

Three slices of a red apple are arranged vertically on the left side of the slide.

# Common Core Implementation at Santa Ana Unified

CDE Stakeholders' Meeting  
March 8, 2013

Getting to the Core

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**Supportive School Climate**

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# SAUSD's Mission and Vision



## *Our Success, Our Passion*

*In August 2012, the Santa Ana Unified School District Board of Education approved our new Vision and Mission Statements as part of the Seven Building Blocks to SAUSD's success. These statements align with the national direction and our implementation of the Common Core State Standards. They reflect SAUSD's path to providing a world-class education to ensure that our students are college and career ready and prepared to assume their role as a part of the global citizenry.*

### **Vision Statement**

We will work collaboratively and comprehensively with staff, parents, and the community to strengthen a learning environment focused on raising the achievement of all students and preparing them for success in college and career.

### **Mission Statement**

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country and a global society.

**Santa Ana Unified School District**



**S**uccess

**A**chievement

**U**nited

**S**ervice

**D**edication

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# Foundation of the 7 C's

## The Seven Building Blocks to SAUSD Success *Preparing All Students to be College and Career Ready*



**Clear Focus on Learning**  
Establish a specific vision of what high-quality, personalized learning and instruction looks like inside classrooms based on Common Core State Standards.

**Comprehensive Accountability**  
Assess student learning to inform practice and monitor implementation of best practices.

**Climate**  
Ensure safety of students and staff, and build trusting relationships that are driven by the core values of respect, responsibility, and results.

**Capital**  
Effectively and efficiently align fiscal, physical and personnel resources to support and ensure student learning.

**Communication**  
Develop, define and deepen understanding of the District's vision internally and with our community through the creation of a unified message, including avenues for two way communication.

**Community and Parent Involvement**  
Establish transparent, credible processes for community and stakeholder involvement. Seek and promote partnerships with parent groups, community groups and community leaders.

**Commitment and Capacity**  
Ensure that all employees feel valued and enact the instructional vision through professional training, implementation, support, and monitoring of performance to strengthen student achievement.

Santa Ana Unified School District  
Office of the Superintendent

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# SAUSD's Theory of Action



By implementing high quality, personalized learning and instruction based on common core standards, which focus on inquiry, and higher level thinking we will accelerate student achievement.

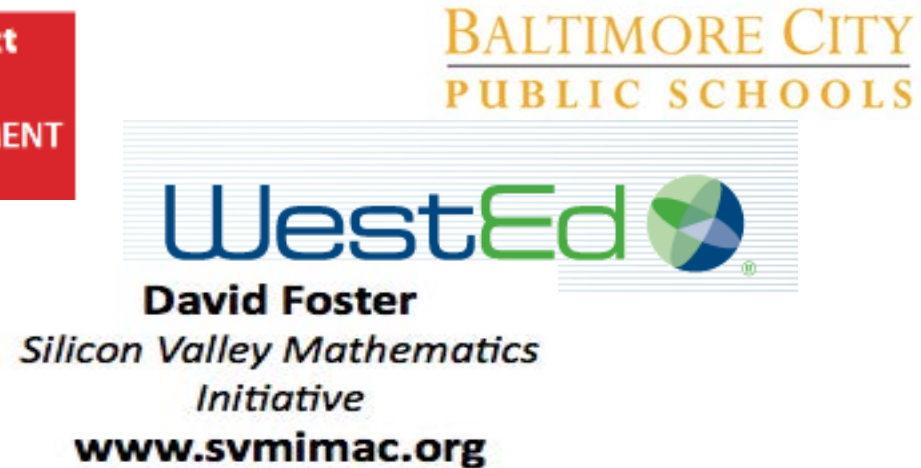
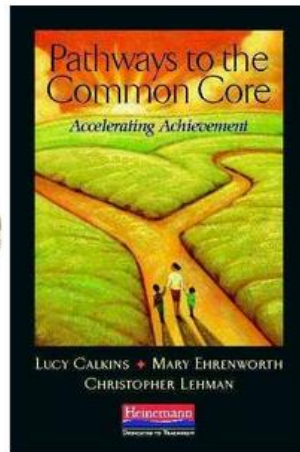
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# Learning from our National Partners



QUALITY TEACHING for English Learners®



STANFORD UNIVERSITY

## Understanding Language

Language, Literacy, and Learning in the Content Areas

assembled by  
**Student  
Achievement  
Partners**



Council of the Great City Schools  
*The Nation's Voice for Urban Education*

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Getting to the Core



# Getting to the Core



## Common Core Shifts for ELA/Literacy

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

## Common Core Shifts for Mathematics

1. **Focus** strongly where the Standards focus
2. **Coherence: Think** across grades, and **link** to major topics within grades
3. **Rigor**: In major topics, pursue **conceptual understanding**, procedural skill and **fluency**, and **application**

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# 4 Year Implementation Plan



Thelma Meléndez de Santa Ana, Ph.D.  
Superintendent of Schools

## SAUSD Common Core State Standards (CCSS) Transition Plan

### Awareness Phase 2011-2012

- Focus: Administrators, Curriculum Specialists, TOSAs, Department Chairs
- CCSS Introduction

### Transitional Phase 2012-2013

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- CCSS Introduction
- Focus on Instructional Shifts

### Transitional Phase 2013-2014

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Focus on performance-based assessment and lesson design

### Full Implementation 2014-2015

- Focus: Administrators, Curriculum Specialists, CLAS Teachers, TOSAs, Classroom Teachers, Students
- Full implementation of CCSS with CCSS assessment

#### Spring 2012

- CCSS overview with instructional leaders (Why?)
  - Principals
  - Curriculum Specialists
  - TOSAs
  - Department Chairs/Teacher Leaders (Language Arts, Math, Science)

#### Fall 2012

- CCSS overview at all sites (Why?)
- Content-specific overviews in all content and elective areas (What?)
- Content Training on instructional shifts (How?)
  - Close reading and analysis of complex text
  - Argumentative writing
  - Academic Language
  - Focus, Coherence and Rigor (Math)
- One Unit of Study Developed by Curriculum Specialists for classroom teachers with CLAS coaching support (November—To approach)

#### Spring 2013

- Implement CCSS strategies with focus on instructional shifts (Practice and coaching)
- CLAS Teachers/ writing teams develop one unit of study with Curriculum Specialists support (Dec-May) for end of year
- Adapt portions of pacing guides to reflect CCSS
- Include CCSS item with each unit
- Identified K-12 classroom teachers develop additional units of study (Summer)

#### Fall 2013

- Train teachers on performance based-assessments
- Implement model lessons/developed units of study with focus on instructional shifts and assessment (practice and coaching)
- Continue to adapt pacing guides to reflect CCSS.
- Integrate CCSS items in benchmark/ Common Assessments

#### Spring 2014

- Train teachers on lesson design with CCSS focus
- Identified teachers continue to develop of CCSS lessons to complement content pacing guides (practice and coaching).
- Complete CCSS pacing guides for all content areas.
- Integrate CCSS items in benchmark/ Common Assessments

#### Fall 2014

- Fully implement common core pacing guides, lessons and assessments
- CCSS benchmarks/ Common Assessments

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# 2012-2013 Implementation Plan



Thelma Meléndez de Santa Ana, Ph.D.,  
Superintendent of Schools

## SAUSD's Implementation of Common Core Year 1

### Elementary

Oct-Dec 2012:  
K-3: Implementation of  
Common Core Unit of  
Study (ELA/Sci/SS)

4-5: Implementation of  
Common Core Unit of  
Study (Math)

January 2013:  
Conduct Teacher  
Feedback Groups (Jan  
17 & 24)

Identify areas of  
refinement for future  
units of study

February-May 2013:  
Develop modules and expand  
teachers' knowledge: 21st  
Century Learning (Collaboration,  
Communication, Critical  
Thinking, Creativity), Academic  
Language Development, Effective  
EL Strategies, Use of Text Sets,  
CCSS Assessments

March-May 2013:  
CLAS teachers with  
support of curriculum  
specialists and expert  
teachers write Common  
Core Units of Study to be  
taught in May-June 2013

