# WESTERN DUBUQUE COMMUNITY SCHOOL DISTRICT
# IOWA CORE:
# ENGLISH/LANGUAGE ARTS

## Today's Focus

Purpose:
- application to everyone
- common understanding of learning goals and criteria
- understanding of the "shifts" in teaching ELA and Literacy

WDCSD Core Binder (Investigations training WD style):
 - reconfigured the DE's document for ease of use

Pre- and Post- questions:
 - how can the Core improve instructional decisions impact students in a positive way?
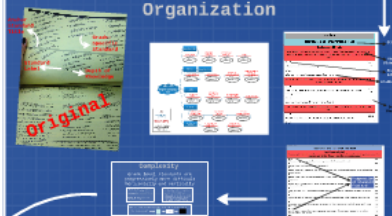 - what are the implications for teaching and student learning?

## Perspective and Purpose

- The standards are not curriculum. We are not changing our curriculum, just finding better ways to use it to help meet the standards.

- We choose how to view, use, and implement them.
  - Understanding and perspective is key

*Group Activity* - Reading and Discussing excerpt from Pathways to the Common Core (pages 1-10 in binder)

30 minutes

## Organization

## Now What?

Post questions:
- how can the Core improve instructional decisions to affect students in a positive way?
- what are the implications for teaching and student learning?

What's next for us?
- Assessment work - how will common knowledge of the core help this process?
- Report cards - patience is a virtue!
- Math Core

## Depth of Knowledge (DOK) Levels

"The practical implication of cognitive complexity is that the Standards require teachers to provide students with instructional experiences that not only address the topical and conceptual knowledge of the standards, but the type of thinking called for by the standards as well."

- The DOK for each standard reflects the complexity of the standard, not its difficulty.
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Common Core "Shifts" in ELA

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## Depth of Knowledge (DOK)
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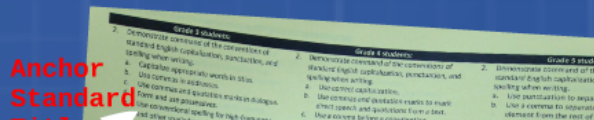
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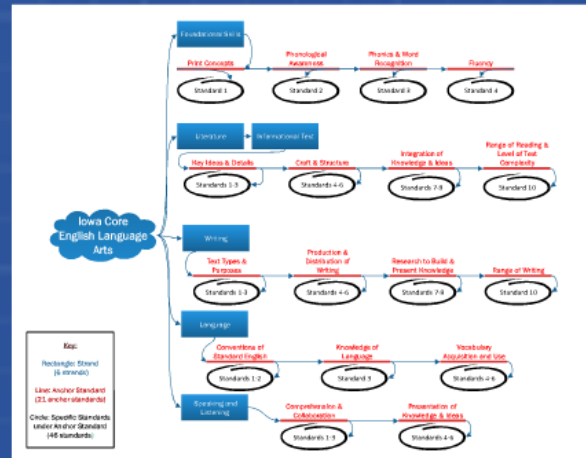
30 minutes

# Organization

Anchor Standard

# Organization

**Anchor Standard Title**

**Grade Specific Standard**

**Standard Label**

**Depth of Knowledge**

**Strand**

**Anchor Standard**

**Standard Label**

**Grade-Specific Standard**

**Depth of Knowledge**

### Grade 1

**Literature and Informational Text**

**Key Ideas and Details**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| | |
|---|---|
| RL.1.1 | DOK 1,2 |
| Ask and answer questions about key details in a text. | |
| RI.1.1 | DOK 1,2 |
| Ask and answer questions about key details in a text. | |
| Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. | |
| RL.1.2 | DOK 1,2 |
| Retell stories, including key details, and demonstrate understanding of their central message or lesson. | |
| RI.1.2 | DOK 1 |
| Identify the main topic and retell key details of a text. | |
| Analyze how and why individuals, events, and ideas develop and interact over the course of a text. | |
| RL.1.3 | DOK 1 |
| Describe characters, settings, and major events in a story, using key details. | |
| RI.1.3 | |

## Complexity

Grade level standards are progressively more difficult horizontally and vertically

Exemplar text resource-examples only, not required reading

teachingbooks.net

**Progression of Standard from K-8**

**Literature and Informational Text**

**Key Ideas and Details**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

| | |
|---|---|
| RL.K.1 | DOK 1 |
| With prompting and support, ask and answer questions about key details in a text. | |
| RL.1.1 | DOK 1,2 |
| Ask and answer questions about key details in a text. | |
| RL.2.1 | DOK 1,2 |
| Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | |
| RL.3.1 | DOK 1,2,3 |
| Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | |
| RL.4.1 | DOK 1,2,3 |
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| RL.5.1 | DOK 1,2,3 |
| Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | |
| RL.6.1 | DOK 1,2,3 |
| Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RL.7.1 | DOK 1,2,3 |
| Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RL.8.1 | DOK 1,2,3 |
| Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | |
| RL.K.1 | DOK 1 |

