

COURSE SYLLABUS

Course: Common Core in ELA: Instructional Shifts for Effective Implementation, Grades 9-12

Presenters: KDS

Credits: 3 Graduate Credits

Course Overview

The Common Core State Standards originated in 2010 and have been adopted by the majority of states across the country. The standards aim to increase the rigor of instruction for all students in order to adequately prepare them for success in college and careers. In this course, participants will explore the Common Core State Standards for English Language Arts (CCSS-ELA) in grades 9-12 to understand the purpose for the standards, the foundations of the standards, what students are expected to know, and how this will impact teachers' approach to instruction. The course will address the six major shifts in instruction, how these shifts will impact classroom practice, as well as how to address the needs of diverse student populations. Through readings, classroom instructional videos, and other materials, participants will gain a strong understanding of the standards and their application. Participants will become more informed educators who can implement the standards with fidelity in their school or district.

Course Objectives

After completing this course, participants will understand that:

- The College and Career Ready (CCR) Anchor Standards are the foundation for the Common Core State Standards in English Language Arts (CCSS-ELA).
- The CCSS-ELA address four domains of literacy instruction: reading, writing, speaking and listening, and language, each with grade-specific standards.
- The CCSS-ELA requires 6 major shifts in instructional approach.
- Content-area subject (History/Social Studies, Science, and technical subjects) learning is supported by the CCSS-ELA
- The learning needs of a diverse range of students (English Language Learners, students with special needs, and gifted and talented learners) should be embedded in instruction.
- Informal assessments should continuously inform instruction.
- Families need to be informed about the CCSS-ELA and how it will impact their children's learning.

Student Learning Outcomes

After completing this course, participants will be able to:

- Communicate in family-friendly language what students are expected to know in a Standards-aligned curriculum and explain why this is important
- Build a classroom library with a Standards-aligned balance of informational and literary texts.
- Build a Standards-aligned "text set"



- Plan standards-aligned lessons for grades 9-12 students using the six instructional shifts to guide best practices in teaching and learning

Unit 1: Introduction to the CCSS-ELA

In this introductory unit, participants explore the Common Core State Standards for ELA (CCSS-ELA) in grades 9-12 to understand the purpose for the Standards, the foundations of the Standards, what students are expected to know and how this will impact teachers' approach to instruction. Participants will also set goals for the course to guide their personal learning experience.

Objectives

After completing this unit, educators will know:

- Why the CCSS ELA Standards were developed
- The four major domains of the College and Career Readiness (CCR) Anchor Standards as the structure for understanding the CCSS-ELA
- The structure of the CCR anchor standards.

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Set two to three personal learning goals for the course.
- Identify an instructional practice presented in one of the classroom scenarios presented that they are interested in applying in their classroom.
- Understand the organization of the CCSS-ELA, specifically how to read the standards horizontally to see the development of skills over time, and vertically to appreciate the full range of skills that students need to learn in a specific grade.
- Understand how the standards move from broad categories to more discrete grade-level standards.
- Explore how the integration of multiple Standards within a lesson provides greater rigor for students' learning.

Unit 2: Organization of the CCSS-ELA

In this unit, participants explore the standards to gain an understanding of grade-level expectations and content within the ELA classroom. This unit provides an intense look at the standards documents, including the anchor standards for ELA, history/social studies, science, and the technical disciplines and grade-level standards.

In this unit, participants explore what the College and Career Anchor Standards for ELA are, what the grade-specific standards are, and how the standards are organized. Participants explore the standards to gain an understanding of grade level expectations and content within the ELA classroom. This unit provides an in-depth look at the standards documents, including the anchor standards and grade-level standards.

Unit Objectives

After completing this unit, participants will know:



- The organization of the CCSS-ELA, specifically how to read the standards horizontally to see the development of skills over time and vertically to appreciate the full range of skills that students need to learn in a specific grade.
- How the standards move from broad categories to more discrete grade-level standards.
- How the integration of multiple standards within a lesson provides greater rigor for students' learning.
How the standards build in depth and complexity from kindergarten to grade 12.

