

Wisconsin Common Core State Standards (CCSS)
Focusing Instruction to Create Better-Prepared Learners
“The Work of School Districts”
Phase-by-Phase Roll Out



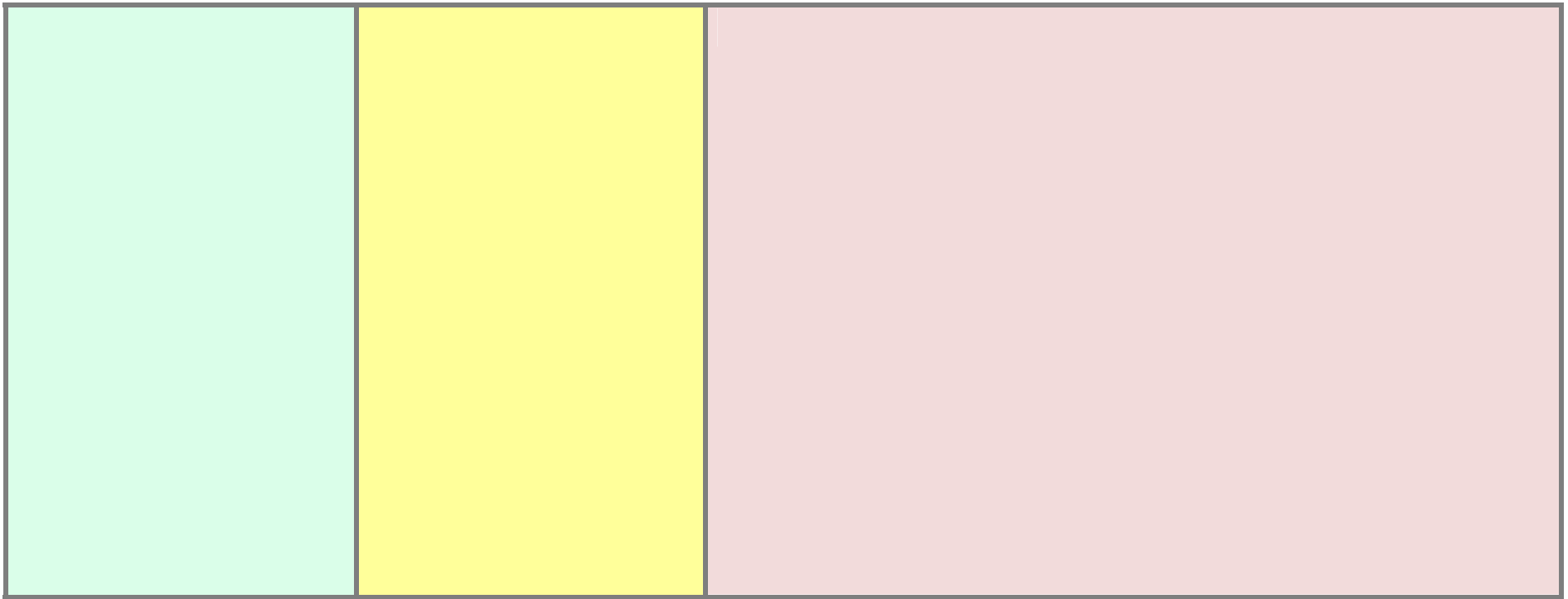
Phase 1 Understanding, Curriculum, Assessment, Instruction	Phase 2 Understanding, Curriculum, Assessment, Instruction	Phase 3 Understanding, Curriculum, Assessment, Instruction		
2010-11	2011-12	2012-13	2013-14	2014-15 <i>Implement new state summative assessment</i>
<ul style="list-style-type: none"> Understand the underpinnings in instruction and the impetus for the CCSS Understand the shift required for systems change under CCSS Investigate and interpret the implications for instruction embedded in the knowledge, skills and understandings in grade level CCSS Plan for curriculum development Evaluate the CCSS as representing College and Career Readiness Understand the implications on local and state assessments 	<ul style="list-style-type: none"> Develop local curriculum based on an instructional focus to implement the CCSS Align and select resources to implement changes in instruction Research and align high quality instructional strategies to CCSS Review and align local formative and benchmark assessments to CCSS Evaluate the quality of the CCSS local curriculum 	<ul style="list-style-type: none"> Plan and develop units of study and lesson plans using the CCSS local curriculum Conduct collaborative lesson study and reflection based on CCSS integration Select and use high quality differentiated instructional strategies to teach CCSS in core classrooms for all students Use high quality teaching methods to promote CCSS learning in interventions that support core instruction Evaluate and adjust the district/school RtI system based on the CCSS local curriculum Collaboratively develop/select, administer and analyze summative assessments and evaluate the CCSS local curriculum Collaboratively develop/select, administer and analyze benchmark assessments to measure progress on CCSS local curriculum Develop/select, administer and analyze formative assessments to measure progress on CCSS local curriculum Conduct collaborative team studies of student data and progress Align and use measures to gauge progress and effectiveness of interventions based on 		

