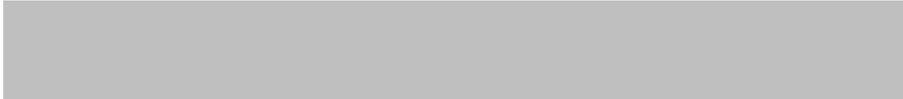




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The Deconstruction of the Common Core State Standards and the DC Lesson Plan Generator



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Introduction

- Shandell P. Richards
 - Seaton Elementary School (ELA 5th Grade/3rd Grade ELL)
- Laura Landon-Favatas
 - Marie Reed Elementary School (1st, 4th and 5th Grade ELL, T3 ELL/SPED Teacher Leader)



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Desired Outcomes

- Shared understanding of Deconstruction Cooperative Project
 - How it influences current practice
 - How our current practice aligns to PARCC



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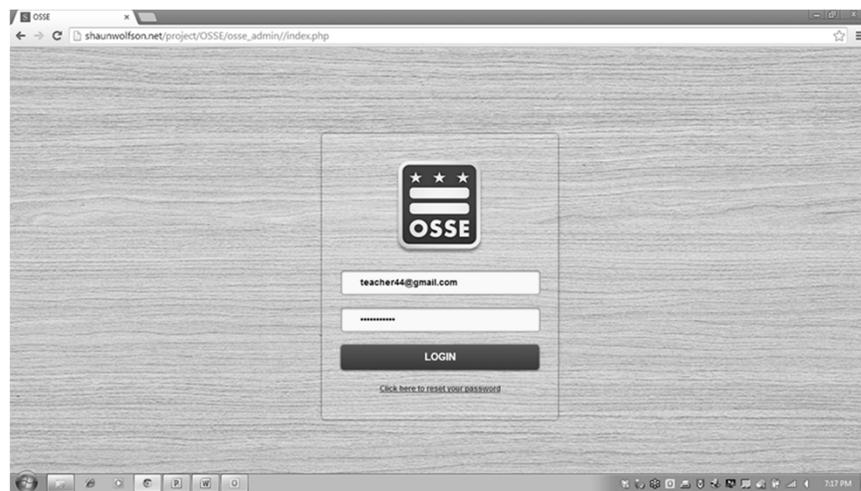
Croft & Joftus Partnership



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7

Creation of a Web-based Data Entry System



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Template Design



Mathematics Deconstruction Template Grade/High School Conceptual Categories

Domain:		Cluster:	
Standard:			
List and Define the Key Concepts: (nouns)			
List and Define the Learning Target: (verbs)			
Learning Targets			
What are the knowledge, reasoning, performance skills, and products that underpin the standard?			
Knowledge Target (Know It)	Reasoning Target (Mental Process—Use It)	Performance/ Skill Target (Show It)	Product Target (Create It)
<input type="checkbox"/> I can define ... <input type="checkbox"/> I can describe... <input type="checkbox"/> I can generate... <input type="checkbox"/> I can identify... <input type="checkbox"/> I can illustrate... <input type="checkbox"/> I can know... <input type="checkbox"/> I can recognize... <input type="checkbox"/> I can rename... <input type="checkbox"/> I can translate... <input type="checkbox"/> I can read and write...	<input type="checkbox"/> I can analyze ... <input type="checkbox"/> I can choose explain... <input type="checkbox"/> I can compare... <input type="checkbox"/> I can determine... <input type="checkbox"/> I can distinguish... <input type="checkbox"/> I can evaluate... <input type="checkbox"/> I can explain ... <input type="checkbox"/> I can interpret... <input type="checkbox"/> I can justify... <input type="checkbox"/> I can relate...	<input type="checkbox"/> I can decompose... <input type="checkbox"/> I can find... <input type="checkbox"/> I can generate ... <input type="checkbox"/> I can measure... <input type="checkbox"/> I can record... <input type="checkbox"/> I can recover... <input type="checkbox"/> I can round... <input type="checkbox"/> I can solve... <input type="checkbox"/> I can use...	<input type="checkbox"/> I can build ... <input type="checkbox"/> I can construct <input type="checkbox"/> I can create design... <input type="checkbox"/> I can design... <input type="checkbox"/> I can display ... <input type="checkbox"/> I can draw... <input type="checkbox"/> I can exhibit... <input type="checkbox"/> I can model... <input type="checkbox"/> I can represent...
Standard Aligned Task Type	<input type="checkbox"/> Rigor Level I. Tasks assessing concepts, skills and procedures	<input type="checkbox"/> Rigor Level II. Tasks assessing expressing mathematical reasoning	<input type="checkbox"/> Rigor Level III. Tasks assessing modeling/ applications