**Anchor Standard Title**

**Grade-Specific Standard**

**Standard Label**

**Depth of Knowledge**

**Original**

**Grade 3 students:**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Capitalize appropriate words in titles.
   b. Use commas in addresses.
   c. Use commas and quotation marks in dialogue.
   d. Form and use possessives.
   e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, happiness).
   f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
   g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (L.3.2.) (DOK 1)

**Knowledge of Language**

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases for effect.*
   b. Recognize and observe differences between the conventions of spoken and written standard English. (L.3.3.) (DOK 2)

**Grade 4 students:**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.) (DOK 1)

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
   a. Choose words and phrases to convey ideas precisely.*
   b. Choose punctuation for effect.*
   c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (L.4.3.) (DOK 2)

**Grade 5 students:**

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use punctuation to separate...
   b. Use a comma to separate element from the rest of...
   c. Use a comma to set off the (e.g., Yes, thank you), to s from the rest of the sente isn't it?), and to indicate d that you, Steve?).
   d. Use underlining, quotation indicate titles of works. Spell grade-appropriate wo consulting references as ne (DOK 1)

3. Use knowledge of language and when writing, speaking, reading,
   a. Expand, combine, and reduce meaning, reader/listener inte
   b. Compare and contrast the var (e.g., dialects, registers) used in dramas, or poems. (L.5.3.) (DOK

**Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
   a. Use sentence-level context as a clue to the meaning of a word or phrase.
   b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (L.3.4.) (DOK 1,2,3)

5. Demonstrate understanding of word relationships and nuances in word meanings.
   a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
   b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
   c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). (L.3.5.) (DOK 1,2,3)

6. Acquire and use accurately grade-appropriate general academic and domain-...

**Grade 4 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.4.4.) (DOK 1,...)

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (L.4.5.) (DOK 1,2,3)

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and...

**Grade 5 students:**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
   a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
   b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynth...
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4.) (DOK 1,2,3)

5. Demonstrate understanding of figurative word relationships, and nuances
   a. Interpret figurative language and metaphors, in context
   b. Recognize and explain the common idioms, adages,
   c. Use the relationship (e.g., synonyms, ant better understand (DOK 1,2,3)

6. Acquire and use accurately grade-appropriate general academic phrases, includ...

**Iowa Core English Language Arts**

**Key:**

Rectangle: Strand (6 strands)

Line: Anchor Standard (21 anchor standards)

Circle: Specific Standard under Anchor Standard (46 standards)

# Iowa Core English Language Arts

## Foundational Skills

| Print Concepts | Phonological Awareness | Phonics & Word Recognition | Fluency |
|---|---|---|---|
| Standard 1 | Standard 2 | Standard 3 | Standard 4 |

## Literature → Informational Text

| Key Ideas & Details | Craft & Structure | Integration of Knowledge & Ideas | Range of Reading & Level of Text Complexity |
|---|---|---|---|
| Standards 1-3 | Standards 4-6 | Standards 7-9 | Standard 10 |

## Writing

| Text Types & Purposes | Production & Distribution of Writing | Research to Build & Present Knowledge | Range of Writing |
|---|---|---|---|
| Standards 1-3 | Standards 4-6 | Standards 7-9 | Standard 10 |

## Language

| Conventions of Standard English | Knowledge of Language | Vocabulary Acquisition and Use |
|---|---|---|
| Standards 1-2 | Standard 3 | Standards 4-6 |