Foundations and Investigations

Planning, Assessment, Instruction and Reporting

Curriculum and Resources

(CESAs) School Improvement Services





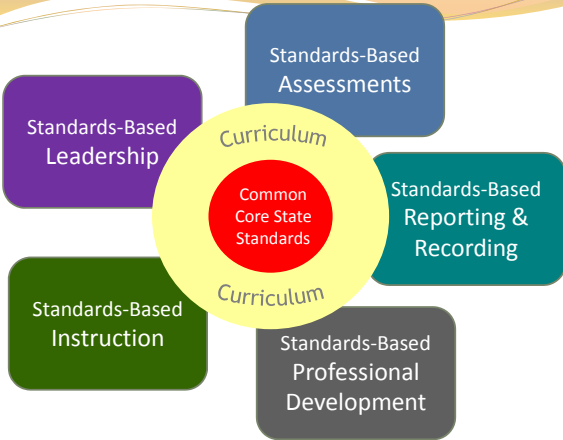
Investigating the Standards: Grade 4 English Language Arts

Statewide roll-out:
CESA Statewide School Improvement Services
In collaboration with
Wisconsin Department of Public Instruction



CESAs MAKE POSSIBLE THE
SCHOOLS WISCONSIN WANTS

1



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The Message

1. The Roll-Out is an **extended process** toward full adoption.
2. The process cannot/should not be rushed – it's a **marathon**, not a race.
3. This is one of many **collaborative sessions** on the CCSS.
4. School/district **teacher leaders** are needed to lead the process locally.
5. Our focus today is to learn **HOW to investigate** the ELA standards.
6. We aren't investigating all standards today. You will be given a process that **can be duplicated** in your school.
7. We won't be aligning today because **alignment cannot be done effectively without careful investigation.**

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To investigate, you will need ...

1. Print out of:
 - the **English Language Arts Common Core State Standards, K-12**
 - ELA Appendix A
 - ELA Appendix B
 - ELA Appendix C
2. The *Investigations Guide*
3. Highlighters
4. Pen or pencil
5. Tables for group work
6. Timer/timekeeper

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Ground Rules for Today

Information-Giving

↓

- Attentive listening
- Open mindset to receive new ideas and information
- Note-taking

Group Work & Recording

↓

- Open mindset
- Professional conversations
- Careful note-taking (for taking back)
- Deep thinking
- Recording of questions – to be addressed later

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Impetus for the Common Core State Standards

- Currently, **every state has its own** set of academic standards, meaning public educated students are learning different content at different rates.
- All students must be **prepared to compete** with not only their American peers in the next state, but with students around the world.

This initiative will potentially affect 43.5 million students which is about 87% of the student population.

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CCSS Evidence Base

- Standards from individual high-performing countries and provinces were used to inform content, structure, and language. Writing teams looked for examples of rigor, coherence, and progression.

Mathematics

Belgium (Flemish)
Canada (Alberta)
China
Chinese Taipei
England
Finland
Hong Kong
India
Ireland
Japan
Korea
Singapore

English language arts

Australia
New South Wales
Victoria
Canada
Alberta
British Columbia
Ontario
England
Finland
Hong Kong
Ireland
Singapore

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Development of Common Core Standards

- Joint initiative of:



- Supported by:
 - Achieve
 - ACT
 - College Board

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The promise of standards

These Standards are not intended to be new names for old ways of doing business. They are a call to take the next step. It is time for states to work together to build on lessons learned from two decades of standards based reforms. It is time to recognize that standards are not just promises to our children, but promises we intend to keep.

What's the Big Deal?

- The CCSS initiative is a “**sea change**” in education for teaching and learning!
- The CCSS **mandates** the student learning outcomes for every grade level/grade band.
- The CCSS force a **common language**. Your staff will begin using this language.
- Students will be **tested** and instructional effectiveness will be **measured** based on CCSS.
- Federal **funding** is tied to CCSS adoption, implementation, and accountability.
- English Language Arts and Mathematics CCSS are just the beginning. . .**more subject area standards** are being developed.

What are the Common Core Standards?