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Identify the four domains of literacy addressed by the CCR anchor standards.
- Match the broad reading Standards for reading, writing, speaking/listening and language to the literacy strands addressed in the CCR anchor standards.
- Analyze the teaching and learning in a literary text lesson.
- Reflect on how the integration of multiple standards in a lesson will apply to their own work.

Unit 3: Balancing Informational and Literary Text

In this unit, participants explore the instructional shifts teachers have to make in order to help students read a true balance of informational and literary text. In this unit, participants explore the differences between these genres, why it is important to achieve this balance, and how teachers can move toward this balance for purposes of all students being career and college ready. This unit focuses on the College and Career Readiness Anchor Standard for Reading on Range of Reading, and Level of Text Complexity, and the Reading Standards for Literature 6-12 and the Reading Standards for Informational Text 6-12.

Unit Objectives

After completing this unit, participants will know:

- The difference between literary texts and informational texts.
- The instructional implications of a 30-70% balance of literary and informational text.
- The shift in balance in types of texts through the grade bands, and an understanding of why this is important for career and college readiness.
- How to explain the shift in balance in types of texts through the grade bands.
- Specific examples of the literary and informational text genres.
- Practical ways in which he/she can start to gather appropriately balanced classroom resources for this instructional shift.
- The ways in which informative/explanatory text becomes increasingly complex from grades 6-12.

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Apply their understanding of this shift to their classroom work to ensure their students are career



and college ready.

- Explain the differences between narrative and informational text.
- Explain how to approach determining the ratio of information to literary text in the classroom.

Unit 4: Using Texts to Inform Disciplinary Knowledge

In this unit, participants build an understanding of the second shift in CCSS-ELA instructional practices. This shift focuses on the use of texts, content-rich informational text and literacy texts, as central to learning. This shift impacts all teachers, as the focus of instruction centers on students and their use of text to learn versus the traditional teacher role as the “distributor of knowledge.” This shift highlights the importance of students at the center of the learning process, text as a critical source of knowledge about the world, and the use of text as central to critical thinking, learning, discussion, and writing.

This unit addresses the College and Career Readiness Standards for Reading that focus on Key Ideas and Details and Integration of Knowledge and Ideas, and the Reading Standards for Literature 6-12 and Reading Standards for informational Text 6-12.

Unit Objectives

After completing this unit, participants will know:

- The importance of using texts to increase students’ disciplinary knowledge.
- How using informational and nonfiction texts to inform learning will lead to attainment of the standards.
- A range of strategies used to make text central to learning in a CCSS-aligned classroom.
- The importance of using texts to increase students’ disciplinary knowledge.
- How text selection impacts students’ ability to learn from text.
- Instructional supports necessary to help diverse learners access challenging complex texts.
- The importance of reading texts multiple times through close reading to facilitate learning from texts

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Apply their understanding of this shift to their classroom work to ensure their students are career and college ready.
- Outline the key implications for selecting texts to build knowledge.
- Describe the need to use texts to inform learning in a CCSS-focused classroom.
- Describe a range of strategies used to make text central to learning in a CCSS-aligned classroom
- Plan for the establishment of at least one best practice with respect to the use of texts as central to learning
- Describe the characteristics of a content-rich “text-set”
- Evaluate whether or not three self-chosen texts create a content-rich “text set”

Unit 5: Staircase of Text Complexity



In this unit, participants explore how the CCSS call for shifts in instruction and materials to support a “staircase of complexity”—a range of quality complex texts for instruction as the main source of students’ knowledge acquisition and for students’ independent reading. Common Core Anchor Standard 10 is at the heart of this instructional shift. Understanding text complexity of the CCSS-ELA as it relates to selecting and teaching using complex texts will help you to consider the texts in order to provide rich, meaningful instruction.

This unit encompasses all of the College and Career Readiness Anchor Standards for Reading – Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, but it is primarily focused on Anchor Standard 10, Range of Reading and Level of Text Complexity. The Reading Standards for Literature 9-12, the Reading Standards for Informational Text 9-12, and the Language Standards 9-12 all come in to play when reading complex texts.