## Speaking and Listening

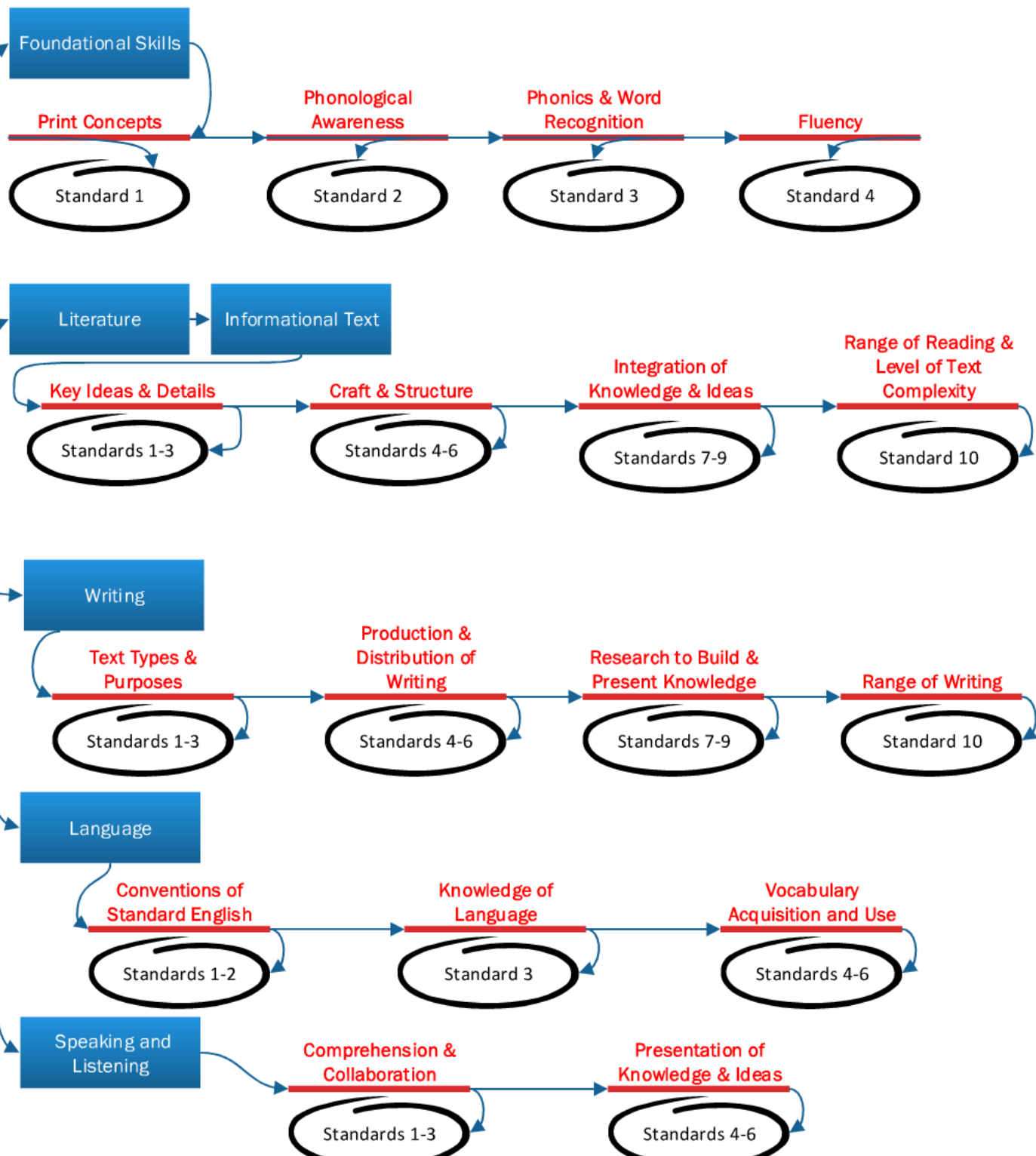| Comprehension & Collaboration | Presentation of Knowledge & Ideas |
|---|---|
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## Grade 1

### Literature and Informational Text → **Strand**

#### Key Ideas and Details

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. → **Anchor Standard**

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| RL.1.1 → **Standard Label**<br><br>Ask and answer questions about key details in a text. | DOK 1,2 |
| RI.1.1<br><br>Ask and answer questions about key details in a text. → **Grade-Specific Standard** | DOK 1,2 |

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

| | |
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| RL.1.2<br><br>Retell stories, including key details, and demonstrate understanding of their central message or lesson. | DOK 1,2 |
| RI.1.2<br><br>Identify the main topic and retell key details of a text. | DOK 1 → **Depth of Knowledge** |

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

| | |
|---|---|
| RL.1.3<br><br>Describe characters, settings, and major events in a story, using key details. | DOK 1 |
| RI.1.3 | |

| Literature and Informational Text | |
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Progression of Standard from K-8

# Complexity

## Grade level standards are progressively more difficult horizontally and vertically

Skim through each of the grade-span text exemplar examples.

How do the exemplars increase in difficulty and complexity?

What skills are need to progress through these readings from K-CCR?

Open binder to "K-8 Progression" section
Page 3 - "Literature and Informational Text"
Look through standards RL.K.1- RL.8.1

- How would the discussion questions, activities, reading prompts, or assessment questions change as the students progress through the standards and readings?
- How can using the progression of standards document help you make these decisions?
- How can the DOK chart help you make these decisions?

Exemplar text resource-examples only, not required reading

teachingbooks.net →  →  →

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STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

### Support 4 Instructional Shifts:

▶ Balance Informational & Literary Texts

▶ Increase Reading in All Disciplines

▶ Require Knowledge & Direct Consideration of the Text

▶ Expose Students to Authentic Writing & Research Processes

### Get Started

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3) Pick a book list

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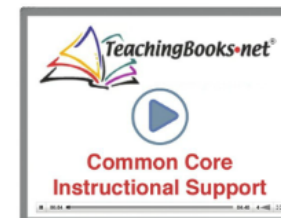
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on the table on your way out...

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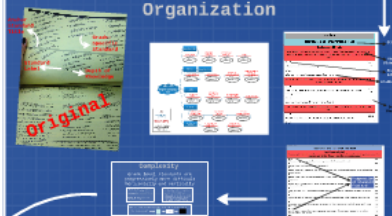
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