## Unified K-12 Year 1 Desired Outcomes

### K-12 Foundation

July 2012:  
Pilot  
lessons  
from units  
of study in  
grades K, 2,  
3, 4, 7, 8, 9

August 2012:  
CCSS  
Management  
Kick-off  
  
K-12 Staff  
Beginning of  
Year  
Introduction  
to CCSS

Sept 2012-  
June 2013:  
CLAS  
teacher  
support of  
CCSS  
strategies  
and key  
tenets

May-June 2013:  
K-5 teachers and 6-12 teachers in identified  
core courses implement units of study

Elementary	Intermediate	High School
K-3 Interdisciplinary Units	7 <sup>th</sup> Grade Science	Biology
K-5 Interdisciplinary Units	8 <sup>th</sup> Grade History	US History
4 <sup>th</sup> and 5 <sup>th</sup> Grade Math	6 <sup>th</sup> Grade Math	Algebra I (Same writing group as IS)
	Algebra I (Same writing group as IS)	Algebra II
		Geometry
K-5 Interdisciplinary Units	6 <sup>th</sup> Grade ELA	9 <sup>th</sup> /10 <sup>th</sup> ELA
	7 <sup>th</sup> Grade ELA	11 <sup>th</sup> /12 <sup>th</sup> ELA
	8 <sup>th</sup> Grade ELA	

Summer 2013:  
Identified K-12 classroom  
teachers develop  
additional units of study

Creation of performance  
based assessments  
similar to SMARTER  
Balanced assessments  
for 2013-2014 school year

### Secondary

Oct-Nov 2012:  
Establish multiple points of  
entry into core courses  
Form writing teams in key  
courses with teacher  
leaders

Dec 2012-Feb 2013:  
Begin writing process with  
support of QTEL with HS teams  
(Dec 18-19, Feb 6)  
Replicate process with  
intermediate writing teams (Jan-  
Feb)

February-May 2013:  
Develop modules and expand  
teachers' knowledge: Text  
Complexity, Collaborative  
Conversations and Development  
of Academic Language

March-May 2013:  
Writing Teams pilot units of study and  
CLAS teachers provide demonstration  
lessons with classroom teachers  
with possible opportunities for lesson  
studies

Getting to the Core

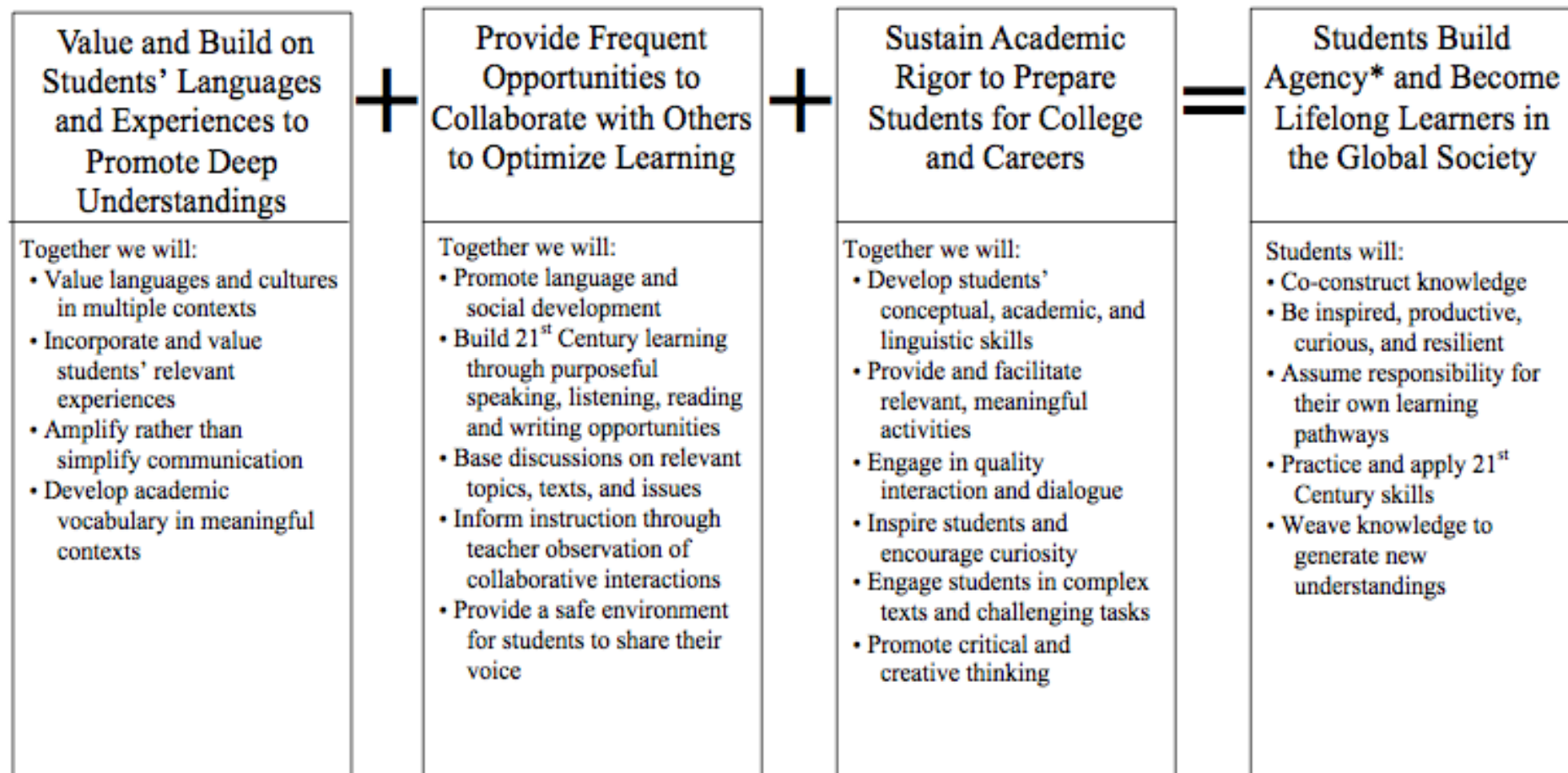
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## SAUSD's Theoretical Framework for Common Core Implementation

Theory of Action: By establishing and applying a coherent K-12 theoretical foundation for pedagogical practices, we will provide meaningful interactions and consistent intellectual rigor that supports all students, including English Learners, to be college and career ready and well versed in 21<sup>st</sup> Century Skills.



Sources Referenced: Walqui, A & van Lier, V, Scaffolding the Academic Success of Adolescent English Language Learners, (2010), Walqui, A., Scaffolding Instruction for English Language Learners: A Conceptual Framework, (2006), Wong, L., What Does Text Complexity Mean for English Learners and Language Minority Students (2011)

\*Active involvement and the development of autonomy



## English Learner Support in CCSS Units of Study

# *Value and Build on Students' Languages and Experiences to Promote Deep Understandings*

## Getting to the Core

- 1<sup>st</sup> grade unit
- Teaching vocabulary explicitly in context
- Utilizing a directed art lesson to demonstrate author's word choice, shades of meaning and develop vocabulary understanding

### Read with "Wake Up City!" with Art Lesson Continued

— don't show the picture: The city is dim down light, and the tops of tall buildings glow in the first rays of the rising sun.

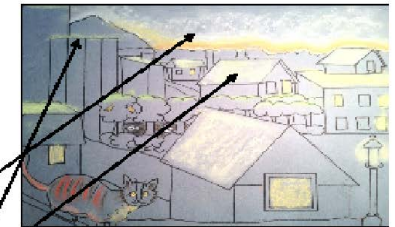


— these words. Besides humans, who are waking up? (sparrow and ducks) What is happening? Can you find the park?

— Pencil, add some sparrow chirping in the air. Add some ducks calling to one another. Draw the ducks in and the sparrows.

— Should we do to the water? (Add some black to the pond with a crayon.)

— don't show the picture: The city is dim down light, and the tops of tall buildings glow in the first rays of the rising sun.



— How does the author use here to help you see what is happening now? (dim, dawn, tall buildings glow, first rays of the rising sun)

— with the dim, dawn light. Let's go to work.

