

# Parent Presentation Common Core State Standards English Language Arts

## Presentación Para Padres Los Estándares Estatales Comunes de la Lengua y Literatura en Ingles

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MAY 2012

# Outcomes

What are the Common Core Standards?

Common Core Strands

- Text Complexity
- Writing
- Speaking and Listening
- Language

# Resultados

¿Qué son los Estándares Estatales Comunes?

El linaje de los Estándares Estatales Comunes

- Complejidad del texto
- Escritura
- Hablar y escuchar
- Lenguaje

# What are the Common Core State Standards?

- A national set of standards no longer defined by each state.
- 46 states have adopted the standards.
- They are written to prepare students for success in college and/or in the work place.

## ¿Que son los Estándares Comunes?

- Una serie de estándares que han dejado de ser definidos por cada estado.
- 46 estados han adoptado los estándares.
- Están escritos con el fin de preparar a los estudiantes para el éxito en el colegio y/o en el empleo.

# **ELA Standards Progress in Complexity**

A standard begins in kindergarten and increases in complexity as the students move up through the grade levels.

## **Los Estándares de la Lengua y Literatura en Inglés en el progreso de complejidad**

El estándar comienza en el kínder y gradualmente incrementa el nivel de complejidad a medida que los estudiantes se mueven a través de los niveles de grados.



# Standards Viewed in Grade Spans

## Reading Standards for Informational Text 6-12

Grade 6 Students:	Grade 7 Students:	Grade 8 Students:
<b>Key Ideas and Details</b>		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>(See grade 6 Language standards 4-6 on page 44 for additional expectations.)</b>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <b>(See grade 7 Language standards 4-6 on page 44 for additional expectations.)</b>	4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <b>(See grade 8 Language standards 4-6 on page 44 for additional expectations.)</b>
5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <b>a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media.</b>	5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. <b>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</b>	5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. <b>a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials.</b>
6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	6. Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

# Writing Standard 5: K-8

## Domain: Production and Distribution of Writing

K	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
1	With guidance and support from adults, <b>focus on a topic</b> , respond to questions and suggestions from peers, and add details to strengthen writing as needed.
2	With guidance and support from adults <b>and peers</b> , focus on a topic and strengthen writing as needed by revising and <b>editing</b> .
3	With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning</b> , revising, and editing. <b>(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29)</b>
4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including <b>grade 4</b> on pages 28 and 29)

5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, <b>rewriting or trying a new approach</b> . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on pages 28 and 29)
6	With <b>some</b> guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including <b>grade 6 on page 52</b> )
7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, <b>focusing on how well purpose and audience have been addressed</b> . (Editing for conventions should demonstrate command of Language standards 1-3 up to and including <b>grade 7 on page 52</b> )
8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including <b>grade 8 on page 52</b> )

## Activity

- Locate the reading standards for **informational text** at your table.
- We will walk through standard #1, kindergarten-5<sup>th</sup> grade, so you can see how it gets more difficult with each grade level.

## Actividad

- En su mesa, ubique el estándar de lectura de **texto informacional**.
- Repasaremos el estándar #1, del kínder al 5 to grado, para demostrar como se complica el estándar a través de los niveles de grados.



## Your turn...

- With a partner, look at standard #2.
- Locate the grade level for your child.
- Highlight the differences of the grade level before and after your child's grade.

## Ahora usted....

- Con un compañero, repase el estándar #2.
- Localice el nivel de grado de su hijo/a.
- Subraye las diferencias del grado antes y después del de su hijo/a.

