Overview of Catholic Identity Elements

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCI). June 2012
Include when possible

truth → Truth

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).
June 2012
Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).
June 2012
Values

Practices

Beliefs

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Critically Evaluate Resources

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).
June 2012
Catholic World View

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).
June 2012
Consider including in:

- Overview
- Essential Questions
- Key Objectives
- Summative Assessment
- Additional Texts
- Vocabulary
- Instructional Activities and Resources

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).
June 2012
Natural Connections / Relationships

truth → Truth

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Educationally Sound

Incorporate Catholic Identity

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Students Interact with Value

Developed by Carole Eipers and Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).
June 2012
Common Core Catholic Identity Infusion
ELA Unit Plan

Susan Abelein, Ph.D.
Senior Consultant
Catapult Learning
20-23 June 2012
“If you fail to plan, then you plan to fail.”
-Harvey MacKay
Unit Planning

Unit Timeframes:
3 week – 9 week units
= (approximately) 6 units per year

Planning Decisions:
- Depth (does not negate breadth) and Differentiation
- Infusion of the Catholic faith
- College and career prep
- Fidelity to six shifts
- Vertical alignment; i.e. one grade informs the prior and the next year

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
### Exploring the Unit Template

- **Organization**
- **Groupings**
- **Content**

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**COMMON CORE CATHOLIC IDENTITY INFUSION ELA UNIT PLAN**

<table>
<thead>
<tr>
<th>Title/Theme</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade/Subject</td>
<td></td>
</tr>
<tr>
<td>Length of Unit/Timeframe</td>
<td></td>
</tr>
<tr>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td></td>
</tr>
</tbody>
</table>

**THE BIG PICTURE**

- Essential Question:
- Catholic Identity Elements:
- Common Core Standards: Key Objectives Linked to the Standards:
- Summative Assessment(s):

**UNIT READINGS AND VOCABULARY**

- Fiction Text(s):
- Non-Fiction Text(s):
- Essential Unit Vocabulary

**INSTRUCTIONAL ACTIVITIES**

- Catholic Identity
- Language
- Reading
- Vocabulary
- Writing
- Viewing
- Speaking/Listening
- Critical Thinking

**Instructional Resources**

**Cross Curriculum Links**

---

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Common Core Shifts
Influence Unit Planning:
1. Balancing Informational and Literary Texts
2. 6-12 Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Review Sample Units using the Unit Design Guidelines

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Do what you love, love what you do and deliver more than you promise.

-Harvey MacKay
Unit Template

• Theme
• Description
• Overview
• Timeframe
• Selection of Texts
• Common Core State Standards

Laura Egan
Product Management
William H. Sadlier, Inc.
CCCI, June 2012
Theme

• Choosing the “right” theme
  – Age Appropriate
  – Integrate the CCSS Standards
  – Infuse the Catholic Identity elements
  – Should be expanded and developed in subsequent grades to deepen understanding of theme and content
  – Studied for a sustained amount of time