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Template Design (cont'd)

Mathematical Practices: Select the mathematical practice(s) that should be explicitly included in instruction and assessment for this standard.							
<input type="checkbox"/> Make sense of problems and persevere in solving them.	<input type="checkbox"/> Reason abstractly and quantitatively	<input type="checkbox"/> Construct viable arguments and critique the reasoning of others.	<input type="checkbox"/> Model with mathematics	<input type="checkbox"/> Use appropriate tools strategically.	<input type="checkbox"/> Attend to precision	<input type="checkbox"/> Look for and make use of structure.	<input type="checkbox"/> Look for and express regularity in repeated reasoning.
Assessment Implications: Identify which assessment(s) will be used to measure student learning.							
<input type="checkbox"/> Selected response (multiple choice) <input type="checkbox"/> Extended constructed response <input type="checkbox"/> Technology enhanced (multiple choice or constructed response) <input type="checkbox"/> Performance task							
Instruction Implications- Student: To ensure student demonstration of the learning target(s) tied to this standard, students must have opportunities to: (Check those that require explicit instruction and guided or independent practice)							
<input type="checkbox"/> gain strong foundation knowledge and skill in the priority areas for this grade <input type="checkbox"/> practice procedural skill and fluency for speed and accuracy <input type="checkbox"/> apply the math in context to solve problems inside and outside the classroom <input type="checkbox"/> use math and choose applications without being prompted <input type="checkbox"/> explain their thinking when speaking or writing using correct vocabulary <input type="checkbox"/> access concepts from a number of perspectives to see math as more than a set of mnemonics or discrete procedures <input type="checkbox"/> experience more complex concepts and procedure							
Instructional Implication- Teacher: In order to accomplish the students' needs to learn, as stated above, teachers must perform the following actions: (Check those actions that will guide planning for explicit instruction or guided or independent practice.)							
<input type="checkbox"/> significantly narrow and focus deeply on the major work described in the grade level standards <input type="checkbox"/> understand grade level content one year above and one year below their instructional grade so they can connect the learning across grades <input type="checkbox"/> link major topics to the mathematical practices <input type="checkbox"/> support students' ability to access concepts from a number of perspectives to support and demonstrate conceptual understanding <input type="checkbox"/> structure classtime and/or homework time for students to practice core functions/fluenices) <input type="checkbox"/> provide opportunities for students to apply math in context practicing both fluency and procedural skills <input type="checkbox"/> ask student to explain how to get the answer not just say the answer to demonstrate and build upon conceptual understanding <input type="checkbox"/> teach specific mathematical vocabulary							



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Ensuring Rigor in Classrooms