Unit Objectives

After completing this unit, participants will know:

- The meaning of a “staircase of complexity” and why it is vital to students being college and career ready
- The qualitative rubrics for informational and literary rubrics as well as the *Reader and Task Considerations* as tools to help identify the complexity of texts
- How to support students’ reading of complex texts

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Describe what is meant by “staircase of complexity” and explain why complex text is vital to students being college and career ready.
- Analyze the key ideas associated with the instructional shift of text complexity.
- Explain the qualitative rubrics for informational and literary rubrics as well as the *Reader and Task Considerations* as tools to help identify the complexity of texts.



Unit 6: Text-Based Answers

In this unit, participants explore the shift to text-based answers and how to support student learning from the text. The CCSS call for text to be at the center of teachers' instruction and student learning. Participants consider what the research says about creating text-dependent questions to enhance their instruction and engage students in the type of close reading that is necessary to gain knowledge through the text.

This unit encompasses all of the College and Career Readiness Anchor Standards for Reading – Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity but it is primarily focused on Anchor Standard 1 Key Ideas and Details.

Unit Objectives

After completing this unit, participants will know:

- How asking text-dependent questions and requiring students to give text-based answers while reading, writing, and speaking prepares students to be college and career ready.
- How using text-dependent questions to lead to deeper understanding of grade-level complex text.
- How to analyze student response to text dependent questions.
- How to analyze student generation of their own questions while reading.
- How to create text-dependent questions based on a grade-level appropriate text.

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Apply their understanding of this shift to their work to ensure that students are college and career ready.
- Analyze questions to determine their quality.
- Create text-dependent questions based on a grade-level appropriate text.
- Select appropriate strategies to assist students when close reading a grade-level appropriate complex text



Unit 7: Academic Vocabulary

In this unit, participants consider the instructional shifts teachers have to make in order to help students' master academic vocabulary, an additional variable that adds to text complexity. Academic vocabulary applies across all content areas and includes high-utility words that help students become career and college ready. This unit addresses the College and Career Readiness Anchor Standards for Language, specifically Vocabulary Acquisition and Use.

Unit Objectives

After completing this unit, participants will know:

- What is meant by academic vocabulary and why a focus on academic vocabulary is important for career and college readiness.
- The instructional shift towards building students' academic vocabulary within grade-appropriate complex text.
- The explicit strategies and less-explicit best teaching practices for teaching of academic vocabulary.
- Examples of the three tiers of vocabulary words and an understanding of the CCSS focus upon teaching Tier 2 (academic words) and Tier 3 (content-specific words).

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Apply their understanding of this shift to their classroom work.
- Describe the need for explicit and less-explicit teaching of academic vocabulary, referencing the CCSS vocabulary acquisition anchor standards.
- Identify the three tiers of vocabulary words and illustrate the focus in CCSS to teach Tier 2 (academic words) and Tier 3 (content-specific words).
- Identify best practices for introducing academic vocabulary in the classroom.

Unit 8: Writing from Sources

In this unit, participants build on their growing knowledge to consider writing. They explore the instructional shifts teachers have to make in order to help students write using evidence from sources to inform or make an argument. Although narrative writing is one of the three genres of writing emphasized in the CCSS, this unit focuses upon writing to inform or to make an argument and how to help students garner evidence from text to do these types of writing well. This unit addresses the College and Career Readiness anchor standards for writing. This unit focuses upon writing to inform or to make an argument and how to help students garner evidence from text to do these types of writing well.

Unit Objectives

After completing this unit, participants will know:

- What is meant by using evidence from sources to write an informational piece or construct a written argument and will be able to explain why doing these tasks is important for career and college readiness.
- The textual characteristics of informative/explanatory and opinion-based writing.
- Best practices for using textual evidence in argumentative writing.



Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Apply their understanding of this shift to their classroom work.
- Describe the need for the teaching of writing from sources, referencing the CCSS writing anchor standards and CCSS-ELA standards.
- Identify the characteristics of informational writing in the 9-12 grade band.
- Identify the characteristics of argumentative writing in the 9-12 grade band.
- Describe the difference between argumentative and persuasive writing.