• Use a variety of resources for students to use during the theme

• Themes from Basal Reading, Religion, CCSS
## Theme

<table>
<thead>
<tr>
<th>Scott Foresman Reading Street with Big</th>
<th>Grade</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
<th>Unit 5</th>
<th>Unit 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>All Together (How do people work and play?)</td>
<td>Who Lives Here (Where and how do people and animals live?)</td>
<td>Watch Me Change (How do people and animals change?)</td>
<td>Let’s Find Out (Where will our adventures take us?)</td>
<td>Going Places (How can people travel from place to place?)</td>
<td>Building Our Homes (How do people build things?)</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>All Together Now (How do we live, work, and play together?)</td>
<td>Animals Live Here (Where do animals live?)</td>
<td>Communities (What is your community?)</td>
<td>Changes (What is changing in our community?)</td>
<td>Treasures (What do we treasure?)</td>
<td>Great Ideas (What differences can a great idea make?)</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Animals, Tame and Wild (How do people and animals important to us?)</td>
<td>Exploring (How do we explore?)</td>
<td>Communities (What is a community?)</td>
<td>Creative Ideas (What does it mean to be creative?)</td>
<td>Our Changing World (How do things change? How do they stay the same?)</td>
<td>Responsibility (What does it mean to be responsible?)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Exploration (How can we learn from exploring new places and things?)</td>
<td>Working Together (How can we work together?)</td>
<td>Patterns in Nature (What are some patterns in nature?)</td>
<td>Puzzles and Mysteries (Is there an explanation for everything?)</td>
<td>Adventures by Land, Air, and Water (What makes an adventure?)</td>
<td>Reaching for Goals (What does it take to achieve our goals and dreams?)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dollars and Sense (What is money important) and when does it affect our lives?)</td>
<td>Smart Solutions (What are smart ways that problems are solved?)</td>
<td>People and Nature (How are people and nature connected?)</td>
<td>One-of-a-Kind (What does it mean to be unique?)</td>
<td>Explorers, Pioneers, and Heroes (How do those who’ve gone before influence those who’ve gone after?)</td>
<td>The Unexpected (What can we learn from encounters with the unexpected?)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>This Land Is Your Land (How do the diverse regions and peoples of the United States reflect its greatness?)</td>
<td>Work and Play (What is the value of work and play?)</td>
<td>Patterns in Nature (What are some patterns in nature?)</td>
<td>Puzzles and Mysteries (Is there an explanation for everything?)</td>
<td>Explorers, Pioneers, and Heroes (How do those who’ve gone before influence those who’ve gone after?)</td>
<td>The Unexpected (What can we learn from encounters with the unexpected?)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Meeting Challenges (What kinds of challenges do people face and how do they meet them?)</td>
<td>Doing the Right Thing (What do people gain from the work of inventors and artists?)</td>
<td>Challenges and Obstacles (How are the results of our efforts sometimes greater than what we expected?)</td>
<td>Adapting (How do people and animals adapt to different situations?)</td>
<td>Explorers, Pioneers, and Discoverers (How do those who’ve gone before influence those who’ve gone after?)</td>
<td>Exploring Cultures (What can we learn from encounters with the unexpected?)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Loyalty and Respect (What draws us to people and things around us and makes us care?)</td>
<td>Space and Time (What might things far away and long ago be important to us now?)</td>
<td>Challenges and Obstacles (How are the results of our efforts sometimes greater than what we expected?)</td>
<td>Adapting (How do people and animals adapt to different situations?)</td>
<td>Explorers, Pioneers, and Discoverers (How do those who’ve gone before influence those who’ve gone after?)</td>
<td>Exploring Cultures (What can we learn from encounters with the unexpected?)</td>
<td></td>
</tr>
</tbody>
</table>

**Houghton Mifflin Journeys**

<table>
<thead>
<tr>
<th>K</th>
<th>Look At Us!</th>
<th>Colors All Around</th>
<th>In the Dark</th>
<th>Let’s Look Around!</th>
<th>Family and Friends</th>
<th>Sunshine and Raindrops</th>
<th>Wheels Go Round</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All Together Now</td>
<td>Surprised</td>
<td>Celebration</td>
<td>Celebrating Traditions</td>
<td>Incredibles</td>
<td>Animals</td>
<td>Family and Friends</td>
</tr>
<tr>
<td>2</td>
<td>Silly Stories</td>
<td>Nature Walk</td>
<td>Around Town</td>
<td>Neighborhood and Community</td>
<td>Amazing Animals</td>
<td>Family Time</td>
<td>Talent Show</td>
</tr>
<tr>
<td>3</td>
<td>Off to Adventure</td>
<td>Celebrating Traditions</td>
<td>Incredibles</td>
<td>Animals</td>
<td>Voyage</td>
<td>Smart Solutions</td>
<td>One Land, Many Trails</td>
</tr>
<tr>
<td>4</td>
<td>Journeys</td>
<td>Echo</td>
<td>That’s Amazing</td>
<td>Problems Solvers</td>
<td>Person to Person</td>
<td>Poetry</td>
<td>Myths, Legends, and Tales</td>
</tr>
<tr>
<td>5</td>
<td>Nature’s Fury</td>
<td>Give It All You’ve Got!</td>
<td>Voices of the Revolution</td>
<td>One Land, Many Trails</td>
<td>Animals Encounters</td>
<td>Poetry</td>
<td>Myths, Legends, and Tales</td>
</tr>
<tr>
<td>6</td>
<td>Plot, Conflict, and Setting</td>
<td>Analyzing Character and Point of View</td>
<td>Understanding Theme</td>
<td>Understanding Theme</td>
<td>Setting and Mood</td>
<td>Poetry</td>
<td>Style, Voice, and Tone</td>
</tr>
<tr>
<td>7</td>
<td>Plot, Conflict, and Setting</td>
<td>Character and Point of View</td>
<td>Setting and Mood</td>
<td>Setting and Mood</td>
<td>Theme and Symbol</td>
<td>Poetry</td>
<td>Style, Voice, and Tone</td>
</tr>
</tbody>
</table>