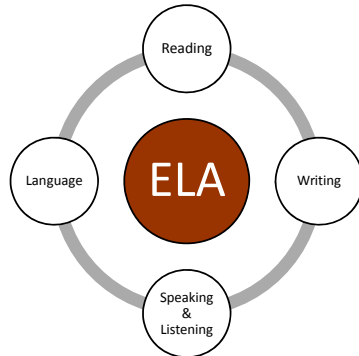
“Common Core Standards define the knowledge and skills students should have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.”

(NGA & CCSSO, 2010)

<http://www.corestandards.org/>

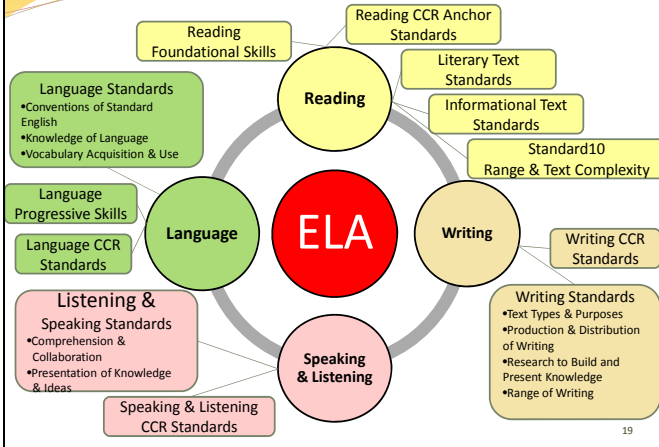
Overall ELA Structure

K-5
6-12 ELA
6-12 Literacy in
History/Social
Studies, Science
& Technical
Subjects
Appendix A
Appendix B
Appendix C



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4th Grade ELA Standards Elements



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Standards Documents Walk-Through

Sticky note divider

Use sticky notes to mark important sections

- | | |
|---------------|---|
| INTRO | • Introduction: pp. 3-8 |
| K-5 ELA | • Standards for English Language Arts, K-5, pp. 9-33 |
| 6-12 ELA | • Standards for English Language Arts, 6-12, pp. 34-58 |
| LIT - CONTENT | • Standards for Literacy in History/Social Studies, Science, and Technical Subjects, 6-12, pp. 59-66 |
| APPEN. A & | • Appendix A (Research Supporting Key Elements of the Standards and Glossary of Key Terms), 43 pages |
| APPEN. B | • Appendix B (Text Exemplars and Sample Performance Tasks) -183 pages |
| APPEN. C | • Appendix C (Samples of Student Writing)- 107 pages |

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Key Design Features

- CCR (College and Career Readiness) & Grade specific standards
- Grade Levels and Grade Bands
- Focus on Results
- Integrated Model of Literacy
- Research and Media Blended
- Shared Responsibility

p. 4 in the standards

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College and Career Readiness Anchor Standards

- Flowing **throughout all strands** of standards
- **Anchoring** the document
- Defining general, **cross-disciplinary literacy** expectations
- Defining expectations that must be met for **entry into college and workforce training programs**
- Expressing **cumulative progressions** through the grades to meet CCR by end of high school

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Activity # 1

Portrait of a Literate Individual

Students who are college and career ready in English Language Arts ...

- Demonstrate independence
- Build strong content knowledge
- Respond to varying demands of audience, task, purpose and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Understand other perspectives and cultures

p. 7 in the standards

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Activity #1: Portrait of a Literate Individual

p. 7 in the standards

- Read the descriptions of characteristics of a literate individual.
- Discuss each student characteristic. *What might this look like?*
- Take notes on the organizer.
- Watch your time.

Activity #1

Investigating Portrait of a Literate Individual

Task:

- Read the descriptions of characteristics of a literate individual.
- Discuss each student characteristic. *What might this look like?*
- Take notes on the organizer.

Demonstrates Independence

This looks like . . .

Builds Strong Content Knowledge

This looks like . . .

Responds to Varying Demands of Audience, Task, Purpose & Discipline

This looks like . . .

Comes to Understand Other Perspectives & Cultures

This looks like . . .



Comprehends as Well as Critiques

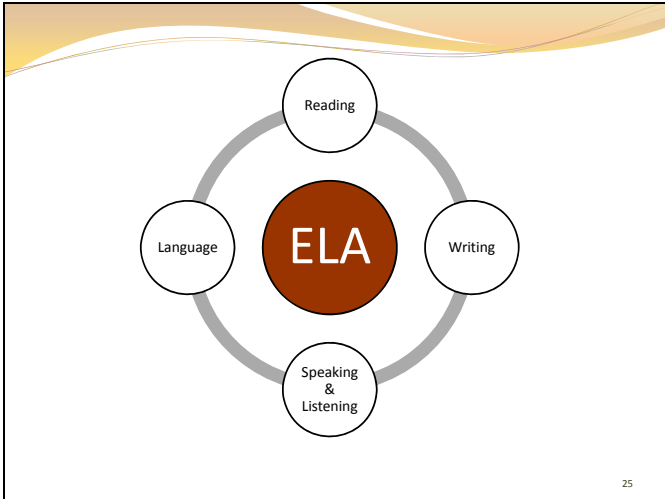
This looks like . . .