TOOL 1 **HESSE COGNITIVE RIGOR MATRIX (READING CRM):**
Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory; recognize, recall, locate, identify	<ul style="list-style-type: none"> Recall, recognize, or locate basic facts, terms, details, events, or ideas explicit in texts Read words orally in connected text with fluency & accuracy 	Use these Hesse CRM curricular examples with most close reading or listening assignments or assessments in any content area.		
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion, predict, compare/contrast, explain like/different, explain, contrast/modify	<ul style="list-style-type: none"> Identify or describe literary elements (characters, setting, sequence, etc.) Select appropriate words when introduced meaning/definition is clearly evident Describe/explain who, what, where, when, or how Define/describe facts, details, terms, principles Write simple sentences 	<ul style="list-style-type: none"> Specify, explain, show relationships, explain why (e.g., cause-effect) Give new examples/reasons Summarize results, concepts, ideas Make basic inferences or logical predictions from data or texts Identify main ideas or accurate generalizations of texts Locate information to support explicit/implicit central ideas 	<ul style="list-style-type: none"> Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) Identify/make inferences about explicit or implicit themes Describe how word choice, point of view, or text may affect the reader's interpretation of a text Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience 	<ul style="list-style-type: none"> Explain how concepts or ideas specifically relate to other content domains (e.g., social, political, historical) or concepts Develop generalizations of the results obtained or strategies used and apply them to new problem-based situations
Apply Carry out or use a procedure in a given situation; carry out (apply) to a familiar task; or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> Use language structure (pre/suffix) or word relationships (synonyms/antonyms) to determine meaning of words Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use Apply basic formats for documenting sources 	<ul style="list-style-type: none"> Use context to identify the meaning of words/phrases Obtain and interpret information using text features Develop a text that may be limited to one paragraph Apply simple organizational structures (paragraph, sentence types) in writing 	<ul style="list-style-type: none"> Apply a concept in a new context Select text that for meaning or progression of ideas Apply critical components of text organization and structure to composing a full composition Apply word choice, point of view, style to impact reader's/ viewer's interpretation of a text 	<ul style="list-style-type: none"> Illustrate how multiple themes (historical, geographic, social, artistic, literary) may be interrelated Select or devise an approach among given alternatives to research a novel problem
Analyze Break into constituent parts; determine how parts relate, differentiate between relevant/unrelevant; determine focus, subject, organize, outline, find relevant/irrelevant; (e.g., bias or point of view)	<ul style="list-style-type: none"> Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) in text features (e.g., headings, subheadings, captions) Decide which text structure is appropriate to audience and purpose 	<ul style="list-style-type: none"> Categorize/compare literary elements, forms, facts/details, events Identify use of literary devices Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts Distinguish relevant/irrelevant information, text/option Identify characteristic text features; distinguish between facts, genres 	<ul style="list-style-type: none"> Analyze information within data sets or texts Analyze interrelationships among concepts, issues, problems Analyze or interpret author's craft (literary devices, rhetorical, or potential bias) to create or critique a text Use reasoning, planning, and evidence to support inferences 	<ul style="list-style-type: none"> Analyze multiple sources of evidence, or multiple needs for the same author, or across genres, time periods, themes Analyze complex/abstract themes, perspectives, concept Further analyze and separate multiple information sources Analyze discourse styles
Evaluate Make judgments based on criteria, check, select/recommend or falsify, judge, critique	<ul style="list-style-type: none"> "OO" - unsubstantiated generalizations Using an opinion without providing any support for it 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Cite evidence and develop a logical argument for a conclusion Describe, compare, and contrast solution methods Verify reasonableness of results Justify or critique conclusions/decisions 	<ul style="list-style-type: none"> Evaluate relevance, accuracy, & completeness of information from multiple sources Apply understanding in a novel way, provide argument or justification for the application
Create Organize elements into new patterns/structures; generate, hypothesize, design, plan, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, problems, or perspectives related to a topic, principle, or concept 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one source or text Develop a complex model for a given situation Develop an alternative solution 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Articulate a new voice, alternate theme, new knowledge or perspective

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Process

- Determine the major concepts students would need to **KNOW** to demonstrate mastery of this standard. List these concepts/nouns, words or phrases.
- Determine what students would need to be able to **DO** to demonstrate mastery of this standard.
- Identify the **verb** that leads to the highest learning target.
- Use the **Hesse Matrix** handout to complete steps 5 and 6 (Bloom's and Webb's Depth of Knowledge)
- Identify the **assessment type**.
- Discuss the **instruction implications** for students and teachers that will require direct instruction, guided and/or independent practice.