Unit 9: Working with Diverse Learners

In this unit, participants explore ways to meet the needs of ALL students in the classroom not just those at grade level. This unit will begin to prepare participants to implement the Common Core State Standards with students including English Learners, students with special needs, and gifted and talented students.

Unit Objectives

After completing this unit, participants will know:

- The shared responsibility involved in the instruction English Language Learners among teachers in all grades and disciplines.
- Strategies to connect to the CCSS that will support English Language learners' language development in their classes.
- The impact the CCSS will have on students receiving special education services and strategies they can use to help students achieve the standards.
- How the CCSS relate to the academic needs of gifted and talented students as well as strategies to help gifted and talented students achieve the standards and beyond.

Student Learning Outcomes

After completing this unit, participants will apply the following skills:

- Begin to support all learners in achieving the standards through the application of strategies to support CCSS instruction of all students, particularly English Learners, students with special needs, and gifted and talented students.



Unit 10: Epilogue

In this unit, the presenter revisits the promise of the Common Core State Standards, and participants reflect on next steps for incorporating what they've learned into their classroom practice.

Methods of Instruction

- Videos (consisting of lecture, interviews, and classroom footage)
- Readings
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations)
- Discussion forum (prompts that engage participants in online dialogue with their cohorts)
- Midterm (a project intended to get teachers to begin to develop their practice by putting to work in the classroom what they have learned)
- Final (a project that enables educators to reflect on their practice and assess their students' work through the lens of what they have learned)

Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Percentage of Course Credit

- | | |
|------------------------|-----|
| • Reflection questions | 25% |
| • Quizzes | 15% |
| • Midterm | 25% |
| • Final | 35% |

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

Grading Policy

A: 3.4 – 4.0
B: 2.7 – 3.3
C: 2.0 – 2.6
F: >2.0



Reflection/Quiz Rubric

Activity	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)
Quizzes	90-100%	80-89%	70-79%	69% or below
Reflection Question	<p>Participant has provided rich detail and supporting examples from the course content.</p> <p>Participant has made responses to prompts personally meaningful and relevant to his or her teaching practice.</p>	<p>Participant has included appropriate content from the course content.</p> <p>Participant has made thoughtful comments in direct response to the prompts.</p>	<p>Participant has included little that indicates consideration and comprehension of course content.</p> <p>Participant has answered most questions directly but some too briefly.</p>	<p>Participant has included little to no content indicating consideration and comprehension of course content.</p> <p>Participant has not addressed the specific questions posed.</p> <p>Participant has not responded to all reflection questions.</p> <p>Participant has copied from the course transcript without synthesis or analysis.</p>



Midterm Project

To illustrate and apply the knowledge you have gained in this course so far, this two-part midterm asks you to compose a letter to parents and the outline of a presentation for your colleagues introducing them to the Common Core Standards for English Language Arts (CCSS-ELA).

Part 1: Letter to Parents/Guardians

Compose a letter to the parents/guardians of your students. The purpose of this letter is to introduce parents/guardians to the CCSS-ELA and inform them of the how the new standards are changing your teaching. Your letter should include:

1. Description of the CCSS-ELA initiative. Your description should include information about the purpose and the foundation of the standards.
2. Three main points addressing how the CCSS-ELA will change your approach to instruction.
3. Three tips for parents on how they can support their child's engagement with the CCSS-ELA.

Points to consider:

1. Your letter should be approximately 3/4 – 1 page in length (single-spaced, 12-pt font).
2. Language should be easy to read and as jargon free as possible.
3. Write with an actual audience in mind. If you are a classroom teacher, please write for your students' parents. If you are an administrator, please write for a specific audience (i.e. 9-12 grade teachers, literacy coaches, etc.).