Uses Technology & Digital Media Strategically & Capably

This looks like . . .

Values Evidence

This looks like . . .



K-5 Structure (Birds-Eye View)

Section
K-5 ELA Standards
by grade K through 5

Progress with increasing levels of sophistication

Strands:

- READING** & CCR Reading Anchor Standards
 - Reading Literature
 - Reading Informational Text
 - Foundational Skills (K-5)
- WRITING** & CCR Writing Anchor Standards
- SPEAKING & LISTENING** & CCR Speaking & Listening Anchor Standards
- LANGUAGE** & CCR Language Anchor Standards

Across the Curriculum

Standard 10
 Range, Quality and Complexity of Student Reading K-5 & Range of Writing

Activity # 2: Investigating College & Career Readiness Anchor Standards for Reading

Task:

- **PART A.** Read the CCR Reading standards for grades K-5 on page 10. Discuss the major concepts in each CCR category.
- Complete the chart provided with your thinking.
- -----
- **PART B.** Read the paragraph in italics on the right of page 10 (K-5).
- Highlight key words and phrases.
- Discuss your thinking about range and content of text with your table partners, and make notes below the chart.

Activity #2

Investigating College & Career Readiness (CCR) Anchor Standards for Reading

Task

PART A. Read the CCR Reading standards for grades K-5 on page 10. Discuss the major concepts in each CCR category.

- Complete the chart provided with your thinking.

PART B. Read the paragraph in italics on the right of page 10 (K-5).

- Highlight key words and phrases.
- Discuss your thinking about range and content of text with your table partners, and make notes below the chart.

Part A. CCR Standards	Major Concept	My Questions	What might this look like in student work?
Key Ideas & Details (1,2,3)	<i>e.g. 1. Careful reading, making inferences, citing evidence for conclusions</i> 2. 3.	<i>e.g. When do we teach students how to do this?</i>	<i>e.g. using inferences in discussions and/or writing; writing "response journals"</i>
Craft and Structure (4,5,6)	4. 5 6.		

Integration of Knowledge and Ideas (7,8,9)	7. 8. 9.		
Range and Level of Text Complexity (10)	10.		
Part B. Notes about the paragraph (<i>Range & Content of Student Reading</i>) in italics on page 10 (K-5).			

Activity # 3

Literary Text

Literary text is a narrative form of text and can be viewed as fiction, nonfiction, or poetry.

- **Fiction:** Text that is imagined more than real and its main purpose is to entertain and engage readers. Examples include traditional literature, fantasy, science fiction, realistic fiction, and historical fiction.
- **Nonfiction:** Text that contains ideas, facts, and principles related to the natural and social world. Broad enough to include nature writing, travel writing, biographies, memoirs, essays.
- **Poetry:** Text that is more compact writing as well as imaginative and artistic.

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Activity #3

Investigating Levels of Sophistication—Reading Literature

Task:

- **Note** the reading literature standards beginning with Grade 3 through Grade 5 (p. 12).
- **Divide** these CCR categories among your table partners:
 - Key Ideas & Details
 - Craft & Structure
 - Integration of Knowledge & Ideas
- **Read** the specific standards in the CCR category from grades 3 through 5.
- **Highlight and note** “key words” that show progressions of sophistication on the chart provided.
- **Share** your findings and thinking with your table partners.

Observations of Progressive Levels of Sophistication

CCR Category		Grade 3	Grade 4	Grade 5
Key Ideas & Details	1	<i>(ex. refer explicitly to the text for answers)</i>	<i>(ex. what the text says explicitly; drawing inferences)</i>	<i>(ex. quote accurately when explaining; drawing inferences)</i>
	2			
	3			
Craft & Structure	4			
	5			
	6			
Integration of Knowledge & Ideas	7			
	8			
	9			

Informational Text

Informational text is a kind of nonfiction text that includes exposition; argumentation and persuasive text; and procedural text and documents.