**Sukinan/McGraw-Hill Treasures**

<table>
<thead>
<tr>
<th>K</th>
<th>Families (Learn how families are alike and different as well as how they live together and change)</th>
<th>Friends (Explore who friends are and how they get along)</th>
<th>Transportation (How do people get around town and travel near and far?)</th>
<th>Food (Discover where food comes from and traditions around the world)</th>
<th>Animals (Discover about animals, their babies and their homes)</th>
<th>Neighborhoods (Learn about the different people, places and workers in your neighborhoods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>All About Us (Explore who we are and how we grow up and work together)</td>
<td>Outside My Door (Discover what happens outside your door)</td>
<td>Let’s Connect (Make connections with friends and families)</td>
<td>Nature Watch (Learn about animals and the weather and how they affect the environment)</td>
<td>Adventures All Around (Find out about different adventures and inventions)</td>
<td>Let’s Discover (Discover what happens at work and play)</td>
</tr>
<tr>
<td>2</td>
<td>Relationships (Explore relationships between people, school and ourselves)</td>
<td>Growth and Change (Find out about how plants and animals grow and change)</td>
<td>Better Together (Discover what happens when we work together to make things)</td>
<td>Land, Sea, Sky (Explore the land, sea, and sky and find out who lives there)</td>
<td>Discoveries (Make discoveries about the earth and the people on it)</td>
<td>Expressions (Read about celebrations, creations and inventions)</td>
</tr>
<tr>
<td>3</td>
<td>Our World (Discover what happens)</td>
<td>Discoveries (Make amazing)</td>
<td>Challenges (What challenges are)</td>
<td>Achievements (Find out what)</td>
<td>Challenges (What challenges are)</td>
<td>Achievements (Find out what)</td>
</tr>
</tbody>
</table>
Timeframe

- Age and Grade appropriate
- Three to nine weeks-matching depth of theme and tasks
- Adequate length to make connections within and across the curriculum
- Themes/Topics should include standards and Catholic Identity elements, but not be too short or too long
- Ample time to include assessment in unit
Timeframe

• Be flexible with sections of your timeframe to incorporate student mastery or need for reteaching and reinforcement

• Be careful not to “stretch” a unit out

• Students should be engaged in theme throughout development.
Description

• One sentence about the content of the unit
• Be brief and broad, but capture focus of Unit and theme
• Skills should be mentioned along with broad stroke of resources (‘‘through informational text’’ or ‘‘literature’’)
• Make connections to reading, understanding, and writing that will be throughout the unit
Overview

• One paragraph about the learning students will do in the unit

• Explain the structure, progress, and components of the unit in a clear, focused way

• Make connections between the skills in the standards and the content of the text

• Explain tasks students will encounter

• Provide types of reading texts and resources

• List the Catholic Identity element to be infused
Choosing the Right Texts

• Fiction and non-fiction (NAEP)
  – 50%/50% (K-2)
  – 40%-60% (3-5)
  – 30%-70% (6-12)

• Incorporate nonfiction genres such as persuasive essays, narrative, biographical, informational, How-To, etc.

• Provide a range of leveled texts on the same topic

• Offer a wide range of text types including stories, dramas, poetry, primary sources, etc.

Laura Egan for CCCII, June 2012
Text Complexity

• Texts chosen should add to the learning of CCSS goals
• Scaffolding is necessary and desirable according to CCSS, but instruction must move generally toward decreasing scaffolding and increasing independence
• Text difficulty should increase through the year

Laura Egan for CCCII, June 2012
Three Factors to Measure Text Complexity

- Quantitative (different measures available)
- Qualitative (structure of text, language demands, knowledge demands, Levels of meaning)
  - When I saw the bug, I screamed for help.
  - When I saw the Bug, I remembered my first car.
  - When I saw the bug, I wondered who was spying on me
- Reader and Task Consideration (cognitive capabilities, motivation, knowledge)(teacher-led tasks, peer tasks, individual tasks)

Laura Egan for CCCII, June 2012
Common Core State Standards

• Identify each English Language Arts standards for each unit
• What are students expected to know and be able to do, not how teachers should teach
• Complemented by a well-developed, content-rich curriculum that is consistent with CCSS
Common Core State Standards

- Select standards that appropriately meets the grade level and anchor standards
- Integrate the ELA standards
- Integrate the ELA standards with the Science and Social Studies standards
- Consider all students and their needs adjusting expectations such as, number of standards, timeframe, and task difficulty

Laura Egan for CCCII, June 2012
College and Career Readiness Anchor Standards for Reading

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity
10. Read and comprehend complex literary and informational texts independently and proficiently.

*Please see “Research to Build Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

Note on range and content of student reading
To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.
College and Career Readiness Anchor Standards for Writing

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

*These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

Note on range and content of student writing

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing—for example, to use narrative strategies within argument and explanation within narrative—to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it.
College and Career Readiness Anchor Standards for Speaking and Listening

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.
College and Career Readiness Anchor Standards for Language

The grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use
To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Common Core State Standards

An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document.