Part 2: Outline for Presentation to Colleagues

Create an outline of a 10-15 minute presentation to describe the first three instructional shifts that will take place with alignment to the CCSS-ELA. The outline should include an introduction and conclusion. Your outline should explain the following shifts:

1. Shift #1: Balancing Literary and Informational Texts
2. Shift #2: Using Texts to Inform Disciplinary Knowledge
3. Shift #3: Staircase of Text Complexity

Points to consider:

4. Your letter should be approximately 3/4 – 1 page in length (single-spaced, 12-pt font).
5. Language should be easy to read and as jargon free as possible.
6. Write with an actual audience in mind. If you are a classroom teacher, please write for your students' parents. If you are an administrator, please write for a specific audience (i.e. 6-8 grade teachers, literacy coaches, etc.).

For each shift, address the following:

- a. The essential understandings of the shift.
- b. A description of how this shift will impact teaching at your grade level.
- c. A description of how this shift will impact text selection in general in your school.
- d. Specific steps you recommend teachers take to implement this shift.

Please specify if you will be making this presentation to all the teaching staff at your school (e.g. K-5, 6-8 or 9-12) or to a grade level team.

When you've completed your midterm, upload your **Presentation to Colleagues Outline and Parent Letter** for evaluation.

Midterm Rubric



	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
Part I Description of the CCSS-ELA with purpose and foundation of the standards.	Letter clearly demonstrates understanding of the purpose and foundation of the standards and extensively and correctly applies course content.	Letter demonstrates general understanding of the purpose and foundation of the standards and correctly applies course content.	Letter demonstrates partial understanding of the purpose and foundation of the standards and superficially/incorrectly applies course content.	Little to no understanding of the purpose and foundation of the standards and does not apply course content.	
3 main points addressing how the CCSS-ELA will change your approach to instruction.	Letter clearly outlines 3 main points of how the CCSS-ELA will impact the participant's instruction/work with a convincing rationale and support for this change.	Letter outlines 3 main points of how the CCSS-ELA will impact the participant's instruction/work with a rationale and support for this change.	Letter outlines 2-3 main points of how the CCSS-ELA will impact the participant's instruction/work with little/no rationale or support for this change.	Letter does not include 3 main points with accompanying rationale and support.	
3 tips for parents on how they can support their child's engagement with the CCSS-ELA.	Letter clearly provides 3 relevant tips for parents describing how they can support their child's engagement with the CCSS-ELA.	Letter provides 3 tips for parents describing how they can support their child's engagement with the CCSS-ELA.	Letter provides 3 or fewer tips that have limited relevance and does not fully describe how parents can support their child's engagement with the CCSS-ELA.	Tips are provided with unclear description for how to support a child's engagement with the CCSS-ELA. Or no tips are provided.	
Part II Organization of Outline	Outline is well organized with an identified audience, introduction, and conclusion. Information is presented in a way that should enhance audience understanding. Sections are clearly organized around key ideas	Outline is organized with an intended audience, introduction, and conclusion. Information is presented with sections organized around ideas relevant to each shift.	Outline is somewhat organized, and information is only partially relevant to the shifts.	Outline is poorly organized and/or information is unclear.	



	relevant to each shift.				
Shift #1: Balancing Literary and Informational Texts	<p>The participant describes the appropriate Essential Understandings for the shift.</p> <p>The participant describes in detail how the shift will impact teaching at specific grade level.</p> <p>The participant appropriately describes how the shift will impact text selection for the school.</p> <p>The participant lists and describes a complete list of the specific recommendations for next steps to implement the shift.</p>	<p>The participant describes the appropriate Essential Understandings for the shift.</p> <p>The participant describes how the shift will impact teaching at specific grade level.</p> <p>The participant describes how the shift will impact text selection for the school.</p> <p>The participant lists and describes the recommendations for next steps to implement the shift.</p>	<p>The participant minimally describes the Essential Understandings for the shift.</p> <p>The participant briefly describes how the shift will impact teaching at specific grade level.</p> <p>The participant describes how the shift will impact text selection for the school.</p> <p>The participant provides few or inappropriate recommendations for next steps to implement the shift.</p>	<p>The description of the shift is generic, lacking in detail and shows little understanding of the shift.</p>	
Shift #2: Using Texts to Inform Disciplinary Knowledge	<p>The participant describes the appropriate Essential Understandings for the shift.</p> <p>The participant describes in detail how the shift will impact teaching at specific grade level.</p> <p>The participant appropriately describes how the shift will impact text selection for the school.</p>	<p>The participant describes the appropriate Essential Understandings for the shift.</p> <p>The participant describes how the shift will impact teaching at specific grade level.</p> <p>The participant describes how the shift will impact text selection for the school.</p> <p>The participant lists and describes the</p>	<p>The participant minimally describes the Essential Understandings for the shift.</p> <p>The participant briefly describes how the shift will impact teaching at specific grade level.</p> <p>The participant describes how the shift will impact text selection for the school.</p> <p>The participant provides few or inappropriate</p>	<p>The description of the shift is generic, lacking in detail and shows little understanding of the shift.</p>	