— How can we add more dim light to the scene? (add a little white or light yellow to the sky and blend it in.)

— The tops of tall building glowing. Add more a "glow" to some roofs that are in the scene.



— What did the author say happened in the scene? (the first rays of the rising sun.)

— Drawing, where is it in the sky? (explain it coming up, so only show part of it.)

— How to make a half of a circle to show it is rising with some orange and yellow chalk. Add rays coming out from the sun, brightening the scene.



— How do you talk to their partners or in a class discussion? (the author woke up the city with words. They learned from the lesson.)

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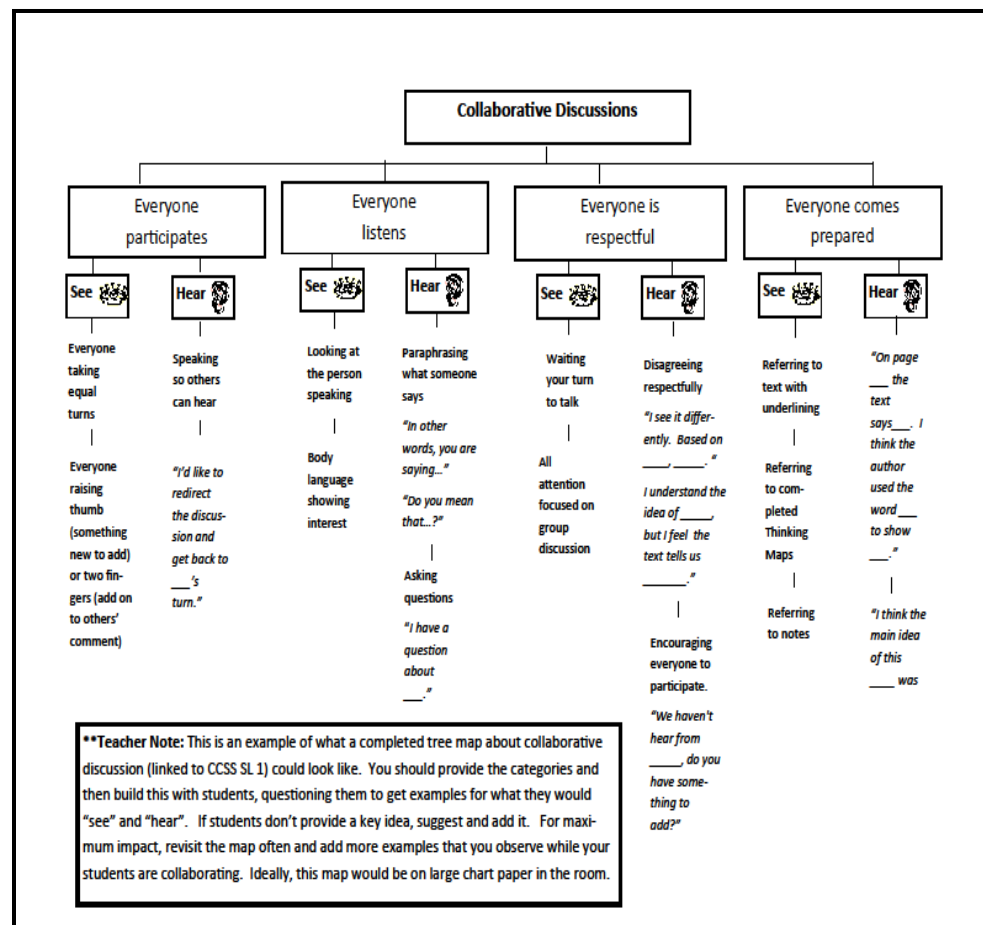
# English Learner Support in CCSS Units of Study

## *Value and Build on Students' Languages and Experiences to Promote Deep Understandings*

### Guidelines for Collaborative Discussion

- 3<sup>rd</sup> grade unit
- Based on Speaking and Listening Standards
- Integrates formulaic expressions
- Supports teacher-student apprenticeship model –scaffolded structure

Getting to the Core



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English Learner Support in CCSS Units of Study

## ***Provide Frequent Opportunities to Collaborate with Others to Optimize Learning***

- High School Biology unit, *Preparing the Learner*
- Formulaic expressions to support classroom discussion
- Aligned with QTEL's *Interacting with Text* lesson moment
- Supports students in citing evidence from text
- Teaches academic language in context

Getting to the Core

What I can do	What I can say
I am going to think about what the selected text may mean.	I'm not sure what this is about, but I think it may mean...
	This part is tricky, but I think it means...
	After rereading this part, I think it may mean...
I am going to summarize my understanding so far.	What I understand about this reading so far is...
	I can summarize this part by saying...
	The main points of this section are...
I am going to use my prior knowledge to help me understand.	I know something about this from...
	I have read or heard about this when...
	I don't understand the section, but I do recognize...
I am going to apply related concepts and/or readings.	One reading/idea I have encountered before that relates to this is..
	We learned about this idea/concept when we studied...
	This concept/idea is related to...

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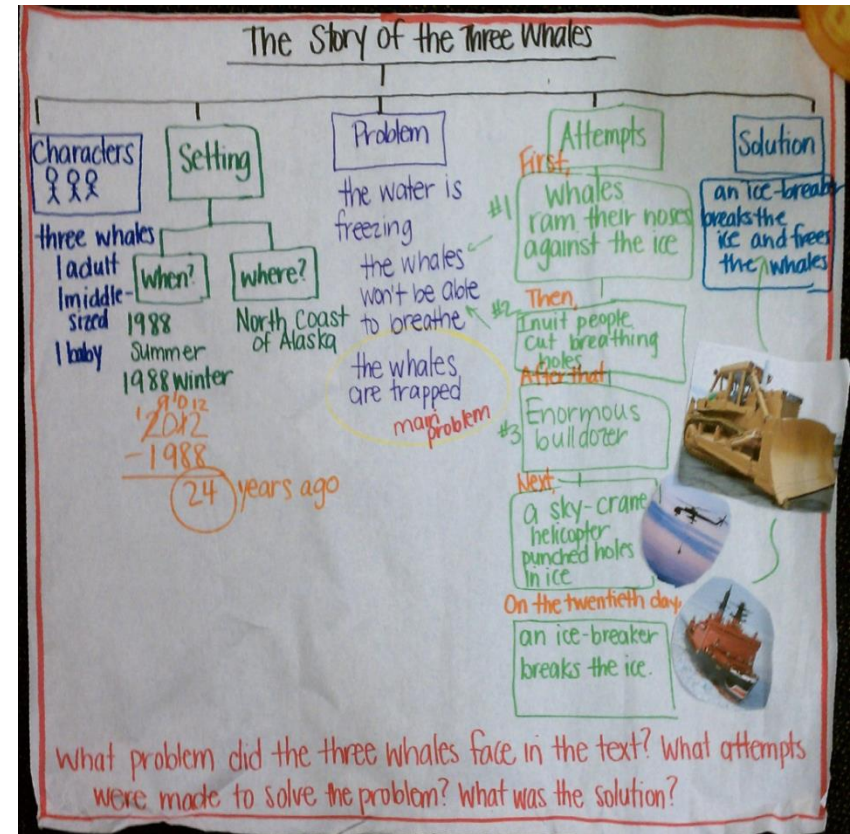
English Learner Support in CCSS Units of Study

# *Sustain Academic Rigor to Prepare Students for College and Careers*



## Getting to the Core

- 2<sup>nd</sup> grade unit
- Story map to show narrative components and key ideas & details
- Guided by teacher questioning, created collaboratively with students
- Initiated by focus question and reading (purpose)
- Integrates formulaic expressions students will need to “talk off of the map”



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# English Learner Support in CCSS Units of Study

## *Sustain Academic Rigor to Prepare Students for College and Careers*



### Getting to the Core

- 9<sup>th</sup> and 10<sup>th</sup> grade ELA unit
- Integration of reading and writing
- Quick write that requires a claim and at least two pieces of evidence to support claim
- Argumentative digital presentation to present quick write
- Rubric to evaluate appearance and content of digital presentation

P.L. #G

#### QuickWrite – Prompt

In a 5 – 7 sentence paragraph, provide an argument for or against Neo's decision to embrace conflict. What would you do in this difficult situation? Make sure to include a claim, provide at least two pieces of evidence, and explain how your evidence supports your claim.