- **Expository text:** (e.g. textbooks, reports, workplace documents, essays)
- **Argumentation and persuasive text:** (e.g. writing to persuade, appeal to emotions, or sway an audience)
- **Procedural text:** (e.g. "how-to" text, directions)
- **Documents:** (e.g. primary and secondary sources)

Reading Standards for Informational Text

- "There is also evidence that current standards, curriculum, and instructional practice have not done enough to **foster the independent reading of complex text so crucial for college and career readiness**, particularly in the case of informational text." CCSS ELA Appendix A, p. 3
- "...**expository text** makes up the **vast majority of the required reading** in college and the workplace." CCSS ELA Appendix A, p. 3

Reading Standards for Informational Text, continued

- "Worse still, what little expository reading students are asked to do is too often of the **superficial variety that involves skimming and scanning** for particular discrete pieces of information; such reading is unlikely to prepare students for the **cognitive demand** of true understanding of complex text." CCSS ELA Appendix A, p. 3

Activity #4

Investigating the Importance of Informational Text

Task:

- Go to **page 4** in Appendix A.
- Find paragraph #2 beginning “**Being able to read ...**” and paragraph #3 beginning “**It should be noted ...**”
- **Read** these two paragraphs to investigate the importance of informational text in the standards.
- **Write** your “aha’s and questions” on the Activity #4 chart provided and think about and discuss examples you could use in ELA classes.
- **Watch** the time.

Key Concepts in the Reading	Aha’s or Questions	Informational Text Examples That Could be Used in 4 th Grade ELA Classes

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Activity # 5

Investigating Reading Standards for Informational Text

- Go to Page 14 (grade 4) in the ELA standards.
- Note that informational text standards are by grade level.
- Note the same CCR Categories, but with specific informational text standards per category.

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Activity # 5

Activity #5: Reading Informational Text Standards

Task:

- **Grade 4: Place** page 12 (Literature) & page 14 (Informational Text) side-by-side in front of you.
- **Choose** a CCR category and its corresponding standards to investigate (grades 4).
- **Highlight the major concepts in standards. Compare and contrast** the major concepts of the literature text standards and informational text standards for the selected category.
- **Note and discuss** major concepts that are different.

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Activity #5

Investigating Reading Informational Text Standards

Task:

- **Grade 4:** Place page 12 (Literature) & page 14 (Informational Text) side-by-side in front of you.
- **Choose** a CCR category and its corresponding standards to investigate (grade 4).
- **Highlight the major concepts in standards. Compare and contrast** the major concepts of the literature text standards and informational text standards for the selected category.
- **Note and discuss** major concepts that are different.

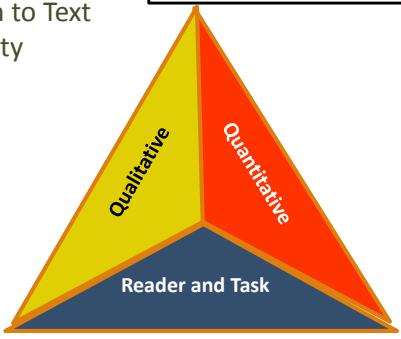
CCR Category	1	Literature Text Standards (major concepts)	Informational Text Standards (major concepts)	Essential Differences
Key Ideas & Details	1	<i>(ex. refer to details to explain what text says explicitly and when drawing inferences)</i>	<i>(ex. . refer to details to explain what text says explicitly and when drawing inferences)</i>	<i>(ex. No difference for this standard)</i>
	2			
	3			
Craft & Structure	4			
	5			
	6			
Integration of Knowledge & Ideas	7			
	8			
	9			

CCR Standard 10 Range of Reading and Text Complexity

Appendix A, Chart, p. 10
10. Read and comprehend complex literary and informational texts independently and proficiently.

Standard 10 The Standards' Approach to Text Complexity

- Appendix A, pp. 4-10
- 3-part model of text complexity
- Equally important considerations of text complexity
- To be used with the 9 reading standards



Activity #6

Investigating Text Complexity Dimensions



Task :

- **Go to** Appendix A, pages 4-10.
- **Assign** each of the three dimensions to your table partners (qualitative, quantitative, reader & task).
- **Read** the descriptions of each dimension and **note** key concepts in the graphic organizer provided.
- **Share** your readings and thoughts.
- **Discuss** the importance of each measure and **how to balance** all three when selecting texts for students.

Qualitative Dimensions of Text Complexity	Quantitative Dimensions of Text Complexity
Reader and Task Dimensions of Text Complexity	

Activity #7

Analyzing Text Complexity

Task:

- Go to Appendix A, pages 11-16.
- Examine the three samples of text passages provided.
- Note the analysis chart that follows each passage.
- Study each passage and its analysis according to the three dimensions (qualitative, quantitative, and reader-task).
- **Substitute three text passages** for your grade level and analyze the text complexity using the three measures shown in Appendix A.
- Use the chart to note comments about each dimension and discuss them with your table partners.
- Answer and discuss the two questions that follow.