# Reading

## Text Complexity:

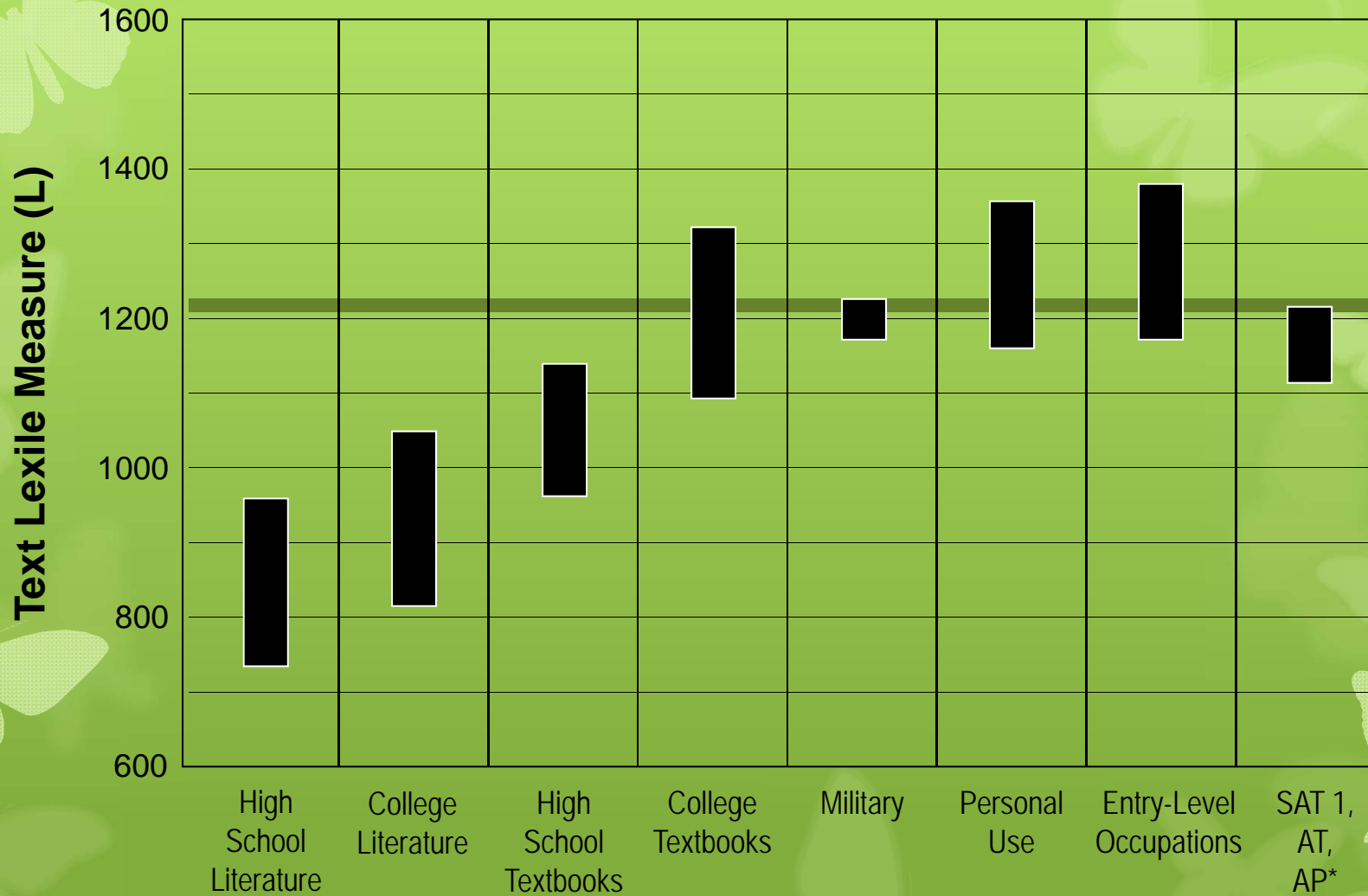
- Students are asked to read books at a more difficult level.

# Lectura

## Complejidad del texto:

- Se les pide a los estudiantes que lean libros a un nivel mas difícil.

# Student Books Level of Difficulty



## How You Can Support Your Child With Text Complexity

- Build Background Knowledge
- Read Aloud to them
- Read Aloud with them
- Ask Questions

How do we help our children so they are ready for the increasing complexity of texts?

Increase their academic vocabulary and build their background knowledge!!

## Usted puede ayudar a su hijo/a con el texto complejo

- Construya el conocimiento de antecedentes
- Lea a su hijo/a a voz alta
- Lea a voz alto con ellos
- Haga preguntas

Como ayudamos a nuestros niños para que estén listos para el incremento de textos complejos?

Incrementado su vocabulario académico y construyendo el conocimiento de antecedentes.

## What is Background Knowledge?

Background Knowledge is what a student already knows on a topic or subject. The more he or she knows, the better they will understand the new learnings.

## ¿Que es el Conocimiento de Antecedentes?

El conocimiento de antecedentes es lo que el estudiantes ya sabe sobre un tema o una materia. Entre mas conocimiento haya, será mas fácil para que el estudiantes capte las nueva enseñanza con facilidad.



## Activity

### Building Background Knowledge

If the topic is animals, how can you build your child's knowledge of the subject?

- Where can you take them?
- What can they read?
- Is the internet or technology a possibility?
- What type of media? TV? Videos?

## Actividad

### Construyendo el conocimiento de antecedentes

If the topic is animals, how can you build your child's knowledge of the subject?

- ¿Adonde los puede llevar?
- ¿Qué pueden leer?
- ¿Es el internet o la tecnología una opción?
- ¿Qué tipo de medios de comunicación, televisión, o videos?