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Using Deconstruction in Teacher Leadership

**TEACH
+PLUS**

Opportunities for Teachers,
Results for Urban Students



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Let's Revisit our standard

SL.5.4

- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



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ELA Deconstruction Template

English Language Arts Deconstruction Template

English Language Arts Common Core Anchor Standard: Row 1					
Strand: Row 2					
Sub Heading: Row 3					
Standard: Row 4					
List and Define the Key Concepts: (nouns) Row 5					
List and Define the Learning Target: (verbs) Row 6					
Learning Targets					
What are the knowledge, reasoning, performance skills, and products that underpin the standard?					
Knowledge Target (Know It) Row 7	Reasoning Target (Mental Process—Use It)	Performance/ Skill Target (Show It)	Product Target (Create It)		
<input type="checkbox"/> I can define ... <input type="checkbox"/> I can describe ... <input type="checkbox"/> I can explain ... <input type="checkbox"/> I can identify ... <input type="checkbox"/> I can list... <input type="checkbox"/> I can recall... <input type="checkbox"/> I can recognize... <input type="checkbox"/> I can select...	<input type="checkbox"/> I can analyze ... <input type="checkbox"/> I can classify ... <input type="checkbox"/> I can compare ... <input type="checkbox"/> I can evaluate ... <input type="checkbox"/> I can generalize... <input type="checkbox"/> I can infer ... <input type="checkbox"/> I can summarize... <input type="checkbox"/> I can predict ...	<input type="checkbox"/> I can collect ... <input type="checkbox"/> I can compose... <input type="checkbox"/> I can conduct... <input type="checkbox"/> I can investigate... <input type="checkbox"/> I can operate... <input type="checkbox"/> I can observe... <input type="checkbox"/> I can perform ... <input type="checkbox"/> I can speak...	<input type="checkbox"/> I can design... <input type="checkbox"/> I can display ... <input type="checkbox"/> I can draw ... <input type="checkbox"/> I can make ... <input type="checkbox"/> I can model... <input type="checkbox"/> I can represent... <input type="checkbox"/> I can produce... <input type="checkbox"/> I can write ...		
Bloom's Thinking Level:	Remember	Understand	Apply	Analyze	Evaluate
Row 8					
Webb's Depth of Knowledge:	Level 1(Recall)	<input type="checkbox"/> Level 2 (Skill/ Concept)	Level 3 (Strategic Thinking)	Level 4 (Extended Thinking)	
Row 9					

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Expected Outcomes

We want students to present an **opinion, sequence ideas logically** using **appropriate facts** and **speak** clearly at an **understandable pace**.

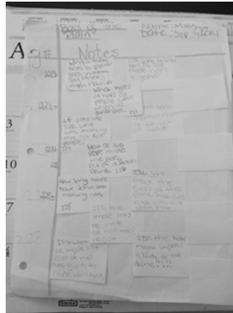
- The standard is a performance task; embedded in a performance task are knowledge and reasoning skills.
 - I can identify(Knowledge Skills)
 - I can summarize (Reasoning Skills)
 - I can speak (Performance Task)

****Performance tasks are not physical assessment****

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Knowledge Target: I can identify

- Teach students how to collect evidence from a text
- Note taking
- Stop and Jots
- Highlighting key details



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Reasoning Target: I can summarize

- Guiding questions
 - Helps students to think deeply
 - Prepares for summarization verbally
 - Students are required to find evidence within a text that will help them when stating appropriate facts.

Question	RACER	Evidence & Page Number
Who were the first inhabitants of the West?	Native Americans were the first inhabitants of the West.	Page 6 Evidence is in the first sentence.
How did the new settlers affect the Native Americans?	The new settlers affected the Native Americans by taking their land, hunting for the animals they loved, the new diseases that came, and when the settlers took the land out of their hands.	Page 7 Paragraph 2 and 3
How did the European beliefs differ from those of the Native Americans?		
Why did immigrants want to move to America?		



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Performance Target: I can speak

- By deconstructing the standards students were able to develop the skills required for mastery. Mastery of this performance task required a multi-layered processes, with knowledge and reasoning skills embedded within it.



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19

Looking Forward to PARCC

- Benefits of Deconstructing standards in preparing ELL, SPED, and General Education students for PARCC

Any questions?



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