

Free SCBWI-MI webinar

Aligning Writing to K-12 Standards: What Teachers Need and What Authors Should Know with Susan Santone

Sunday, August 23rd @ 3:00pm Est.

Find more info. and the link to view on
the EVENTS CALENDAR at
www.michigan.scbwi.org



Slides are for participants in this webinar. Please do not distribute.

WHAT ARE STANDARDS?

Standards ARE:

- State-adopted **learning outcomes** by discipline
- A roadmap for planning instruction
- The basis of mandated testing

Standards DON'T

- Tell teachers what materials to use
- Determine how to teach the outcomes (but may offer sequences or ideas)

Selection of materials comes at multiple levels states, district, schools, department, individual teachers.

Types of Outcomes/Competencies ('domains')

Knowledge:

Disciplinary
content/topics

Skills:

Students Will Be
Able To [identify,
demonstrate].
(SWABAT).

Dispositions:

Character traits
values

Social-emotional

(fuzzier/not in tested
standards)

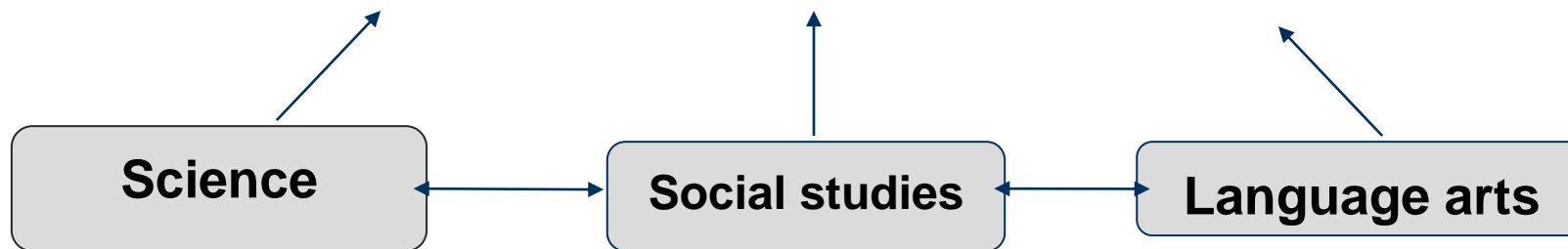
Examples of Content and Skills by Discipline

Discipline	Content: Students should know . . .	Skills: Students should be able to
ELA	<ul style="list-style-type: none"> - Narrative structure - Parts of Speech 	<ul style="list-style-type: none"> - Identify a character's motives - Interpret data
Social studies	<ul style="list-style-type: none"> - Causes of the Civil War - How a bill becomes law 	<ul style="list-style-type: none"> - Compare perspectives in primary sources - Interpret data & information
Science	<ul style="list-style-type: none"> - Life cycle of a butterfly - The periodic table 	<ul style="list-style-type: none"> - Conduct an experiment - Interpret data & information

Think about your book as a way to support rigorous, relevant instruction.

Identify the heart of your book:

- ***What meaningful, relevant topics and themes are reflected in my book?***
- ***disciplinary content knowledge does it address?***
- ***What skills can students acquire as they engage with my text?***



Don't chase individual standards w/just a key word search.