## The Power of Read Aloud

“Research indicates that reading aloud to children:

- substantially improves their reading, written, oral, and auditory skills
- Increases their positive attitude towards reading”

*Elizabeth Qunell*

“Children listen at a higher reading level than they read; thus, children can hear and understand stories that are more complicated and more interesting than anything they could read on their own.” (p. 37)

*Jim Trelease*

## El Poder de la lectura a voz alta

“Estudios indican que leyendo a los niños en voz alta:

- Sustancialmente mejora la habilidad de leer, escribir, y escuchar
- Aumenta el nivel de actitud positiva hacia la lectura”

*Elizabeth Qunell*

“Niños tienen la habilidad de escuchar a un nivel mas alto que del que pueden leer, por lo tanto los niños pueden escuchar y entienden cuentos que son mas complicados y mas interesantes aun cuando sean a un nivel mas alto del que ellos puedan leer por si solos.” (p. 37)

*Jim Trelease*

# Types of Read Alouds

- Books
- Magazines
- Internet Articles
- Close Captioning (mute your T.V.)
- Menus
- Directions
- Recipes

## Tipos de lectura a voz altas

- Libros
- Revistas
- Artículos de internet
- Lectura de subtítulos
- Menú
- Direcciones
- Recetas

## Activity

### Read Aloud to them

- You read to them, they listen
  - Ask questions
  - Connect the reading to their life

## Actividad

### Lea en voz alta

- Usted lea, ellos escuchan
  - Haga preguntas
  - Enlace el cuento a la vida del niño/a

Reference the **Sentence Starters Packet and Responding to Reading Packet** for examples.

## Activity: Ask Questions (Comprehension Questions)

### Questions:

- What is the \_\_\_\_\_ of the story?
- Who are the characters in the story?
- Would you consider (character) to be \_\_\_\_\_ or \_\_\_\_\_ ? Why?
- What would be another solution for this story?

### Sentence Starters:

- The \_\_\_\_\_ of the story is...
- The characters in the story are ....
- I consider (character) to be \_\_\_\_\_ because ....
- Another solution to this story is...

## Actividad: Haga preguntas (preguntas de comprensión)

### Preguntas:

- ¿Que es el \_\_\_\_\_ del cuento?
- ¿Quienes son los personajes del cuento?
- ¿Consideráis que personaje es \_\_\_\_\_ o \_\_\_\_\_ ?
- ¿Qué sería otra solución a este cuento?

### Oraciones de arranque:

- EL \_\_\_\_\_ de l cuento es...
- Los personajes del cuento son...
- Yo considero que \_\_\_\_\_ es \_\_\_\_\_ porque....
- Otra solución al cuento es.....

Reference the **Sentence Starters Packet** for examples.



## Activity

### Read Aloud with them

- Choral read
- I read a sentence, you read the same sentence
- I read a sentence, you read the next sentence

## Actividad

### Lea a voz alta con ellos

- Lectura en coro
- Yo leo una oración, tu les la misma oración
- Yo leo una oración, tu les la siguiente oración

# Graphic Organizers

- Purpose
  - To allow children to visually see the concepts
- Benefits
  - Allows for processing time
  - Provides direction and structure for writing
  - Helps to organize their thoughts

## Organizador Grafico

- Propósito
  - Permitir a los niños ver visualmente los conceptos
- Beneficios
  - Da tiempo para procesar
  - Provee instrucción y estructura para la escritura
  - Ayuda organizar sus pensamientos

Reference *Thinking Maps Packet* for examples of Graphic Organizers.

# Common Thinking Maps for Reading Comprehension

- Flow Map
- Tree Map
- Multiflow Map

## Mapas de Pensamiento Común para la Comprensión de Lectura

- Mapa de circulación
- Mapa de árbol
- Mapa de múltiples circulaciones

Reference *Thinking Maps Packet* for examples of Graphic Organizers.

# Writing

## CCSS: Writing

- Opinions/Arguments (K-5) (6-12)
- Informative/Explanatory Texts (Research Reports)
- Narratives (Stories)
- ACEEC

## Escritura

- Opiniones/argumentos (K-5) (6-12)
- Textos Informativos/ explicativos (informes de investigación)
- Narraciones (cuentos)
- ACEEC

## CA Standards:

- Narratives
- Expository Descriptions
- Friendly Letters
- Personal or Formal Letters
- Response to Literature
- Information Reports
- Summaries
- Persuasive Letters/Compositions
- Research Reports
- Fictional Narratives
- Biographical/Autobiographical Narratives
- Career Development Documents
- Technical Documents
- Reflective Compositions
- Historical Investigation Reports
- Job Application/Resume

# How You Can Support Your Child With Writing

- Informal Outlines for:
  - Informative
  - Narrative
- Let the ideas flow, don't worry about correcting spelling, grammar, or capitalization

## Usted puede ayudar a su niño/a con la escritura

- Perfil informal:
  - Informativo
  - Narración
- Deje que las ideas fluyan, no se preocupe de corregir la ortografía o gramática

Reference *Narrative and Expository Informative Writing Comparisons Packet, Narrative/Story Writing Organizers Packet, and Expository/Informative Writing Organizers Packet* for examples.