	The participant lists and describes a complete list of the specific recommendations for next steps to implement the shift.	recommendations for next steps to implement the shift.	recommendations for next steps to implement the shift.		
Shift #3: Staircase of Text Complexity	<p>The participant describes the appropriate Essential Understandings for the shift.</p> <p>The participant describes in detail how the shift will impact teaching at specific grade level.</p> <p>The participant appropriately describes how the shift will impact text selection for the school.</p> <p>The participant lists and describes a complete list of the specific recommendations for next steps to implement the shift.</p>	<p>The participant describes the appropriate Essential Understandings for the shift.</p> <p>The participant describes how the shift will impact teaching at specific grade level.</p> <p>The participant describes how the shift will impact text selection for the school.</p> <p>The participant lists and describes the recommendations for next steps to implement the shift.</p>	<p>The participant minimally describes the Essential Understandings for the shift.</p> <p>The participant briefly describes how the shift will impact teaching at specific grade level.</p> <p>The participant describes how the shift will impact text selection for the school.</p> <p>The participant provides few or inappropriate recommendations for next steps to implement the shift.</p>	<p>The description of the shift is generic, lacking in detail and shows little understanding of the shift.</p>	
Part I and Part II Appropriateness for audience	<p>The Parent Letter addresses the identified audience with a friendly and positive tone and easy to understand language (no jargon).</p> <p>The language of the Presentation is clearly appropriate for professional</p>	<p>The Parent Letter addresses the identified audience with a positive tone and easy to understand language (little argon).</p> <p>The language of the Presentation is appropriate for professional colleagues and should engage the</p>	<p>The Parent Letter addresses a general audience in the school and uses some jargon.</p> <p>The language of the Presentation is basic or too casual for a presentation to professional colleagues. Recommendations lack specificity or relevance.</p>	<p>The Parent Letter addresses a general audience and uses confusing language and jargon.</p> <p>The Presentation shows little attention to professional</p>	



	<p>colleagues and the content would likely engage the audience.</p> <p>Recommendations are well developed and both general to the school/grade level and specific to the school's needs.</p>	<p>audience.</p> <p>Recommendations are both general to the school/grade level and specific to the individual school's needs.</p>		<p>language, tone, or relevance.</p>	
Quality of writing	<p>No grammatical errors or typos.</p> <p>Varied sentence structure.</p> <p>Paragraphs are clearly organized around ideas relevant to the main idea and fully developed.</p>	<p>Few grammatical errors or typos.</p> <p>Coherent sentence structure.</p> <p>Paragraphs are organized around ideas relevant to the main idea.</p>	<p>Distracting grammatical errors or typos.</p> <p>Awkward sentence structure.</p> <p>Relevance to main idea of supporting paragraphs is not always clear.</p>	<p>Plentiful grammatical errors or typos.</p> <p>Problematic sentence structure.</p> <p>No apparent paragraph organization.</p>	
Total Score					



Final Project

Final Overview:

For your final you will complete the following two tasks:

- 1) Create an original lesson plan that provides learners with a rigorous, CCSS-aligned English Language Arts learning experience
- 2) Write an essay that describes your rationale of how you applied the course content.