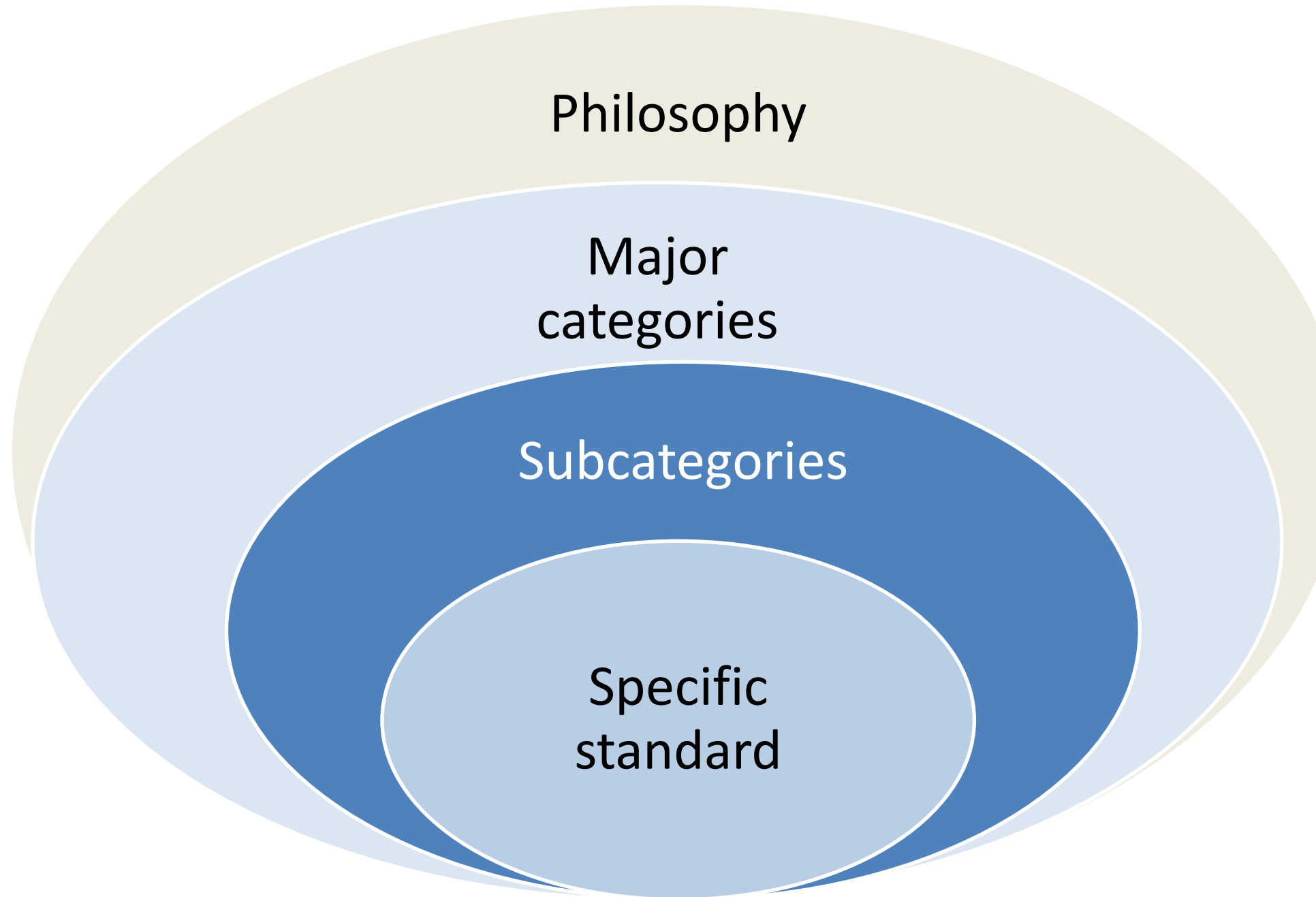
STRUCTURE/VOCABULARY OF STANDARDS



Standards are layered.

Number and names of layers varies by discipline.

Coding (designation) also differs.



Aligning Using the Goldilocks Approach



TOO BIG:
Top layers only.
Vague.
“All things to all people.”



JUST RIGHT:
Key layer(s) + specific
standards.