# Activity

## Graphic Organizer for Narrative

- Flow Map - Sequence
- Tree Map - Categories
- Flee Map - Sequence with details

# Actividad

## Organizador Grafico para Narrar

- Mapa de circulación – secuencia
- Mapa de árbol – categorías
- Mapa de escape – secuencia con detalles

Reference *Thinking Maps Packet*  
for examples of Graphic Organizers.

## Activity

# Graphic Organizer for Informative

- Circle Map – Brainstorming/Defining all you do about a subject
- Brace Map – Whole to part, part to whole

## Actividad

# Organizador Grafico para Información

- Mapa de círculo – tormenta de ideas/define todo lo que hace sobre una materia
- Mapa de abrazadera – todo a parte, parte a todo

Reference *Thinking Maps Packet*  
for examples of Graphic Organizers.

# Activity

## Graphic Organizer for Opinion

- Double Bubble Map
- Tree Map

# Actividad

## Organizador Grafico para Opiniones

- Mapa de doble burbuja
- Mapa de árbol

Reference *Thinking Maps Packet*  
for examples of Graphic Organizers.

## Speaking and Listening

Students are asked to work more in groups to:

- Solve a problem
- Discuss a topic
- Create a project

## Hablando y escuchando

Se les pide a los estudiantes que trabajen en equipo para:

- Resolver problemas
- Discutir temas
- Crear un proyecto

# How You Can Support Your Child With Speaking and Listening

Discuss the proper ways to work in a group:

- Listen attentively
- Comment on others
- Ask questions
- Share opinions and ideas

## Usted puede apoyar a hijo/a a hablar y escuchar

Converse sobre los modos apropiados de  
trabajar en equipo:

- Escuche atentamente
- Comente sobre otros
- Haga preguntas
- Comparta ideas y opiniones



## **Activity**

### **Sentence Starters...**

- Sentence starters to encourage speaking and listening
- Active Participation Cards

## **Actividad**

### **Frases de arranque...**

- Frases de arranque fomentan el hablar y escuchar
- Tarjetas de participación activa

# Language

The Language Standards consist of:

- Grammar
- The way sentences are written
- Vocabulary
- Language variety

# Lenguaje

Los Estándares de Lengua consisten de:

- Gramática
- El modo en que se escribe una oración
- Vocabulario
- Variedad en el lenguaje

# How You Can Support Your Child With Language

- Read Aloud
- Break down sentences
- Using language for specific purposes
  - Telling a story
  - Texting a friend
  - Writing a report

## Usted puede apoyar a su hijo/a con el lenguaje

- Lea en voz alta
- Analice las oraciones
- Usando el lenguaje con propósitos específico
  - Contante un cuento
  - Mande un texto a un amigo
  - Escribía un informe

## Activity

### Break Down Sentences

Using the 6 elements, break these sentences down...

- On Saturday, my parents drove me to the museum to learn more about animals.
- My friend and I won the lottery so we ran to the mall and in one day, spent \$1,000 on clothes...each!

## Activity

### Analizando las oraciones

Usando los 6 elementos, analice estas oraciones...

- El sábado, mis padres me llevaron al museo para aprender más sobre los animales
- Mi amiga y yo ganamos la lotería, por lo tanto nos fuimos al centro comercial y en un día gastamos \$1,000 en ropa...cada una!

## **Create Your Own Sentence**

Once again, using the 6 elements, create one or two sentences of your own.

## **Desarrolle su Propia Oración**

Una vez mas, usando los 6 elemento, desarrolle un o dos oraciones propias



## **Activity**

### **Tell a story**

- Using one of your Thinking Maps from before, tell a story orally to a friend.
- Add more detail as you tell the story.
- Go back and add that detail into the thinking map.

## **Actividad**

### **Cuente un Cuento**

- Utilizando uno de sus Mapas de Pensamiento, cuénteles un cuento a un amigo/a.
- Agregue mas detalles a su cuento.
- Agregue los detalles a su mapa de pensamiento.

# Wrap Up Activity

## Circle Map:

- Using the circle map, write down what you have learned today.
- In the center, write CCSS (Common Core State Standards).

## Actividad de culminación

## Mapa de circulo:

- Usando el mapa de circulo, escriba lo que aprendió el día de hoy.
- En el centro, escriba EEC (Estándares Estatales Comunes).

## Outcomes

- What are the Common Core Standards?
- Common Core Strands
  - Text Complexity
  - Writing
  - Speaking and Listening
  - Language

## Resultados

- ¿Qué son los Estándares Estatales Comunes?
- El linaje de los Estándares Estatales Comunes
  - Complejidad del texto
  - Escritura
  - Hablar y escuchar
  - Lenguaje

# Animal School

## Escuela de Animales

**Thank You for Coming Today!**

**Gracias por su asistencia el día de hoy!**