P.L. #I

\*Use this rubric with the Quickwrite and the Digital Presentation

#### Appearance and Content Rubric for: Argumentative Digital Presentation

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Claim & Counterclaim	Thoroughly addresses all parts of the prompt. Includes at least 3 clear and specific claims based on textual evidence. Counterclaim is presented and clearly refuted.	Adequately addresses all parts of the prompt. Includes less than 3 specific claims based on textual evidence. Counterclaim is presented and somewhat refuted.	Does not address all parts of the prompt. Claims may be lacking, may not be strong, or are not based on evidence. Counterclaim may be weak or missing.	Does not address all parts of the prompt. Does not include any claims. No counterclaim is given.
Evidence & Citations	Evidence is thoroughly and clearly explained. Proper citation is given for each piece of evidence.	Evidence is clearly explained. Proper citation is given for most pieces of evidence.	Evidence is not clearly explained. Citations are lacking for most pieces of evidence.	Explanation of evidence is short, missing, or may be awkward. No citations are given.
Style & Conventions	Presentation has no misspellings or grammatical errors. Sentences are clear, concise, and varied.	Presentation has 1-2 misspellings, but no grammatical errors. Most sentences are clear and show variety.	Presentation has 1-2 grammatical errors and few misspellings. Sentences may be awkward or unclear.	Presentation has more than 2 grammatical and/or spelling errors. Sentences are very awkward.
Presentation & Organization	All graphics are attractive (size and color) and support the theme/content of the presentation. Must include 5-10 slides.	A few graphics are not attractive but all support the theme/content of the presentation. Still includes 5-10 slides.	All graphics are attractive but a few do not seem to support the theme/content of the presentation. May be under 5 slides.	Several graphics are unattractive AND detract from the content of the presentation. Does not meet minimum requirement of slides.
Multimedia Usage	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use enhances presentation.	Presentation includes at least 2 pieces of school-appropriate pictures, videos, or music. Media use follows the flow of presentation.	Media use may distract from presentation.	Media may be lacking.

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# English Learner Support in CCSS Units of Study

## *Students Build Agency and Become Lifelong Learners in the Global Society*

### Getting to the Core

- 3<sup>rd</sup> grade unit, collaborative project
- Students watch a PSA video to prepare for creating their own PSA presentation about a different animal
- Students read and write for a purpose
- Application of unit learning

#### Group Public Service Announcement

##### Creation Guide



Work together.

1. Use the texts you read to write following (on a separate piece of paper). This will be your script for your Public Service Announcement. Everyone in your group should help create the script. Take turns recording each part.
  - a. Describe your animal. Include interesting details.
  - b. Describe the natural habitat of your animal.
  - c. Tell about where the animal lives in the city. How has it adapted to city life?
  - d. Explain any dangers or problems that his animal causes or
  - e. Provide advice to people about what they should do if they encounter the animal.
2. Next, decide who will say each part when you present your PSA. Everyone in your group must have a speaking part. Write each person's name next to the part they will say.

#### Presentation Rubric

Name(s) \_\_\_\_\_ Date \_\_\_\_\_

Presentation Title: \_\_\_\_\_

##### Content

1	Organizes ideas around major points that follow a logical sequence	5	4	3	2	1
2	Includes appropriate facts	5	4	3	2	1
3	Includes relevant details	5	4	3	2	1
4	Includes descriptive details	5	4	3	2	1
5	Provides a strong conclusion	5	4	3	2	1

##### Delivery

1	Uses clear and specific vocabulary	5	4	3	2	1
2	Announces clearly	5	4	3	2	1
3	Uses complete sentences	5	4	3	2	1
4	Maintains appropriate pace	5	4	3	2	1
5	Adds drawing or other visual displays as appropriate	5	4	3	2	1
6	Maintains eye contact with audience	5	4	3	2	1

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# English Learner Support in CCSS Units of Study




## *Students Build Agency and Become Lifelong Learners in the Global Society*

### Getting to the Core

- 3<sup>rd</sup> grade unit, *Preparing the Learner* lesson
- Students view a video about animal adaptations in segments, take notes, and discuss with a partner
- Complex, visual and spoken “text”
- Establishes an interest in and focus for the lesson
- Activates students’ relevant prior knowledge
- Introduces the most essential new words in context (from Walqui, pg. 152)

#### Animals Around Us: Animal Adaptations: What Are They?

##### Note Taking Guide

Animal	Feature or Characteristic	How it Helps the Animal Survive
Turtle 		
Flatfish 		
Poison Frog 		

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# Supports for Students with Disabilities



## Getting to the Core



- **Instructional Supports** for learning-based on the principles of Universal Design for Learning (UDL)-which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression
- **Instructional accommodations**-changes in materials or procedures-which do not change the standards, but allow students to learn within the framework of the Common Core
- **Assistive technology** devices and services to ensure access to the general education curriculum and the Common Core State Standards

- **Development of Appendices for students with disabilities**, a majority of whom are English learners, which include:
- *Additional Lessons*
- Accommodations and Modifications to Lessons
- Companion Text
- Assistive Technology
- IEP development and alignment
- Resources

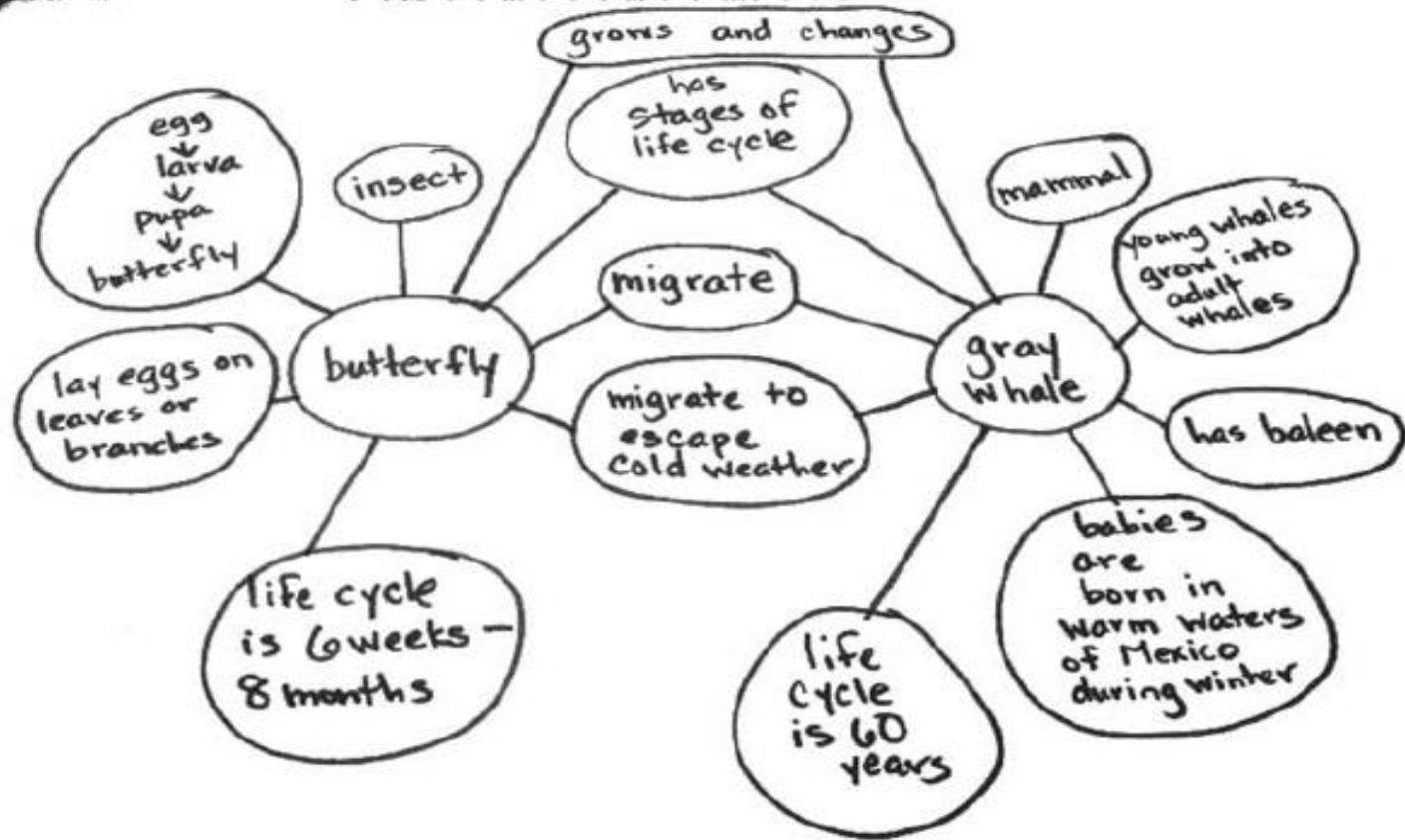
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# Example from SAUSD Unit of Study