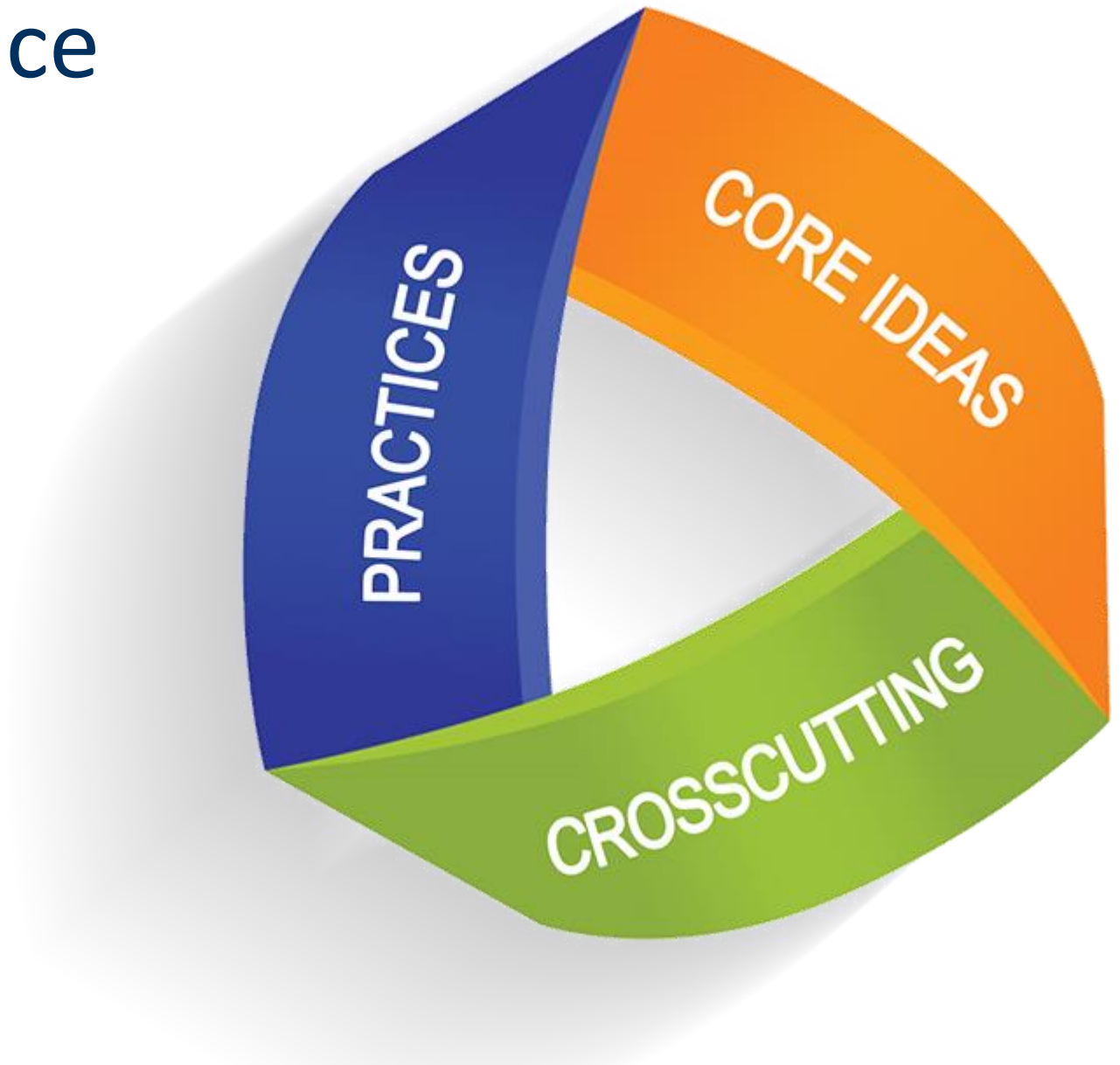


TOO SMALL:
Picking isolated
standards.

STRUCTURE OF NEXT GENERATION SCIENCE STANDARDS

Next Generation Science

Philosophy: Three-Dimensional Learning
(emphasis on experimentation, critical thinking, engineering and design thinking)





PHYSICAL SCIENCE

DISCIPLINE

LIFE SCIENCE

MS.Structure and Properties of Matter

MS.Chemical Reactions

MS.Forces and Interactions

MS.Energy

MS.Waves and Electromagnetic Radiation

MS.Structure, Function, and Information Processing

MS.Matter and Energy in Organisms and Ecosystems

MS.Interdependent Relationships in Ecosystems

MS.Growth, Development, and Reproduction of Organisms

MS.Natural Selection and Adaptations

TOPICS

EARTH AND SPACE SCIENCES

MS.Space Systems

MS.History of Earth

MS.Earth's Systems

MS.Weather and Climate

ENGINEERING, TECHNOLOGY, AND APPLICATIONS OF SCIENCE

MS.Engineering Design

Specific standard for natural selection and adaptation

Students who demonstrate understanding can:

- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.**
[Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.]

The performance expectation above was developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

Science and Engineering Practices

Constructing Explanations and Designing Solutions

Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems.

- Use evidence (e.g., observations, patterns) to support an explanation.

Disciplinary Core Ideas

LS3.A: Inheritance of Traits

- Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment.

LS3.B: Variation of Traits

- The environment also affects the traits that an organism develops.

Crosscutting Concepts

Cause and Effect

- Cause and effect relationships are routinely identified and used to explain change.