CCSS require that literacy be embedded in science, social studies, and technical subjects

Common Core State Standards for ENGLISH LANGUAGE ARTS & Literacy in History/Social Studies, Science, and Technical Subjects

Laura Egan for CCCII, June 2012
Essential Questions
Essence

• **root:** from the Latin “essentia” meaning “being.”

• **definition:** the permanent, not accidental, element of being

• **synonyms:** being, soul, substance

Merriam–Webster Online Dictionary and Thesaurus

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCII). June 2012
Synonyms for:

Knowledge

Skills

Understanding
In a nutshell:

To acquire **KNOWLEDGE** (facts) we use **SKILLS** to gain **UNDERSTANDING** (applicability) which enables us to apply and to transfer the knowledge.
When we truly understand and transfer our learning, we

- can explain;
- can interpret;
- can apply;
- have perspective;
- can empathize;
- have self-knowledge.

Wiggins and McTighe
The Understanding by Design
Guide to Creating High-Quality Units
2011
If transfer is the key to teaching or understanding, good questions are both the cause of and the means by which greater understanding happens.

Wiggins and McTighe

*Understanding by Design*

2005
The best questions serve as doorways through which learners explore the key concepts, themes, issues, and problems that reside within the content, perhaps as yet unseen: it is through the process of actively “interrogating” the content through provocative questions that deepen understanding.

Wiggins and McTighe

*Understanding by Design*

2005
Essential Questions:

- demand transfer beyond the topic in which we initially encounter them;
- recur throughout our lives;
- point to the core of big ideas;
- can help make sense of complicated ideas;
- can hook and hold our attention

adapted: Wiggins and McTighe
2005
Moreover, essential questions

- cause inquiry;
- provoke thought;
- cause one to consider alternatives;
- stimulate rethinking;
- spark connections with prior learning;
- invoke transferability.

Paul Beaudin, Ph.D.
Iona College
2012
Overarching:

What lessons have we learned or not learned from US military involvement in foreign regional conflicts?

Topical:

What lessons should we learn from the Vietnam War?

Wiggins and McTighe

*Understanding by Design*

2005
Overarching:
What causes war?

Topical:
How do the causes of the Civil War compare to one other war you’ve learned about?

Nonessential (but important to the teacher)
What caused the Civil War?
Practice

Grades 4–5 Text Exemplars

Poetry:

Thayer, Ernest Lawrence, *Casey at the Bat*

Common Core Standards
*ELA and Literacy in History/ Social Studies, Science and Technical Subjects*
Appendix B
Writing Objectives

Susan Abelein, Ph.D.
Senior Consultant

Catapult Learning

20-23 June 2012

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
UNIT PLANNING

Standard: 8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Example:
*Citing textual evidence, students will compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit.*

Unit Objectives....

- Broad, Overarching
- Interprets the Standards
- **Not** the day-to-day lesson objectives
- Contain the Audience, *Behavior*, and may contain the **Condition**, does not contain the Degree

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
CREATING LESSON OBJECTIVES, BASED ON THE UNIT OBJECTIVES:

**Standard: 8.RL.5.** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**Unit Objective:** Citing textual evidence, compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit.

1. Appreciate tone

2. Students will be able to appreciate tone

3. Students will be able to compare and contrast tone

4. Given *The Road Not Taken* and *My Song of To-Day*, students will be able to compare and contrast word choice and the use of tone to evoke a myriad of feelings in the reader

5. Given *The Road Not Taken* and *My Song of To-Day*, students will be able to compare and contrast word choice and the use of tone to evoke a myriad of feelings in the reader by providing textural evidence to ensure 100% accuracy in their evaluation of the poems.

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Operating Concepts and Principles:

- Referred to at the *beginning, during, and at the end* of each lesson;
- *Directly and indirectly* linked to the standards;
- Describes the *skills, knowledge, and/or attitudes* that students will be able to demonstrate;
- Written from the *student’s perspective using Bloom’s taxonomy* of verbs and preferably using the ABCD approach to writing objectives;
- The format is *SWBAT* (Students Will Be Able To).

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Students will be able to alphabetize a list of 30 words beginning with the letter T with 90% or better accuracy.

Do

- Write from the student’s perspective
- Use measurable verbs, e.g. “alphabetize, diagram, pronounce”
- Consider formative assessment to ensure objective(s) is met
- Write clear and concise statements

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
The teacher will demonstrate and students will learn how to alphabetize a list of words.