## 2<sup>nd</sup> Grade/ Life Cycles



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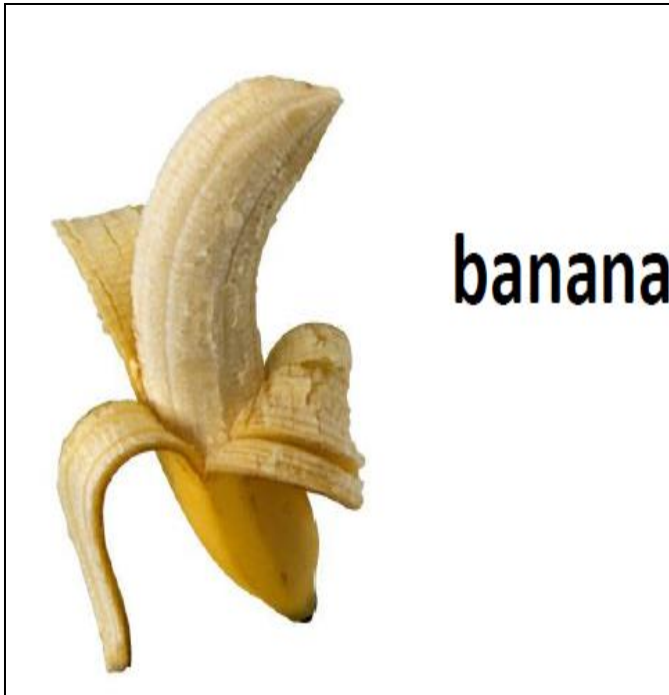
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# Example from SAUSD Special Ed Appendix

## Grade 2/ Life Cycles



Getting to the Core



**banana**



**apple**

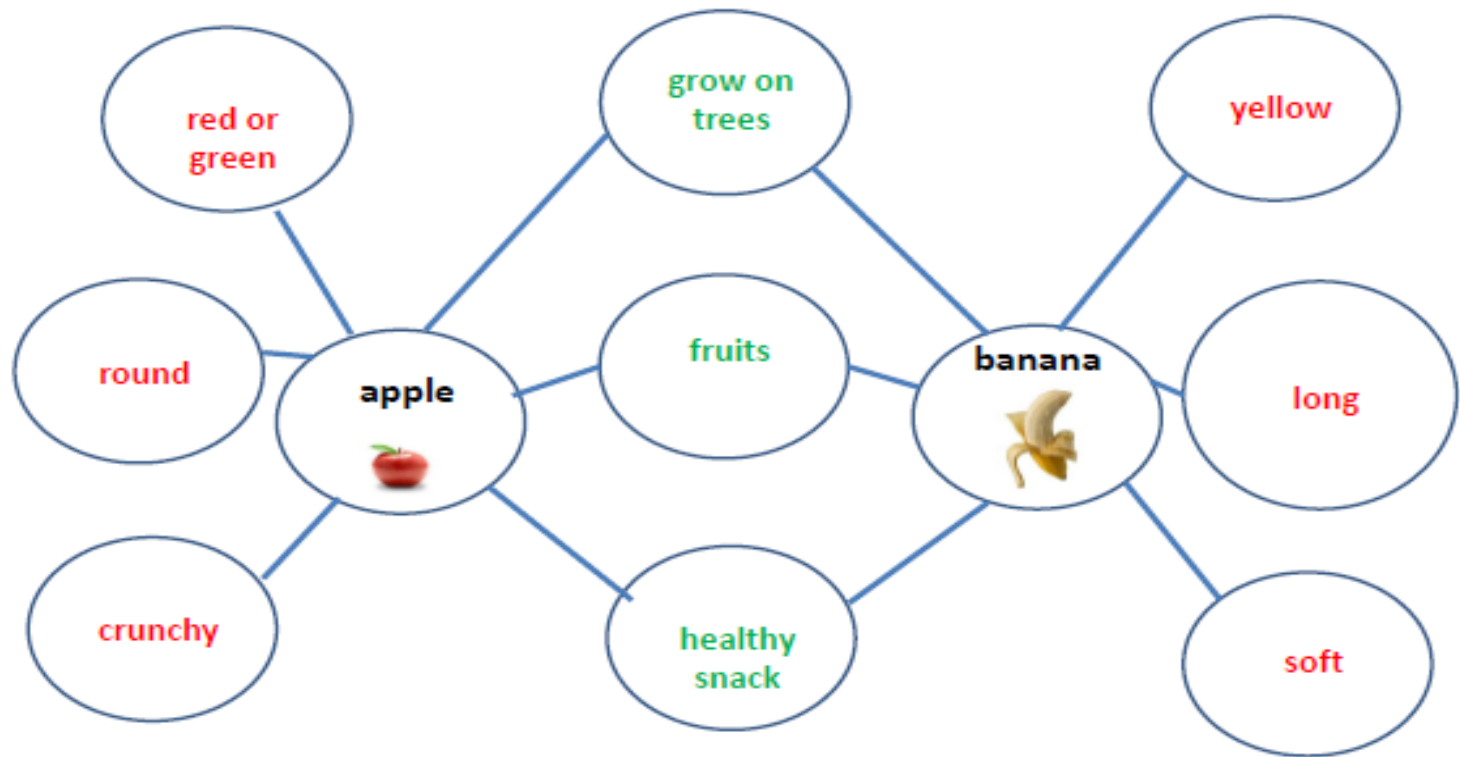
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# Example from SAUSD Special Ed Appendix