STRUCTURE OF MICHIGAN SOCIAL STUDIES STANDARDS



MI Social Studies Standards: Examples of the philosophical foundation foundation

THE C3 FRAMEWORK ARC OF INQUIRY

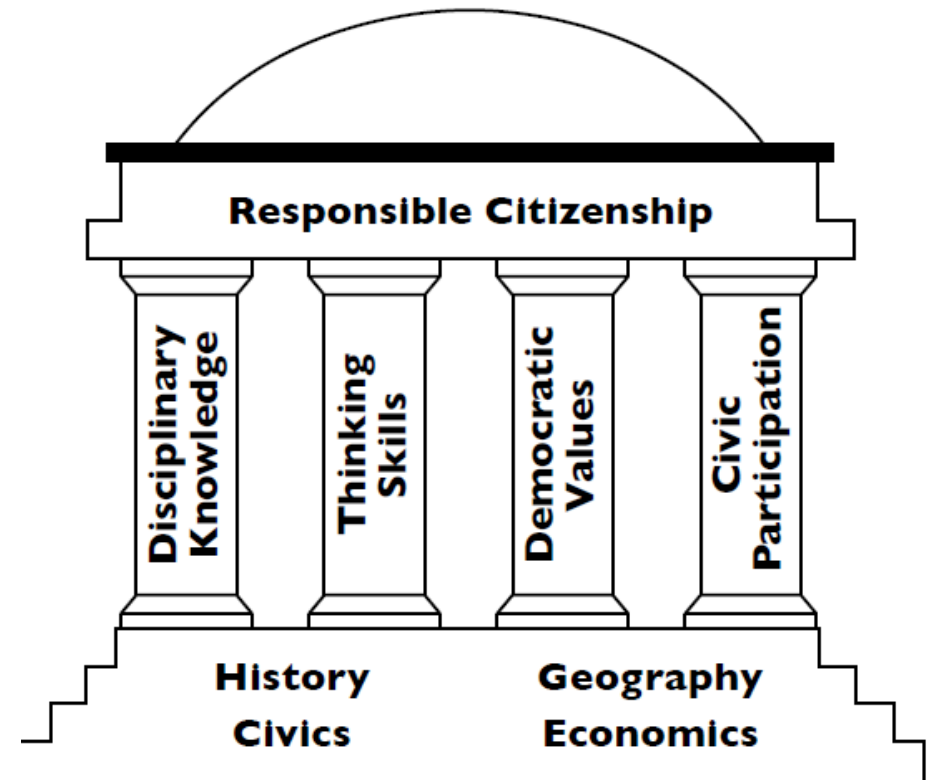
Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Concepts and Tools