Don’t

- Write from the teacher’s perspective
- Use verbs that are not measureable, e.g. “understand, learn, appreciate”
- Write general or vague statements
ABCD Model

A - Audience
B - Behavior
C - Condition
D - Degree

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
The audience is learner(s) that the objective is written for. This is usually written "the learner" or "the student" however it could be written as specific as "The third grade science student". I suggest that "less is more". Make it simple so that the objective does not get too wordy. Students will be able to or SWBAT.
The behavior is the verb that describes what the learner (audience) will be able to do after the instruction. This is the heart of the objective and MUST be measurable AND observable. In addition, these verbs MUST be specific. Verbs such as know, understand, comprehend, and appreciate are difficult to measure and are therefore not good choices for objectives.

Consider the following list of action verbs set in Bloom's Taxonomy:

<table>
<thead>
<tr>
<th>KNOWLEDGE</th>
<th>COMPREHENSION</th>
<th>APPLICATION</th>
<th>ANALYSIS</th>
<th>SYNTHESIS</th>
<th>EVALUATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>count</td>
<td>associate</td>
<td>add</td>
<td>analyze</td>
<td>categorize</td>
<td>appraise</td>
</tr>
<tr>
<td>define</td>
<td>compute</td>
<td>apply</td>
<td>arrange</td>
<td>combine</td>
<td>assess</td>
</tr>
<tr>
<td>describe</td>
<td>convert</td>
<td>change</td>
<td>breakdown</td>
<td>compile</td>
<td>compare</td>
</tr>
<tr>
<td>draw</td>
<td>defend</td>
<td>classify</td>
<td>combine</td>
<td>compose</td>
<td>conclude</td>
</tr>
<tr>
<td>identify</td>
<td>discuss</td>
<td>complete</td>
<td>design</td>
<td>create</td>
<td>contrast</td>
</tr>
<tr>
<td>labels</td>
<td>distinguish</td>
<td>compute</td>
<td>detect</td>
<td>derive</td>
<td>criticize</td>
</tr>
<tr>
<td>list</td>
<td>estimate</td>
<td>demonstrate</td>
<td>develop</td>
<td>design</td>
<td>critique</td>
</tr>
<tr>
<td>match</td>
<td>explain</td>
<td>discover</td>
<td>diagram</td>
<td>devise</td>
<td>determine</td>
</tr>
<tr>
<td>name</td>
<td>extend</td>
<td>divide</td>
<td>differentiate</td>
<td>explain</td>
<td>grade</td>
</tr>
<tr>
<td>outlines</td>
<td>extrapolate</td>
<td>examine</td>
<td>discriminate</td>
<td>generate</td>
<td>interpret</td>
</tr>
<tr>
<td>point</td>
<td>generalize</td>
<td>graph</td>
<td>illustrate</td>
<td>integrate</td>
<td>judge</td>
</tr>
<tr>
<td>quote</td>
<td>give examples</td>
<td>interpret</td>
<td>infer</td>
<td>modify</td>
<td>justify</td>
</tr>
<tr>
<td>read</td>
<td>infer</td>
<td>manipulate</td>
<td>outline</td>
<td>order</td>
<td>measure</td>
</tr>
<tr>
<td>recall</td>
<td>paraphrase</td>
<td>modify</td>
<td>point out</td>
<td>organize</td>
<td>rank</td>
</tr>
<tr>
<td>recite</td>
<td>predict</td>
<td>operate</td>
<td>relate</td>
<td>plan</td>
<td>rate</td>
</tr>
<tr>
<td>recognize</td>
<td>rewrite</td>
<td>produce</td>
<td>select</td>
<td>prescribe</td>
<td>support</td>
</tr>
<tr>
<td>record</td>
<td>summarize</td>
<td>show</td>
<td>separate</td>
<td>propose</td>
<td>test</td>
</tr>
<tr>
<td>repeat</td>
<td></td>
<td>solve</td>
<td>subdivide</td>
<td>rearrange</td>
<td></td>
</tr>
<tr>
<td>reproduces</td>
<td></td>
<td>subtract</td>
<td>utilize</td>
<td>reconstruct</td>
<td></td>
</tr>
<tr>
<td>selects</td>
<td></td>
<td>translate</td>
<td></td>
<td>relate</td>
<td></td>
</tr>
<tr>
<td>state</td>
<td></td>
<td>use</td>
<td></td>
<td>reorganize</td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
<td></td>
<td></td>
<td>revise</td>
<td></td>
</tr>
</tbody>
</table>

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Conditions are the circumstances under which the objectives must be completed. What will the instructor allow the student to use in order to complete the instruction? What equipment or tools can the student have access to such as a calculator, map, the book, class notes, etc.? Obviously it would be much more difficult to make calculations without a calculator than with one.
The degree identifies the standard that the learner must meet to reach acceptable performance. In other words, what degree of accuracy does the learner have to achieve in order that his/her performance be judged proficient? The degree of accuracy should be related to real-world expectations.