Passage	Evaluate the chosen passages Qualitatively	Evaluate the passages Quantitatively	Evaluate the passages for Reader-Task Considerations
Passage 1:			
Passage 2:			
Passage 3:			

QUESTIONS:

1. Based on these examples, how could you use three dimensions when you are making text choices for your students?

2. How would you ensure that texts will meet the needs of all students?



Choosing Appropriate Texts

- Note exemplars in Appendix B
- Factors for text selection: **complexity, quality and range**
- The text exemplars provided on the CCSS list in Appendix B are ...
 - **Examples only**
 - **Not required reading**
- Exemplars provided are LIMITED in ...
 - Including multicultural examples
 - Current young adult literature (that students would find relevant and meaningful)

See Separate Handout
WCTE Article
Sept. 2010

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Reading Standards: Foundational Skills (K-5)

The Foundational Skills are necessary and important components of an effective comprehensive reading program which is designed to develop proficient readers with the capacity to comprehend a wide variety of text materials.

Foundational skills foster understanding and knowledge of:

- Concepts of print
- Alphabetic principle
- Other basic conventions of English writing system

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Reading Standards: Foundational Skills (K-5)

“The point is to teach students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention” (p. 15, CCSS, *K-5 Reading Foundational Skills*).

See Appendix A, pp. 17-22, for more detail.

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Activity #8

Investigating Reading Standards: Foundational Skills (K-5)

Task:

PART A.

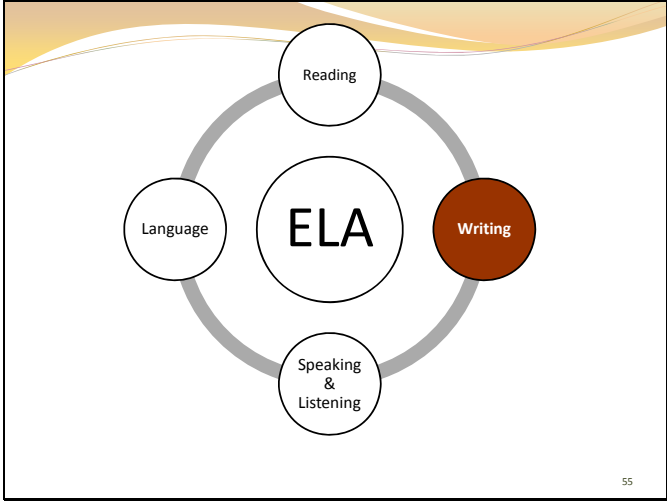
- Read the introductory paragraph on page 15. Highlight major concepts covered in that paragraph regarding Foundational Skills (K-5).
- Discuss the major concepts. *What are the most important ideas in this section? What do these ideas mean for classroom teachers?*
- Complete the chart provided with your thinking.

Important Ideas in this section. . .	What the ideas mean for classroom teachers. . .

PART B. Read the Foundational Skills standards for grade 4. Discuss your thinking about the Foundational Skills for grade 4. Note your thinking in the chart provided.

Standards (Grade 4)	Current Assessments That You Use	How this standard looks in a classroom. . . <i>What does the student have to know and be able to do?</i>
Phonics and Word Recognition 3. Know and apply grade-level phonics and word analysis skills in decoding words.		
Fluency 4. Read with sufficient accuracy and fluency to support comprehension.		

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Activity # 9

Standards for Writing

CCR for Writing
K-5
6-12
Appendix C

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Activity #9

Investigating College & Career Readiness (CCR) Anchor Standards for Writing

Task:

PART A. Read the CCR Writing standards for grades K-5 on page 18.

- **Discuss** the major concepts in each CCR category.
- **Complete the chart** provided with your thinking.

PART B. Read the paragraph (*Range and Content of Student Writing*) in italics on the right of page 18.

- **Highlight** key words and phrases.
- **Discuss** your thinking about range and content of text with your table partners, and **make notes** below the chart.

Part A: CCR Standards	Major Concept	Questions	What might this look like in student work?
Text Types & Purposes (1,2,3)			
Production & Distribution of Writing (4,5,6)			
Research to Build and Present Knowledge (7,8,9)			
Part B: Notes about the paragraph (<i>Range and Content of Student Writing</i>) in italics on page 18.			



Activity # 10

Standards for Writing: Text types, responding to reading, and research

“The Standards acknowledge the fact that whereas ...