Part 1: CCSS-ELA Lesson Plan

For this part of the assignment, create an **original** lesson plan aligned to the CCSS-ELA. The lesson plan should include a layering of texts from different genres and address multiple standards and instructional shifts. You may use the texts and materials you developed during this course or you may choose different texts. This lesson plan should be designed for all learners and must include a section focused on supporting one subset of diverse learners (English learners, students with special needs, or gifted and talented students).

For this lesson please do the following:

1. List the **Standards** to be addressed, making sure the standards are appropriate to the task and work well to enhance student learning:
 - a. ELA Common Core grade-specific standards that address at least two of the following domains: reading, writing, speaking and listening, and language (if you are a history/social studies, science, or technical subjects teacher, please use the CCSS subject-specific standards appropriate to your content area).
2. Include the **Student Learning Goals/Essential Understandings** for the lesson.
 - a. What do you intend students to know and be able to do at the end of this lesson?
 - b. Follow the construction: "Students will be able to..." for each of the Student Learning Goals/Essential Understandings.
3. Include a **Formative Assessment Plan**
 - a. What will success look like?
 - b. How will your learning outcomes be communicated to your students?
 - c. Include any formative assessment tools you have designed.
4. List **Resources/Materials**
 - a. Include a complex text set that includes at least three texts of varied genres and levels including one informational text.
 - b. Describe the text complexity of each text based on the Qualitative and Reader & Task Considerations from the course.
 - c. Please include citations for the texts (i.e. title, author, date of publication).
5. Describe **Learning Activities/Tasks**
 - a. What learning activities or tasks will students engage in?
 - b. Include any text-dependent questions for students.
 - c. Include any Tier 2 academic vocabulary and the strategies used to teach the words.
 - d. Include any graphic organizers that will be used with the learning activities/tasks.
6. **Access for Students with Diverse Learning Needs**
 - a. Choose one of the following: English learners, students with special needs, or gifted and talented students.
 - b. Describe how you will ensure that the chosen group of students has access to, and is able to engage appropriately in, this lesson?



Part 2: Rationale for Lesson Design

The second part of the assignment is a 1-2 page essay that provides a rationale for the lesson plan you designed for the first part of this assignment. The rationale should apply the content from this course and show how the lesson will support the students you work with.

1. Provide your rationale for the **standards** you included. How will these standards support your specific student population? How are these standards relevant to real-world learning?
2. Explain how the texts you have chosen are **appropriately complex** as called for in the standards.
3. What **instructional shifts** are reflected in your lesson? How did the instructional shifts guide your lesson planning? How will the shifts be evident during instruction/learning tasks?

Please make sure to proofread your work before submission. Once you have completed the final, please upload as Microsoft Word (.doc or .docx) documents in the e-Classroom.

Final Rubric

Step	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Score
Part 1: CCSS Standards	Standards are listed in the correct format; multiple standards are addressed; standards <i>work well</i> together to <i>enhance</i> student learning; standards are applicable to the grade level task.	Standards are listed in the correct format; multiple standards are addressed; standards <i>work somewhat well</i> together to support student learning; standards are applicable to the grade level task.	Standards are listed in the correct format; only one standard is addressed or multiple standards do not work to support student learning; standards are somewhat applicable to the grade level task.	Standards are not in the correct format; multiple standards not addressed or do not support student learning; standards are not applicable to the grade level task.	
Student learning goals / essential understandings	Learning goals or essential understandings include clear descriptions of what students will know or be able	Learning goals or essential understandings are attainable and reflect attention to the learners' needs.	Learning goals or essential understandings are somewhat defined and show some attention to the learners	Learning goals or essential understandings are poorly defined with little or no attention to the learners' needs.	



	to do and reflect appropriate and targeted attention to the learners' needs.		'needs. It's not clear whether the learning goals are attainable.	The learning goals do not seem attainable.	
Formative assessment plan	Lesson plan includes ongoing formative assessment tied to the learning goals/essential understandings and is clearly communicated to students.	Lesson plan includes formative assessment tied to the learning goals/essential understandings and is communicated to students.	Lesson plan includes some formative assessment but is not clearly communicated to students.	Lesson plan includes little or no formative assessment and does not include how expectations will be communicated to students.	
Resources / materials	Complex text set includes at least 3 texts of varied genres and levels, one of which is an informational text, and reflects appropriate attention to the Qualitative and Reader & Task Considerations covered in course. All texts have correct citations (title, author, date of publication).	Complex text set includes 3 texts, one of which is an informational text, and reflects attention to the Qualitative and Reader & Task Considerations covered in course.	Complex text set includes 2 texts and reflects some attention to the Qualitative and Reader & Task Considerations covered in course.	Complex text set includes 0-2 texts and reflects little attention to the Qualitative and Reader & Task Considerations covered in course. Texts do not have correct citations (title, author, date of publication).	