## Grade 2/ Life Cycles



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Lesson 7

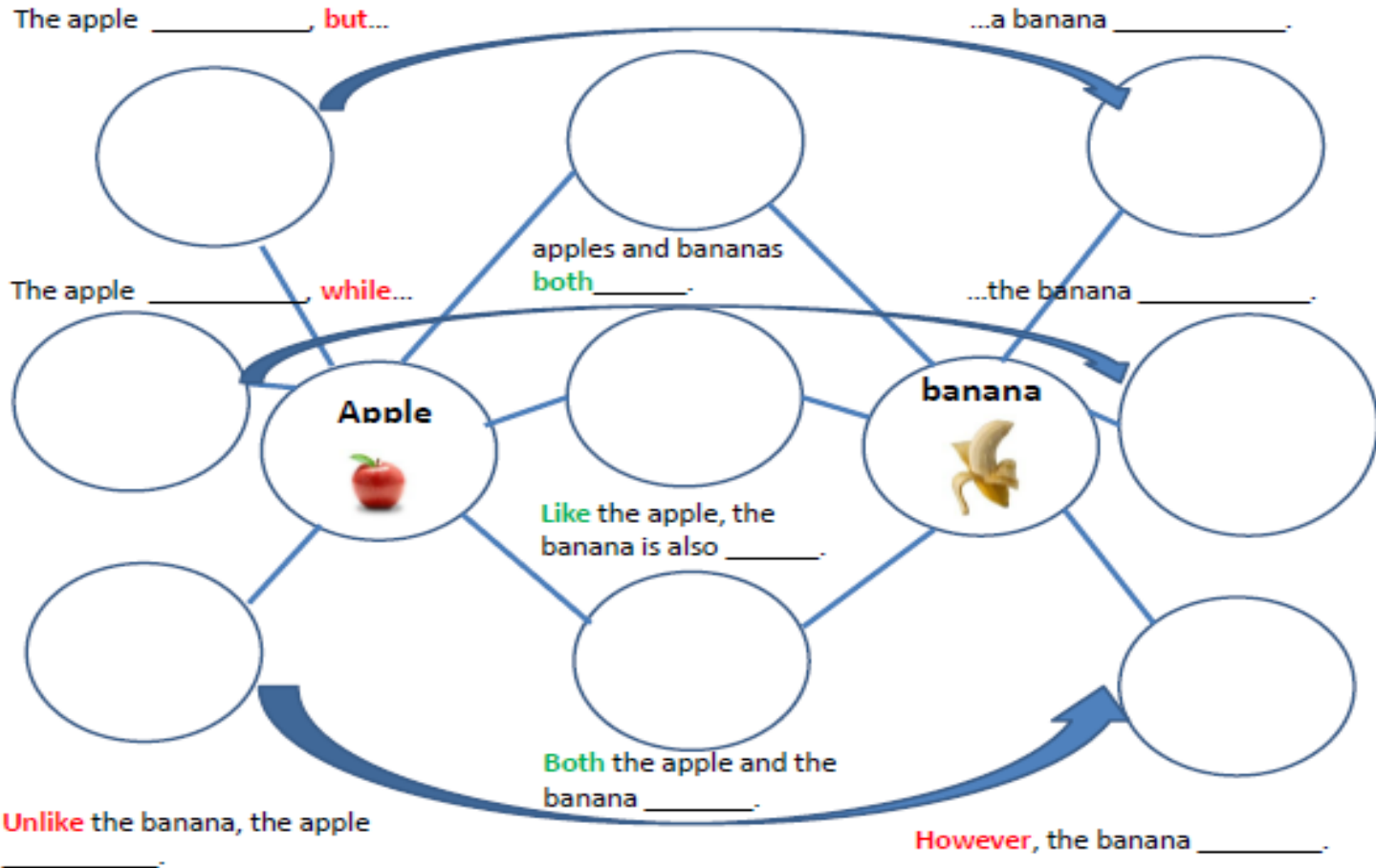
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# Example from SAUSD Special Ed Appendix

## Grade 2/ Life Cycles



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Lesson 7

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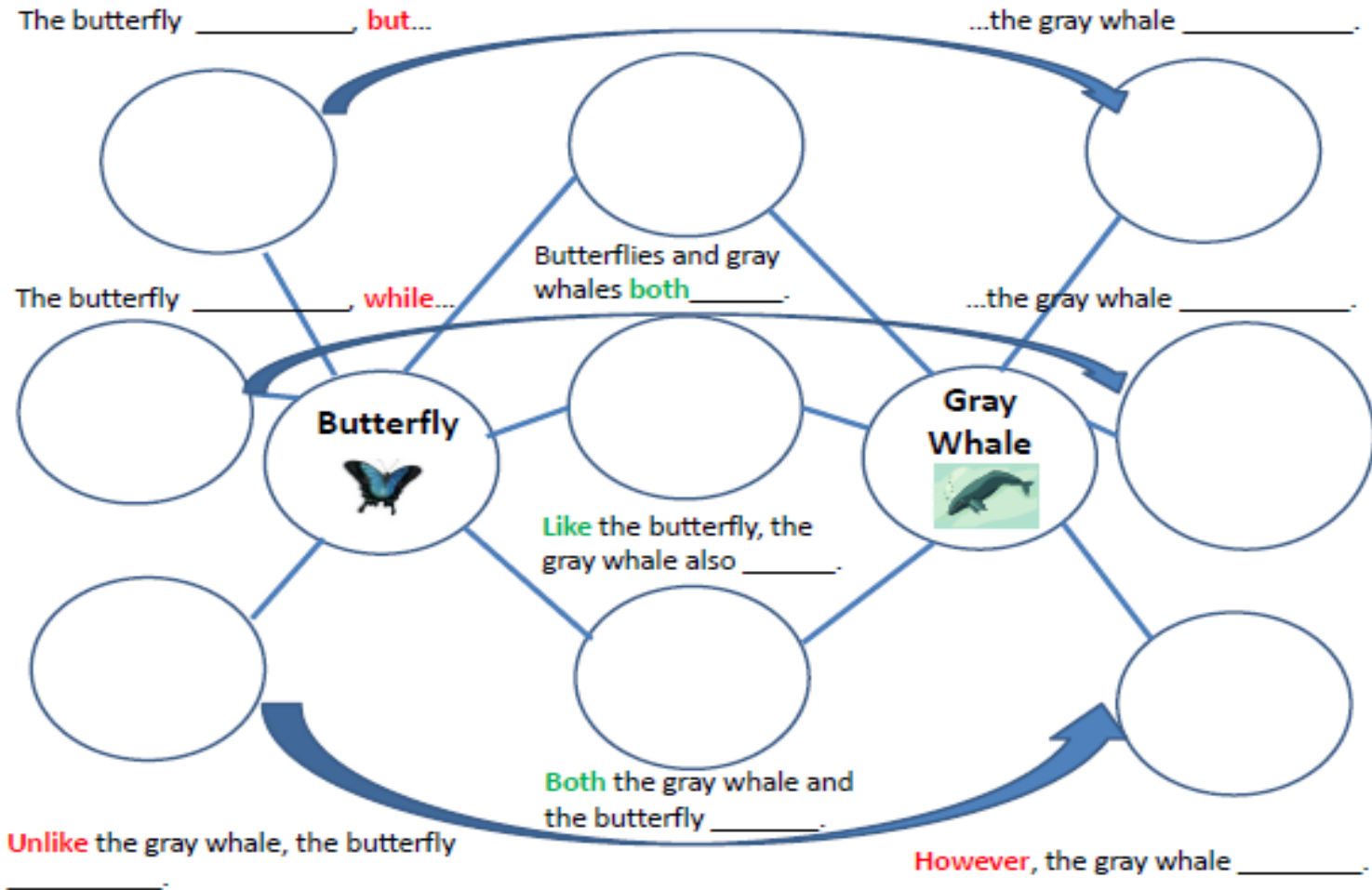
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# Example from SAUSD Special Ed Appendix

## Grade 2/ Life Cycles



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Lesson 7

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# Units of Study Rubric



Getting to the Core

- Ensure units of study support English Learners and instructional shifts
- Developed with theoretical framework and Publisher's Criteria
- Supported by Student Achievement Partners and The Council of Great City Schools