Dimension 3: Evaluating Sources and Using Evidence

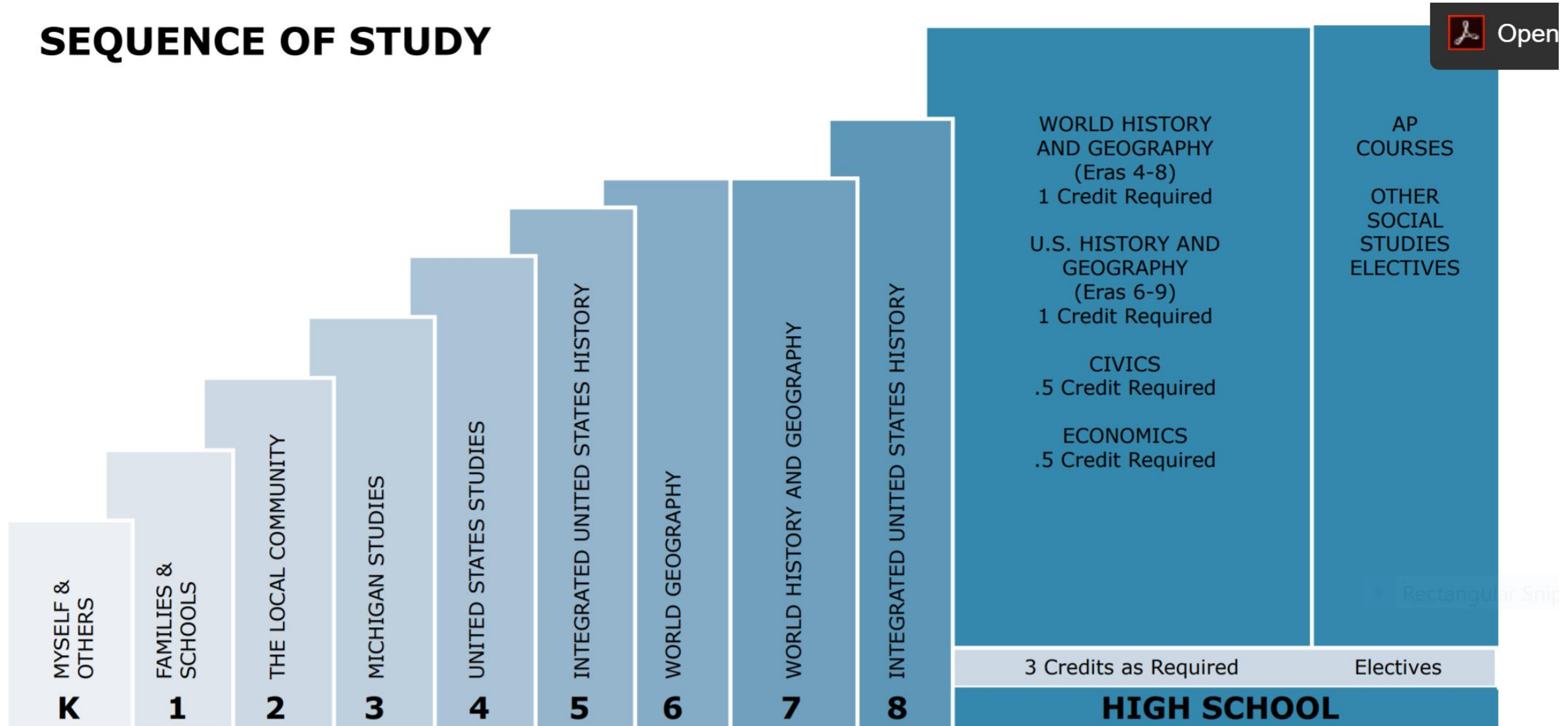
Dimension 4: Communicating Conclusions and Taking Informed Action

C3 Provides a lens for reviewing Michigan Social Studies Content Standards



MI Social Studies

SEQUENCE OF STUDY



MI Social Studies “Process and Skills” Standards

THE C3 FRAMEWORK ARC OF INQUIRY

Dimension 1: Develop Questions and Plan Investigations	Dimension 2: Apply Disciplinary Concepts and Tools Dimension 3: Evaluate Sources and Use Evidence	Dimension 4: Communicate Conclusions and Take Informed Action
<p>P2: Inquiry, Research, and Analysis</p> <p>P2.1 Apply methods of inquiry to investigate social scientific problems.</p> <p>P3.1 Clearly state an issue as a question of public policy, gather and interpret information about the issue, analyze various perspectives, and generate and evaluate possible alternative solutions.</p>	<p>P1: Reading and Communication – Read and communicate effectively</p> <p>P1.1 Use appropriate strategies to read and analyze social science tables, graphs, graphics, maps, and texts.</p> <p>P1.2 Interpret primary and secondary source documents for point of view, context, bias, and frame of reference.</p> <p>P1.4 Express social studies ideas clearly in written, spoken, and graphic forms.</p> <p>P1.5 Present an argument supported with evidence.</p> <p>P2: Inquiry, Research, and Analysis</p> <p>P2.2 Evaluate data presented in social science tables, graphs, graphics, maps, and texts.</p> <p>P2.3 Find, organize, and interpret information from a variety of sources.</p> <p>P2.4 Use resources from multiple perspectives</p>	<p>P3: Public Discourse and Decision Making P4 Citizen Involvement</p> <p>P3.2 Discuss public policy issues, clarifying issues, considering opposing views, applying Democratic Values or Constitutional Principles, and refining claims.</p> <p>P3.3 Construct arguments expressing and justifying decisions on public policy issues.</p> <p>P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.</p> <p>P4.2 Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.</p> <p>P4.3 Plan, conduct, and evaluate the effectiveness of activities intended to advance views on matters of public policy.</p>

“Dimensions and Subsections”

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Concepts and Tools	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Compelling and Supporting Questions and Planning Inquiries	Civics Economics Geography History	Gathering and Evaluating Sources Developing Claims and Using Evidence	Communicating and Critiquing Conclusions Taking Informed Action

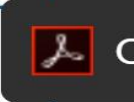
Overview of K-12 Social Studies “Content Expectations”

“Dimension 2 has an additional layer of three to four categories within each disciplinary subsection.