- **some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing,**
- **other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives.**
- Standard 9 stresses the importance of the **writing-reading connection** by requiring students to draw upon and write about evidence from literary and informational texts.
- Because of the centrality of writing to most **forms of inquiry,** research standards are prominently included in this strand, though **skills important to research** are infused throughout the document.”
CCSS page 8

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Activity # 10

Activity #10: Investigating Writing Standards

Task:

- **Read** the definitions for “argument”, “informational/explanatory”, and “narrative” writing text types in Appendix A, pages 23-24.
- **Highlight** major ideas that will impact your writing instruction and **note** them in the chart that follows.
- **Go back to the standards** “Text Types & Purposes” standards 1, 2, and 3 on page 20 (gr. 4). **List** key student work that will be expected as you teach these standards.
- **Peruse** the other CCR Writing standards for grade 4 on page 21 and **note** key student expectations in these standards in the bottom chart.
- **Watch** the time.

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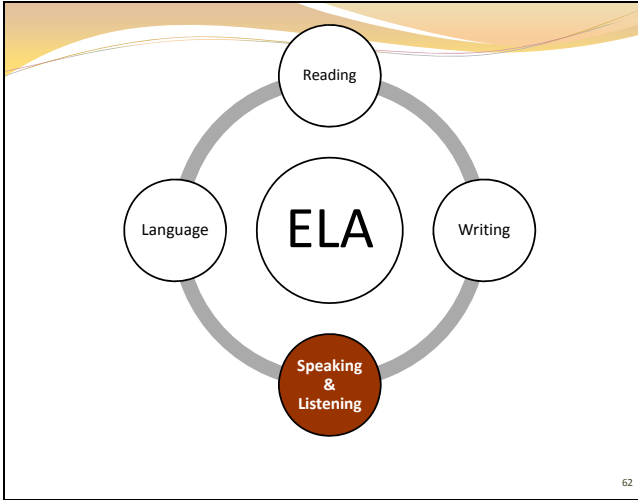
Activity #10

Investigating Writing Standards

Task :

- **Read** the definitions for “argument”, “informational/explanatory”, and “narrative” writing text types in Appendix A, pages 23-24.
- **Highlight** major ideas that will impact your writing instruction and **note** them in the chart that follows.
- **Go back to the standards** “Text Types & Purposes” standards 1, 2, and 3 on page 20 (gr. 4). **List** key student work that will be expected as you teach these standards.
- **Peruse** the other CCR Writing standards for grade 4 on page 21 and **note** key student expectations in these standards in the bottom chart.

Standards		Major Ideas from Appendix A.	Looking at Standards (p.20): Key Student Work for Grade 4
Text Types & Purposes	Argument (Standard 1)		
	Informative/ Explanatory (Standard 2)		
	Narrative (Standard 3)		
Production & Distribution of Writing (Standards 4-6)	Key Student Expectations:		
Research to Build & Present Knowledge (Standards 7-9)	Key Student Expectations:		



Activit # 11

Speaking & Listening Standards: Flexible Communication & Collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a **range of broadly useful oral communication and interpersonal skills**.

Students must ...

- learn to work together,
- express and listen carefully to ideas,
- integrate information from oral, visual, quantitative, and media sources,
- evaluate what they hear,
- use media and visual displays strategically to help achieve communicative purposes, and
- adapt speech to context and task.

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Activit # 11

Interrelationship Between Oral and Written Language

	Receptive Language	Expressive Language
Oral Language	Listening	Speaking
Written Language	Reading (Decoding & Comprehension)	Writing (Handwriting, Spelling & Written Composition)

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Activity #11

Investigating Listening & Speaking Standards

Task 1:

- **Read** the paragraph (*Range & Content of Student Speaking & Listening*) in italics on the right side of page 22 (K-5).
- In the organizer **make a note** of the “intent” of these standards.

Task 2:

- Look at the **CCR (College & Career Readiness) standards** on page 22 (K-5).
- Using the organizer provided, **note the key ideas** in the CCR standards for *Comprehension and Collaboration* and *Presentation of Knowledge and Ideas*.

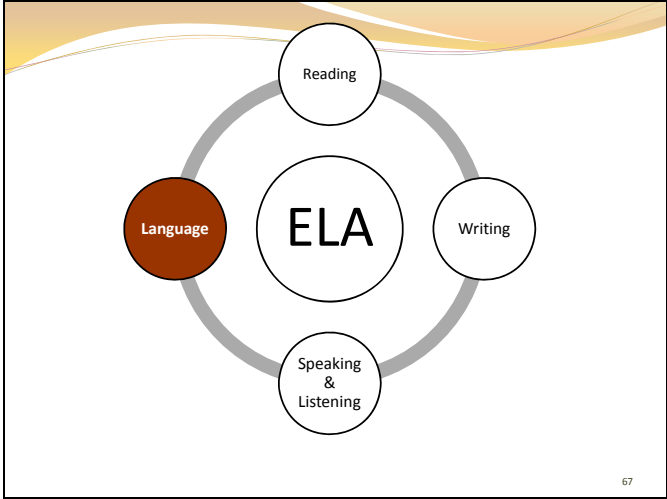
Task 3:

- **Look specifically** at the expectations for grade 4, page 24 in each of the CCR standards.
- **Note and discuss** key specific student expectations in the chart provided.