SAUSD Quality Review Rubric for Lessons & Units: ELA/Literacy (Grades K-5)			
Grade:	Literacy Lesson/Unit Title:	* Overall Rating: E E/I R N	
I. Alignment to the Academic Rigor of the CCSS, preparing students for 21 <sup>st</sup> Century Skills to become College & Career ready	I. Evidence, Comments & Scale Score: Alignment to the Rigor of the CCSS	II. Key Areas of Focus in the CCSS	II. Evidence, Comments & Scale Score: Key Areas of Focus in the CCSS
<input type="checkbox"/> <b>Targets a set of grade-level CCS ELA/Literacy Standards (including Foundational Skills) while building on Students' Content Knowledge:</b> Standards are bundled within and across strands to connect reading, writing, speaking & listening, & language in context. **		<input type="checkbox"/> <b>Text-Centered Learning based on Evidence:</b> Students return to the text through sequenced, rich and rigorous evidence-based questioning, discussions, and varied, engaging tasks (including, when applicable, illustrations, charts, diagrams, and multi-media). **	
<input type="checkbox"/> <b>Texts Increase in Complexity:</b> Focuses students on reading a progression of complex texts drawn from the grade-level band. (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics). **		<input type="checkbox"/> <b>Reading Text Closely:</b> Reading text(s) closely, examining textual evidence, and discerning deep meaning is a central focus of instruction. **	
<input type="checkbox"/> <b>Balance and Variety of Text:</b> Informational and literary text of quality and complexity are used within a unit and/or across the year (see grade level curriculum map) to address the scope of the standards and knowledge of the discipline (content). **		<input type="checkbox"/> <b>Writing From Sources:</b> Routinely expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (notes, summaries, short responses, or formal essays). **	
<input type="checkbox"/> <b>Texts Build upon Knowledge:</b> The texts are sequenced around a topic leading to the big idea. Coherent selections are scaffolded and supported to advance students toward independent reading at the CCR (College and Career Readiness) level.		<input type="checkbox"/> <b>Balance of Writing:</b> Includes a balance of on-demand and process writing and short, focused research projects, incorporating digital texts where appropriate. Narrative writing instruction is no more than one-third of the unit or within the year (see Curriculum Maps). **	
<input type="checkbox"/> <b>Big Idea and Essential Questions:</b> The big idea and essential questions provide a clear and explicit purpose for instruction and promote inquiry throughout the unit.		<input type="checkbox"/> <b>Academic Language:</b> Focuses on building students' academic vocabulary & syntax in context throughout instruction. Further research-based instruction with the Tier vocabulary & discourse is apparent, to optimize conceptual knowledge for all students	
<input type="checkbox"/> <b>Content and Language Objectives:</b> Objectives provide a daily focus on what students will learn and the language they will use.			
Rating Scale for Each Section:			
3: Meets all criteria of the non-negotiables **      2: Meets most of the other criteria      1: Meets some of the criteria      0: Does not meet the criteria			

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# Rationale for Unit Plans



## Getting to the Core

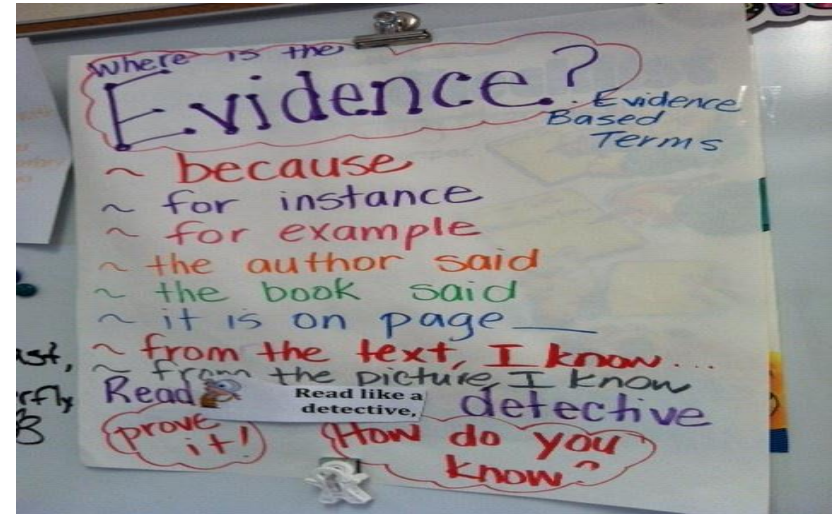
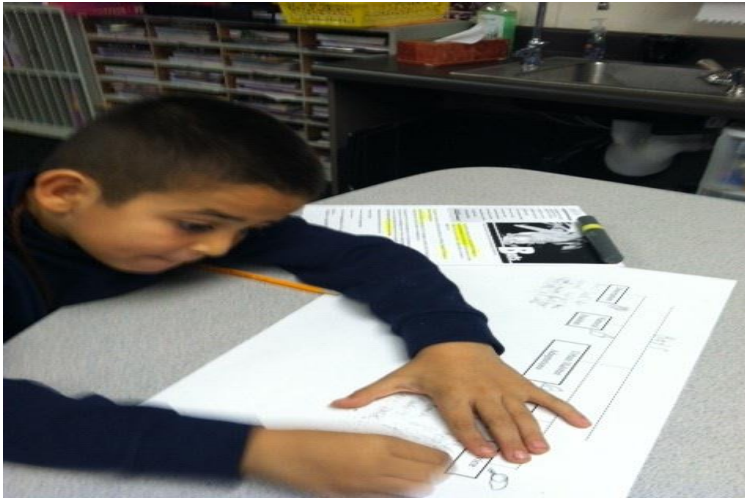
- Provide teachers with a context in which to use multiple strategies—Thinking Maps, GATE, GLAD, SIOP
- Provide teachers with a positive experience with the Common Core
- Provide an exemplar of what effective Common Core instruction looks like
- Provide a shared experience/focus amongst the staff
- Encourage the use of common instructional language



### Santa Ana Unified School District Common Core Unit-Language Arts

Unit Title:		
Grade Level/Course:		Time Frame:
Big Idea (Enduring Understandings): SS:		
Language Arts:		
Essential Questions:		
SS:		
21 <sup>st</sup> Century Skills:		
Learning and Innovation:		
Creativity & Innovation   Critical Thinking & Problem Solving   Communication & Collaboration		
Information, Media and Technology:		
Information Literacy   Media Literacy   Information, Communications & Technology Literacy		
Prerequisite Skills: Content:		
Writing:		
Academic Language: (Think about words to target, teach in context, and step aside)		
Concepts	Content	Functional
What pre-assessment?		
1.		
How will pre-assessment guide instruction?		

# Clear Focus on Learning



Getting to the Core

Superior Standards

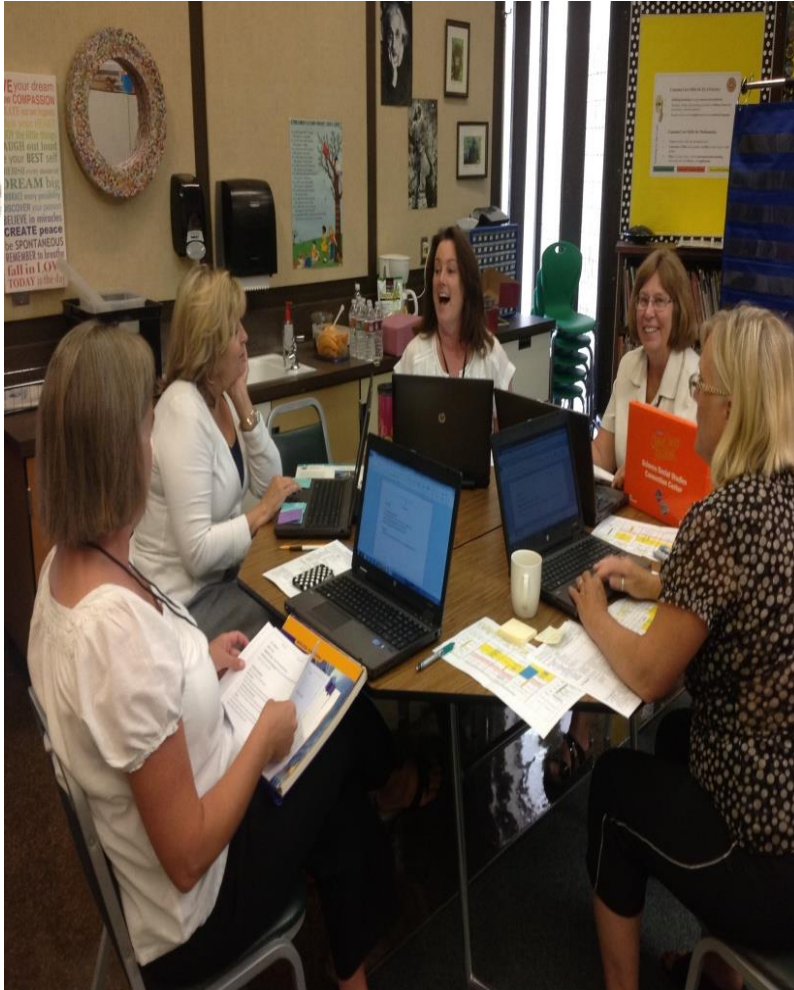
Supportive School Climate

Successful Students

# The Santa Ana Way



Getting to the Core



- Certificated Learning and Achievement Specialist teachers (CLAS) working at each school site
- CLAS teachers, or teacher strategists, provide job embedded peer-to-peer personalized support
- Promotes teacher learning through demonstration lessons side-by-side teaching and modeling with follow-up coaching

**Superior Standards**

**Supportive School Climate**

**Successful Students**

# Instructional Support for *All* Teachers



Getting to the Core

## Professional Development Modules

- Text Complexity
  - Collaborative Conversations
  - Academic Language Development
- 
- In partnership with Stanford University
  - CLAS teachers leading the way
  - Differentiated by content with Curriculum Specialists, CLAS and Department Chair Support
  - Available on SAUSD's iBook



**TextProject**  
TEACHER  
DEVELOPMENT  
SERIES

Text Complexity and the  
Common Core State Standards



## What is Text Complexity?

Adapted from work of:

Thomas DeVere Wolsey, Dana L. Grisham & Elfrieda H. Hiebert

Revised by Santa Ana Unified School District Educational Services

### Overview

#### Read and Learn

##### Activity 1

Read foundation material:

- Common Core State Standards, Appendix A (2010b), pp. 2–15
- Reading Between the Lines (ACT, 2006), pp. 1–27

#### Reflect and Respond

##### Activity 2

Respond to the purpose- setting questions.