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Civic and Political Institutions Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws	Economic Decision Making Exchange and Markets The National Economy The Global Economy	Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture Human Population: Spatial Patterns and Movements	Change, Continuity, and Context Perspectives Historical Sources and Evidence Causation and Argumentation

Next layer: Grade-specific standards for each discipline.
 “Explain why people create governments.”
 “Identify public issues in the school or community.”

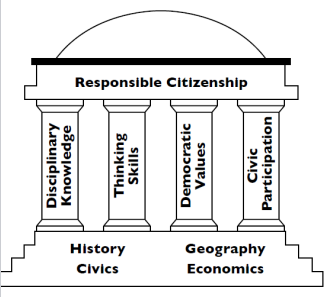
3RD-5TH GRADE OVERVIEW



3rd-5th Grade-Specific Contexts		
3rd	Michigan Studies	Students explore the social studies disciplines of history, geography, civics and government, and economics through the context of Michigan studies.
4th	U.S. Studies	Using the context of the state of Michigan post statehood and the United States, 4th grade students learn significant social studies concepts within an increasingly complex social environment. They examine fundamental concepts in geography, civics and government, and economics organized by topic, region, or issue.
5th	Integrated U.S. History	Building upon the geography, civics and government, and economics concepts of the United States mastered in 4th grade and historical inquiry from earlier grades, the 5th grade expectations begin a more discipline-centered approach concentrating on the early history of the United States. Students begin their study of American history with Indigenous Peoples before the arrival of European explorers and conclude with the adoption of the Bill of Rights in 1791. Although the content expectations are organized by historical era, they build upon students' understanding of the other social studies disciplines from earlier grades and require students to apply these concepts within the context of American history.

3rd-4th Grade Social Studies Overview Chart				
History	Geography	Civics and Government	Economics	Public Discourse, Decision Making, and Citizen Involvement
<p>Living and Working Together</p> <p>Use historical thinking to understand the past in the local community.</p> <p>Michigan History</p> <p>Use historical thinking to understand the past in</p>	<p>The World in Spatial Terms</p> <p>Use geographic representations to acquire, process, and report information from a spatial perspective.</p> <p>Places and Regions</p> <p>Understand how regions are created from common physical and human characteristics.</p> <p>Human Systems</p>	<p>Purposes of Government</p> <p>Explain why people create governments.</p> <p>Democratic Values and Constitutional Principles of American Government</p> <p>Understand Democratic Values and Constitutional Principles of American government.</p> <p>Structure and Function of Government</p> <p>Describe the structure of government in the United</p>	<p>Market Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in a market economy.</p> <p>National Economy</p> <p>Use fundamental principles and concepts of economics to understand economic activity in the United States.</p> <p>International</p>	<p>Identifying and Analyzing Public Issues</p> <p>Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.</p> <p>Persuasive Communication</p> <p>Communicate a reasoned position on a public issue.</p> <p>Civic Participation</p> <p>Act constructively to further the public good.</p>

“Crosswalk” of Layers in Social Studies and Science Standards (in handout)

Layer	Parallel part of Social Studies Standards	Parallel part of Science Standards
Big-picture themes/ philosophy	C3 Framework: College, Career, Civic Readiness: “Arc of Inquiry” 	<ul style="list-style-type: none"> - Cross-cutting Concepts (Ex: cause-effect, scale, patterns, systems and models, change) - Science and Engineering practices (Ex: asking questions, planning investigations, using models, engaging in argument from evidence)
“Top level” topics/ content	Civics, Econ, Geography and History	Four “domains”: Life science, Earth and Space, Physical Science, Engineering
More specific content/ topics	Grade Level Content Expectations (GLCEs)	<ul style="list-style-type: none"> - Disciplinary Core Ideas - Topics - “Storylines” (grouping of standards) - Individual standards
Disciplinary skills	Process and Skills Standards; “Dimensions” within those Skills are also embedded in (GLCEs)	<ul style="list-style-type: none"> - Science and Engineering practices - Individual standards