Learning activities / tasks	Learning activities/tasks are explicitly connected to the standards and instructional shifts. The participant has included appropriate and engaging text-dependent questions. Participant includes vocabulary with appropriate and engaging strategies from the course content.	Learning activities/tasks are connected to the standards and instructional shift. The participant has included appropriate and engaging text-dependent questions. Participant includes vocabulary and appropriate strategies from the course content.	Learning activities/tasks are loosely connected to the standards or instructional shifts. The participant has included some text-dependent questions. Participant includes some vocabulary with little application to the strategies from the course content.	Learning activities/tasks are not connected to the standards or instructional shifts. The participant has not included any appropriate text-dependent questions or vocabulary.
Access for students with diverse learning needs	Detailed and appropriate explanation of how needs of one group of diverse learners (ELLs, students with special needs, or gifted & talented) will be addressed in the lesson.	General explanation of how needs of one group of diverse learners (ELLs, students with special needs, or gifted & talented) will be addressed in the lesson.	Basic explanation of how needs of one group of diverse learners (ELLs, students with special needs, or gifted & talented) will be addressed in the lesson.	Little explanation of how needs of at least one group of diverse learners (ELLs, students with special needs, or gifted & talented) will be addressed in the lesson.



<p>Part 2:</p> <p>Provide a rationale for the standards included</p>	<p>Clear and insightful explanation of how the lesson connects with the CCSS standards. The participant clearly describes how the standards support his/her student population and how it is relevant to real-world learning.</p>	<p>Adequate explanation of how the lesson connects with the CCSS standards. The participant describes how the standards support his/her student population and how it is relevant to real-world learning.</p>	<p>Simple explanation of how the lesson connects with the CCSS standards. The participant vaguely describes how the standards support his/her student population and how it is relevant to real-world learning.</p>	<p>Little explanation of how the lesson connects with the CCSS standards. There is little to no explanation of how the standards support the participant's student population or how it is relevant to real-world learning.</p>	
<p>Explanation of how texts chosen are appropriately complex</p>	<p>Explanation clearly describes how the participant has chosen appropriately complex texts with clear application of the course content.</p>	<p>Explanation describes how the participant has chosen appropriately complex texts with application of the course content.</p>	<p>Explanation partially describes how the participant has chosen complex texts that superficially apply the course content.</p>	<p>Little explanation of how the participant has chosen complex texts with little to no application of the course content.</p>	



Description of the instructional shifts reflected in the lesson	Detailed explanation of how specific instructional shifts guided lesson planning; detailed discussion of how shifts will be evident during instruction and how the shift is evident in the learning tasks students will do.	General explanation of instructional shifts in lessons; general discussion of how shifts will be evident during instruction and how the shift is evident in the learning tasks students will do.	Limited explanation of instructional shifts in lessons; discussion of how shifts will be evident during instruction and how the shift is evident in the learning tasks students will do provides little detail.	Limited or no explanation of instructional shifts in lessons or how shifts impact instruction and learning.	
Parts I and II Quality of Writing	No grammatical errors or typos. Varied sentence structure. Paragraphs are clearly organized around ideas relevant to the main idea and fully developed.	Few grammatical errors or typos. Coherent sentence structure. Paragraphs are organized around ideas relevant to the main idea.	Distracting grammatical errors or typos. Awkward sentence structure. Relevance to main idea of supporting paragraphs is not always clear.	Plentiful grammatical errors or typos. Problematic sentence structure. No apparent paragraph organization.	
Total Score					