#### Analyze and Apply

##### Activity 3

Analyze the two foundational readings (CCSS Appendix A, Reading Between the Lines) using the "staircase" of text complexity.

##### Activity 4

Read the Text Matters article 7 Actions that Teachers Can Take Right Now: Text Complexity (Hiebert, 2012) and compare this article to the two foundational readings.

##### Activity 5

Apply what you know about text complexity to supplemental texts

### Background

Text levels have typically been addressed indirectly within past generations of standards documents. For example, a standard might describe fifth graders as needing to identify figurative language in "grade-level" but grade-level text was not defined. Readability estimates were of some help; however, they are limited measures that cannot fully capture the complexity of a novel or expository text. By contrast, Standard 10 of the Common Core State Standards (CCSS, 2010a) turns the spotlight of the English/language arts standards to ensuring an increase in students' ability to comprehend more and more complex text across their school careers.

SAUSD Professional Development Module: Text Complexity 2

Superior Standards

Supportive School Climate

Successful Students



# Launch to the Future!

## Nine Steps to Success for College and Career



### Step 9

A-G course completion in Grade 12

### Step 8

PSAT/SAT/ACT in Grade 10-12

### Step 7

AP courses in Grade 10-12

### Step 6

Algebra 2 proficiency by Grade 11

### Step 5

Algebra 1 proficiency in Grade 8 or 9

### Step 4

Math proficiency in Grade 4

### Step 3

EL proficiency and reclassification, Grade 5, 7 & 10

### Step 2

Writing proficiency in Grade 4, 7 & 10

### Step 1

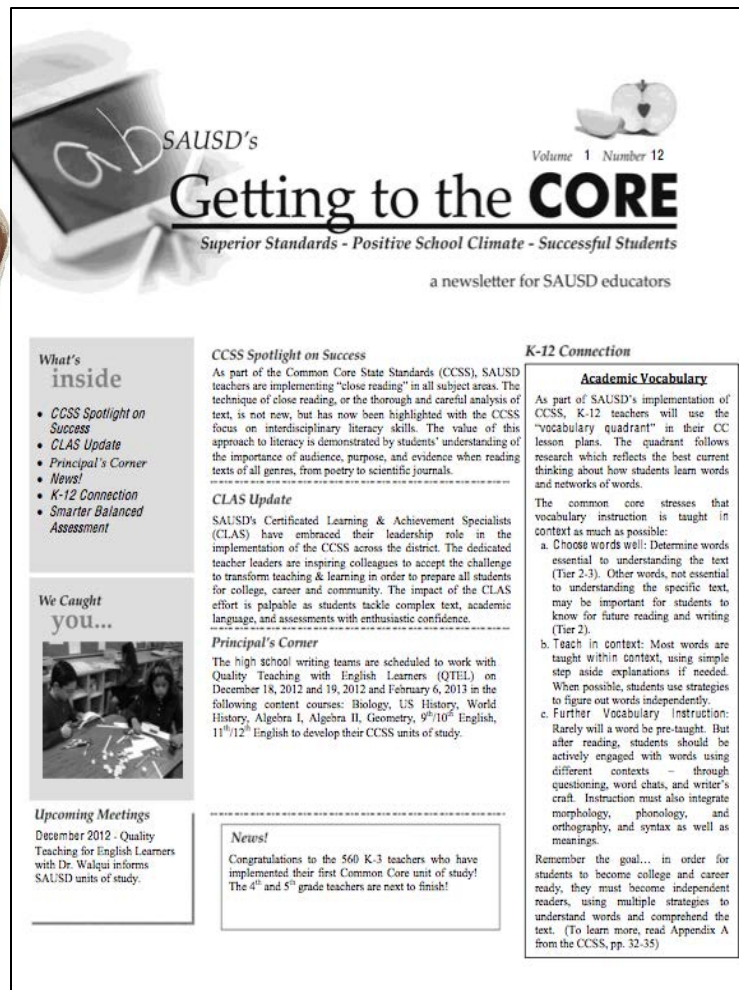
Reading Proficiency in Grade 1, 3 & 6

Superior Standards

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# Effective Communication



## Getting to the Core

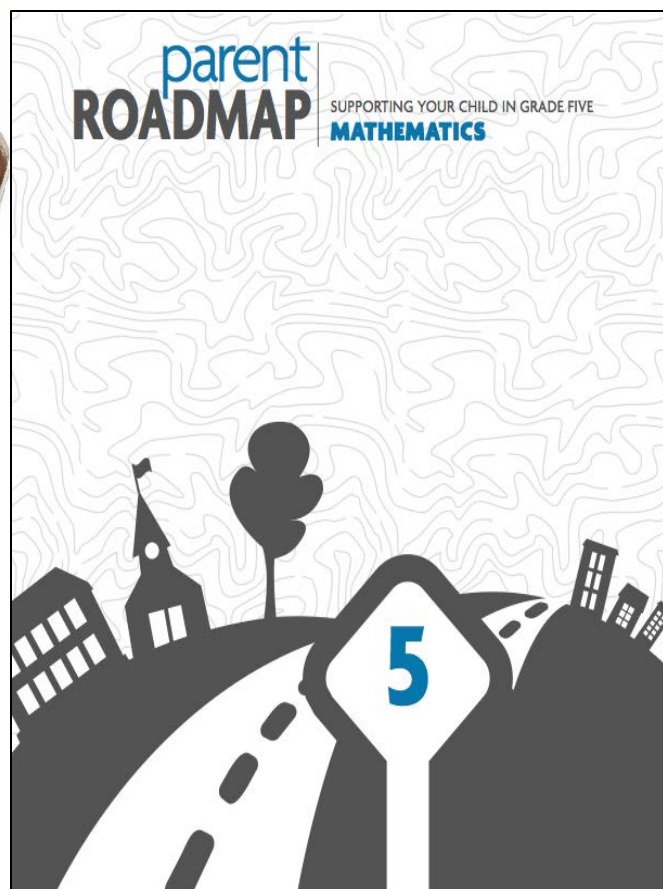


Superior Standards

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# Community and Parent Involvement



## Common Core State Standards

Changing from Procedure to  
Application of Knowledge



### Santa Ana Unified School District's Mission:

We assure well-rounded learning experiences, which prepare our students for success in college and career. We engage, inspire, and challenge all of our students to become productive citizens, ethical leaders, and positive contributors to our community, country, and a global society.

## Estándares Estatales Centrales Comunes

Cambio de procedimiento a  
aplicación de conocimiento



### Misión del Distrito Escolar de Santa Ana:

Aseguramos experiencias de aprendizaje balanceadas que preparan a nuestros alumnos para el éxito en el colegio y la carrera. Atraemos, inspiramos y estimulamos a todos nuestros alumnos para convertirse en ciudadanos productivos, líderes éticos y contribuyentes positivos para nuestra comunidad, el país y la sociedad global.

Getting to the Core

Superior Standards

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