Degree of accuracy can be related as a time limit (in 20 minutes), or a number of correct answers (7 out of 10), or a range of accuracy (90%) or qualitative standard.

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Standard: 8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Citing textual evidence, students will compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit.

Unit Planning Objectives
Broad, Overarching
Interprets the Standards
A – at the beginning of the column only, no need to repeat
B – behavior – use Bloom’s
C – may include
D – not necessary

Given The Road Not Taken and My Song of To-Day, students will be able to compare and contrast word choice and the use of tone to evoke a myriad of feelings in the reader by providing textural evidence to ensure 100% accuracy in their evaluation of the poems.

Lesson Planning Objectives
Specific to the daily lesson
Interprets the Unit Objectives
Includes all parts:
A – audience/students (SWBAT)
B – behavior – Bloom’s
C – condition
D – degree to which students will achieve the objective

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
**ABCD Practice (maybe C, minus D) for Unit Planning**

K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

1.RL.6. Identify who is telling the story at various points in a text.

2.RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

3.RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

5.RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

7.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

8.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
# Guidelines for Evaluating Behavioral Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Competent Work</th>
<th>Common Mistake</th>
<th>Needs to be revised</th>
<th>Missed the Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives are measurable.</td>
<td>Objectives are measurable and include specific information about what the student will be able to do, e.g. how well, how many, to what degree.</td>
<td>Objectives are too general and don't include specific information on what the student will be able to do, e.g. how well, how many, to what degree.</td>
<td>Objective are not measurable. Objectives don't describe what the student will be able to do.</td>
<td>Objectives list the topics that will be covered rather than what the learning outcomes are.</td>
</tr>
<tr>
<td>Objectives require high levels of cognition.</td>
<td>Objectives reflect high levels of cognition according to Bloom's Taxonomy.</td>
<td>All the objectives require low levels of cognition, such as &quot;demonstrates understanding,&quot; or &quot;identifies.&quot;</td>
<td>Objectives should include at least one of the verbs in levels 3-6 of Bloom's Taxonomy.</td>
<td>Objectives don't use verbs to describe what the student will be able to do.</td>
</tr>
<tr>
<td>The learning objectives should be achievable.</td>
<td>The objectives listed are realistic given the time and level of the target audience.</td>
<td>There are too many objectives.</td>
<td>Objectives are too difficult.</td>
<td>Objectives don't use verbs to describe what the student will be able to do.</td>
</tr>
<tr>
<td>Are the goals of interest to the learner?</td>
<td>The learning objectives are of interest to the learner.</td>
<td>The learning objectives don't make the intrinsic and external motivation clear to the learner.</td>
<td>The learner can't understand the learning objectives.</td>
<td>The learner doesn't want to complete the tasks in the learning objectives.</td>
</tr>
</tbody>
</table>

Developed by Susan Abelein, Ph.D. Catapult Learning, LLC, for the Common Core Catholic Identity Initiative (CCCII) June 2012.
Sources:

- The University of Tennessee at Knoxville; link: http://edtech.tennessee.edu/~bobannon/writing_objectives.html
Identify Vocabulary

Laura Egan
Product Management
William H. Sadlier, Inc.
CCCII, June 2012
College and Career Readiness Anchor Standards for Language

Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Note on range and content of student language use
To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is as at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words—words, for example, that have similar denotations but different connotations. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Vocabulary Acquisition and Use

• Determine or clarify meaning of words by using multiple strategies (Look “inside” and “outside” the word)

• Demonstrate understanding of figurative language, word relationships, and nuances of meaning (denotation and connotation)

• Acquire range of three word lists to be used in all ELA standards
Criteria for Selection of Words

Three Research-based word lists standards
(Isabel Beck’s Tier 1, 2, and 3)

• **Academic Word List** (Coxhead, 2000)
  e.g., area, maintenance, triggered

• **Basic Word List** (Marzano, Kendall, Paynter, 2005)
  e.g., confer, haphazard, superlative

• **Background Knowledge Word List** (Marzano, 2004)
  e.g., hypothesis, molecule, photosynthesis

Laura Egan for CCCII, June 2012
Introduce Words in Context

Polar Opposites
<Compare and Contrast Essay>

Although they may seem similar, the polar regions of planet Earth are really very different. They affirm the old adage that there are two sides to the same coin.