STRUCTURE OF COMMON CORE ENGLISH LANGUAGE ARTS

“Key Shifts” (reflects the philosophical basis)

- ELA and math: Increased expectations at each grade level; “Kindergarten is the new first grade.”
- ELA: 50% nonfiction in elementary; 70% in high school (bigger emphasis than before)
- ELA: Grades 6+: Reading and writing in both science and social science

More “close reading” and staying “within the four corners of the text”
(i.e., Focus on text; Strip away cultural, personal, historical context)

English Language Arts Common Core Standards

Reading
Strand

Writing Strand

Speaking
and
Listening
Strand

Language
Strand

Key Ideas and Details

Craft and Structure

Integration of Knowledge
and Ideas

Range of Reading and Level
of Text Complexity

Text Types and Purposes

Production and Distribution
of Writing

Research to Build Knowledge

Range of Writing

Comprehension and
Collaboration

Presentation of Knowledge
and Ideas

Conventions of
Standard English

Knowledge of Language

Vocabulary Acquisition and Use

English Language Arts Common Core Standards

Reading
Strand

Writing Strand

Speaking
and
Listening
Strand

Language
Strand

Key Ideas and Details

Craft and Structure

Integration of Knowledge
and Ideas

Range of Reading and Level
of Text Complexity

Text Types and Purposes

Production and Distribution
of Writing

Research to Build Knowledge

Range of Writing

Comprehension and
Collaboration

Presentation of Knowledge
and Ideas

Conventions of
Standard English

Knowledge of Language

Vocabulary Acquisition and Use

College and Career Readiness Anchor Standards: Identical across all grades and content areas.
Increase in complexity across grade levels.

Reading Standards for Literature: Excerpt (No specific texts/topics given)

Anchor standards in red

Note how standards “scale up” across grades.

Kindergartners:		Grade 1 students:	
Key Ideas and Details			
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.
2.	With prompting and support, retell familiar stories, including key details.	2.	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3.	With prompting and support, identify characters, settings, and major events in a story.	3.	Describe characters, settings, and major events in a story, using key details.
Craft and Structure			
4.	Ask and answer questions about unknown words in a text.	4.	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5.	Recognize common types of texts (e.g., storybooks, poems).	5.	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	6.	Identify who is telling the story at various points in a text.

Common Core ELA Standards don't specify specific texts or topics.
They are "content-neutral."

Benefits	Drawbacks
<p>You have many opportunities to meet standards in multiple strands.</p> <p>Standards (theoretically) support critical thinking, analysis, multiple perspectives, etc.</p>	<p>You have many opportunities to meet standards (you need to locate them!).</p> <p>Teachers may be locked into a checklist approach that pairs a worksheet with a standard.</p> <p>Danger of making your alignment too broad: "This supports standards in reading."</p>

Embedding content into **specific** ELA standards

Example for Presenter's WIP, *Economics for the World We Want*

Your book's topics, take-aways, themes	ELA Standards
Impacts of our diets on climate change	<p>KEY IDEAS AND DETAILS: Cite specific textual evidence to support analysis of primary and secondary sources [about climate change and agriculture], attending to such features as the date and origin of the information.</p> <p>INTEGRATION OF KNOWLEDGE AND IDEAS: Integrate quantitative or technical analysis (e.g., charts, research data about climate and ag) with qualitative analysis in print or digital text.</p>
Role of youth in making change	<p>TEXT TYPES AND PURPOSES (ARGUMENTATIVE WRITING): Support claim(s) [about the connection btwn food and climate] with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>

Embedding the content in ELA standards

Content	Standard: Content-neutral/content-flexible
<p>The health of a school or community is affected by the availability and affordability of fresh and healthy foods.</p> <p>Food traditions vary by person, family, culture, and community.</p>	<p>Identify and describe the structure, elements, features, and purpose of a variety of informational genres [about food and community health] including autobiography, biography, personal essay, almanac, and newspaper [from community sources].</p>

The Warm Fuzzy Elephant Not in the Common Core Classroom



“No one gives a s--- about how you feel in the workplace.”

- David Coleman, a key architect of Common Core; CEO of the College Board

The Giver (Lois Lowry)

No: How would you feel if you were selected to become the Giver?

Yes: Cite evidence and words that reveal Jonas' reaction to being selected.