Task 1: Intent of the Speaking and Listening Standards	
Task 2: Comprehension & Collaboration	Task 2: Presentation of Knowledge & Ideas

Task 3	Gr. 4 Student Expectations
Comprehension & Collaboration	1.
	2.
	3.
Presentation of Knowledge & Ideas	4.
	5.

6.



Activity # 12

Language Standards: Conventions, Effective use, and Vocabulary

“The Language standards include the **essential “rules” of standard written and spoken English**, but they also approach **language as a matter of craft and informed choice** among alternatives.”

“The **vocabulary standards** focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.”

CCSS page 8

Activity #12

Investigating Language Standards: College & Career Readiness

Task :

Read the paragraph (*Range and Content in Student Language Use*) in italics on the right side of page 25 (K-5).

- **Discuss and note** the Big Ideas in **Box A**.
- **Discuss and note** the CCR (College & Career Readiness) Standards on page 25. **Make observations** regarding what the emphasis is in these standards in **Box B**.
- **Watch** your time.

A. Big Ideas about Range & Content	B. CCR Standards
	Conventions of Standard English Knowledge of Language Vocabulary Acquisition & Use

Activity #13: Investigating Knowledge of Language and Vocabulary Acquisition and Use

Activity # 13

Tasks:

- Look at the standards on pages 28-29 (gr. 4). Note the standards marked with an (*). Now note the **language progression chart** on page 30. Discuss and note the progressive skills* on the chart that are expected to require continued attention throughout the grades and into high school. Discuss and note your observations in **Box A**.
- Study the “**Knowledge of Language**” standards for grade 4 on page 29. Discuss and note your observations about knowledge of language and expectations for student understanding in **Box B**.
- Look at the standards for **Vocabulary Acquisition and Use** on page 29 (gr. 4). Discuss and note student expectations for students in grade 4 **Box C**. (See also Appendix A, pages 32-35 for more background information on Vocabulary acquisition).

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Activity #13

Investigating Language Standards: Knowledge of Language and Vocabulary

Task:

- Look at the standards on pages 28-29 (gr. 4). Note the standards marked with an (*). Now note the **language progression chart** on page 30. Discuss and note the progressive skills* on the chart that are expected to require continued attention throughout the grades and into high school. Discuss and note your observations in **Box A**.
- Study the **“Knowledge of Language”** standards for grade 4 on page 29. Discuss and note your observations about knowledge of language and expectations for student understanding in **Box B**.
- Look at the standards for **Vocabulary Acquisition and Use** on page 29 (gr. 4). Discuss and note student expectations for students in grade 4 **Box C**. (See also Appendix A, pages 32-35 for more background information on Vocabulary acquisition).

<p>A. Conventions of Standard English: Progressions in the Standards – Important Observations</p>	<p>B. Knowledge of Language-Expectations for Student Understanding & Use</p>
<p>C. Vocabulary Acquisition and Use</p> <p>4. Meaning of Unknown and Multiple-Meaning Words & Phrases</p> <p>5. Figurative Language, Word Relationships & Nuances</p> <p>6. General Academic and Domain-Specific Words & Phrases</p>	

Determining Implications and Next Steps

We've been investigating the standards – now, what's next?

Activity #14: Determining Implications

Task:

- Now that you've started the process of "investigating" the standards, **discuss** the implications for fellow teachers and staff. Use the chart to note your thoughts.

Activity #15: Determining Next Steps

- Reflect on the activities completed today. How will you take this process back to your colleagues for investigations at your school/district? **Jot** your "next steps" in the chart provided.

Activity #14

Determining Implications

Tasks:

- Now that you've started the process of "investigating" the standards, discuss the implications for fellow teachers and staff. Use the chart to note your thoughts.

For ELA Teachers. . .	For Special Education Teachers. . .	For ELL Teachers. . .	For Other Related Content Teachers. . .

Activity #15

Determining Next Steps

- Reflect on the activities completed today. How will you take this process back to your colleagues for investigations at your school/district? Jot your "next steps" in the chart below.

Next Steps for Future Standards Investigations In My School/District			
Task	Timeframe	Resources Needed	Staff Involved