The astonishing climate traits of both the Arctic and Antarctica are stupefying. Temperatures of −60°F are not unusual. If the harsh winds and vast ice sheets do not deter visitors, these strangers will find the elements disquieting at the very least. During polar winters, the sun never rises, while during the summers, it never sets. For centuries, explorers had to give careful thought to how to cope with these forces of nature. It was essential to adhere closely to a more rigorous program of safety precautions than explorers used in more temperate lands.

The Arctic is a region of immense diversity. Although the terrain seems forbidding, many animals prowl the land, including polar bears, caribou, wolves, foxes, hares, and weasels. Migrant birds visit from as far away as Central and South America. Possibly the most famous of these birds is the Arctic tern. This summer visitor traverses thousands of miles every year, from Antarctica to the Arctic! The ocean surges with abundant marine life, especially when warm currents move around some of the Arctic coasts. Surprisingly, vegetation is widespread. Algae, lichens, and dwarf shrubs persist, even in areas of permanent ice.

The Arctic is also home to a broad range of native peoples. For example, the Inuit and Aleuts reside in northern North America and Greenland. The Eurasian Arctic is home to the Sami,
Multiples-meaning Words

- Two-Four Multiple-meaning words per lesson
- Variety of activities such as oral language development and collaborative learning
- Writing opportunities for understanding

Laura Egan for CCCII, June 2012
Denotation/Connotation

Look at these examples of words that have similar denotations. Notice how the connotation of each word varies.

<table>
<thead>
<tr>
<th>NEUTRAL</th>
<th>POSITIVE</th>
<th>NEGATIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>cancel</td>
<td>overturn</td>
<td>quash</td>
</tr>
<tr>
<td>continue</td>
<td>persevere</td>
<td>persist</td>
</tr>
<tr>
<td>tint</td>
<td>highlight</td>
<td>stain</td>
</tr>
</tbody>
</table>

Laura Egan for CCCII, June 2012
Figurative Language

- Adages
- Idioms
- Proverbs

WORD STUDY

Writing with Adages

Find the meaning of each adage. (Use an online or print dictionary if necessary.) Then write a sentence for each adage.

1. Time is money.
   ____________________________

2. business before pleasure
   ____________________________

3. Stop and smell the roses.
   ____________________________

4. easy come, easy go
   ____________________________

5. The best things in life are free.
   ____________________________

6. Open mouth, insert foot.
   ____________________________

7. once bitten, twice shy
Activities

• Vocabulary instruction should be consistent and daily.
• Grade appropriate activities: Completing the sentence with the correct word is appropriate for all grades.
• Activities such as categorizing: What jobs include labor? Draw a picture of a kingdom.
• Sentence syntax and grammar: Incorporate the word segregation in the 4th position in a sentence. (In the South, segregation ...)
• KEY: Multiple exposure to words: reading, writing, speaking, close reading, and text based questions.

Laura Egan for CCCII, June 2012
Sources

• Reading Basal
• Science or Social Studies Basal
• Catholic Social Teachings Guidelines
• Religion Basal
Assessment:
Integral Not Intrusive
Instructing students should be a carefully conceived enterprise in which decisions about what to do next are predicated on the best available information.

And the best available information about what to do next almost always flows from a determination about what students currently know and can do.

Popham, 2008
Thinking like an Assessor

- What evidence shows that students have achieved the learning goal, the desired results?

- Does the proposed evidence enable us to infer a student’s knowledge, skill, or understanding?

- What assessment tasks or other evidence will anchor our units?

adapted Wiggins and McTighe
2005
Evidence – Centered Design

• What knowledge do you want students to have and how do you want them to know it?

• What will you accept as evidence that a student has the desired knowledge?

• How will you analyze and interpret the evidence?

• What task(s) (situations) will the students perform to communicate their knowledge?

Jim Pellegrino
Learning Sciences Research Institute
Education Week 6/13/12

Developed by Mary Jane Krebs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CII). June 2012
Three kinds of Assessment

- **Assessment of learning**
  - norm-referenced
  - judging performance
  - summative

- **Assessment for learning**
  - criterion-referenced
  - informing teaching
  - diagnostic/formative

- **Assessment as learning**
  - informing learning
  - becomes informative and generative for both teacher and students

Charlotte Danielson

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCI). June 2012
Formative and Summative

Assessing for Learning

• Process oriented—occurs during learning
• Provides information for modifying teaching and learning activities
• Assists students to self-assess and learn more

Assessing of Learning

• Designed primarily for purposes of accountability, ranking of students and/or certifying competence
• Is an event after learning
• Measures how much students have learned at a particular point in time

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCII). June 2012
TRUTHS about DATA ANALYSIS (adapted)

1. We are here to help the children learn.

2. Data Analysis is about improving instruction.

3. We need knowledge-driven schools, not data-driven schools.

Ronald S. Thomas
Education Week 6/15/11

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCI). June 2012
4. Time for data dialogues can be sacred.

5. Most Important Questions:
   a. What do the students know?
   b. What do they not know?
   c. What are we going to do about it?

6. We must focus on strengthening the alignment of curriculum, instruction and assessment around standards – whether they are Common Core or not.

Ronald S. Thomas
Education Week 6/15/11

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCI). June 2012
Focusing on the Text

For a narrative poem about a boy named Charlie, whose electronic toys are useless in a power outage, questions posed included:

Questions in the Basal:

“What has happened during a bad storm you have experienced?”

“How do you feel when you can’t do your favorite things?”

Source: Student Achievement Partners

Education Week
May 14, 2012

Developed by Mary Jane Krebbs, Ph.D. St. John’s University, School of Education for the Common Core Catholic Identity Initiative (CCCII). June 2012
Common Core Questions Conceived by Educators

“What kinds of activities does Charlie like to spend his time doing?”

“How did Charlie react when the power went out? What are some words and phrases the author uses to describe Charlie’s reaction?”

“Use details from the poem to describe how Charlie and Isabel Jane spent the rest of the day.”

“In the last stanza, Charlie had another thought. What was this thought, and why couldn’t he explain it?”

Source: Student Achievement Partners
Education Week
May 14, 2012

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCI). June 2012
Randa ate $\frac{3}{8}$ of a pizza and Marvin ate $\frac{1}{8}$ of the same pizza. What fraction of the pizza did Randa and Marvin eat?

a. $\frac{5}{8}$
b. $\frac{3}{8}$
c. $\frac{1}{4}$
d. $\frac{1}{2}$

Journal News
5/6/12

Developed by Mary Jane Krebbs, Ph.D. St. John's University, School of Education for the Common Core Catholic Identity Initiative (CCCII). June 2012
Example Common Core Performance Task 5th Grade Math

Stuffed with Pizza

Tito and Luis are stuffed with pizza! Tito ate one-fourth of a cheese pizza. Tito ate three-eighths of a pepperoni pizza. Tito ate one-half of a mushroom pizza. Luis ate five-eighths of a cheese pizza. Luis ate the other half of the mushroom pizza. All the pizzas were the same size. Tito says he ate more pizza than Luis because Luis did not eat any pepperoni pizza. Luis says they each ate the same amount of pizza. Who is correct? Show all your mathematical thinking.
A learning goal or standard is only as good as the instructor’s ability to imagine what it would look like when it is being met.

Sarah Fine
Education Week
10/20/10
Instructional Activities

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).

June 2012
Engaging and Effective

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Promote Achievement

Objectives based on Standards

Summative Assessment & Application to Life

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Deepen Understanding of Catholic Identity Element

Deepen Insight / Interest

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Varied and Balanced

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
Prepare for the Summative Assessment

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII).  
June 2012

[Image of a cartoon figure jumping with wings]
Marzano’s “Essential Nine”

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations
6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions and advance organizers

Developed by Leanne Welch, PBVM for the Common Core Catholic Identity Initiative (CCCII). June 2012
<table>
<thead>
<tr>
<th>Group</th>
<th>Content</th>
<th>Process</th>
<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Novel -- <em>Cricket in Times Square</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>Novel – <em>Bunnicula</em></td>
<td>Use a Venn diagram to compare 2 characters in the story. Write a paragraph to describe one character.</td>
<td>Write a comparison / contrast essay describing characteristics of two main characters from the core book.</td>
</tr>
<tr>
<td>Group 3</td>
<td>Novel – <em>Charlotte’s Web</em></td>
<td></td>
<td></td>
</tr>
</tbody>
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</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Using a comparison rubric, compare 3-5 character traits of 2 main characters. Use information to assign and describe each character’s occupation and how their traits help them.</td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>Using a Venn diagram, make a comparison of two main characters. Use information to write a paragraph telling why or why not they would be friends.</td>
<td>Write a comparison and contrast essay describing the characteristics of two main characters from the core book.</td>
</tr>
<tr>
<td>Group 3</td>
<td>Using a T grid, list all characteristics for 2 main characters. Find 2 similar and 2 different traits between the characters and explain them.</td>
<td></td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Group</th>
<th>Content</th>
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<th>Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 1</td>
<td>Script for a short scene to be acted out in class – must show traits of two main characters.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group 2</td>
<td>Novel -- <em>Bunnicula</em></td>
<td>Presentation to clearly demonstrate character traits of two main characters.</td>
<td>Diorama with written or oral explanation that show traits of two main characters.</td>
</tr>
<tr>
<td>Group 3</td>
<td>Cartoon using traits of two main characters.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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