

College and Career Ready Standards

Instructional Planning Toolkit

A resource for aligning instruction to the cognitive rigor of unpacked standards

SAMPLE

ENGLISH LANGUAGE ARTS

Literature and Informational Texts

Grade 9-10

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: LEAD180[®] FRAMEWORK

Let's face it: teachers and school leaders are in the midst of a big, ever-changing shift in the way they educate students. Finding the perfect balance that works for school districts and for individual schools, while improving teacher and student performance, has been quite the endeavor. Evidence from the first few years of Next Generation Assessments shows that students are struggling to meet college and career-ready standards (CCRS), regardless of how many hours teachers and school leaders spend preparing them.

With School Leadership Solutions' **LEAD180**, teachers and school leaders can create sustainable change within classrooms, leadership teams, and schools that will last for years to come, regardless of what changes in the education world.

Former principal Scott Neil developed **LEAD180** as a way to transform individual schools and improve student performance, based on his needs as an instructional leader. After using this system consistently in his own schools for several years, he saw dramatic increases in student and teacher performance across multiple schools. Since then, he's developed it further to help schools and districts throughout the country navigate the ever-changing requirements of CCRS and transform teacher and student achievement semester after semester.

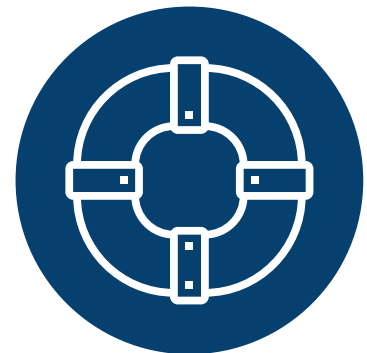
LEAD180 focuses on three guiding core concepts that make it successful:



PEOPLE



ALIGNMENT



SUPPORT

PEOPLE

First and foremost, sustainable change must come from within. As educational institutions molding the minds of students, schools must work with a diverse demographic on a regular basis. That means school leaders must be people focused, with a high degree of emotional intelligence. LEAD180 serves as a guide to help schools create a culture of success by building the self-efficacy of parents, teachers, and students. Our program aims to strengthen schools' collective efficacy by providing evidence tied to goals and higher expectations. LEAD180 structures and protocols provide ongoing feedback to teachers and students based on evidence that they can succeed with support and increased effort, by changing their beliefs and expectations, and by setting goals and incorporating evaluative information. The LEAD180 Principles of Performance constantly focus on producing outcomes through methods that create stronger connections with school staff and administrators.

ALIGNMENT

Data is useless unless it is aligned with standards and provides students with accurate feedback. LEAD180 does just that, giving feedback to both students and teachers that is already aligned to the rigor of CCRS, teacher instruction, and the state's curriculum and assessments. LEAD180's Four Steps to Curriculum Alignment method sees that all facets of teaching, learning, and feedback are aligned to the cognitive rigor of CCRS. The Four Steps to Curriculum Alignment ensure that what is being taught and when it will be taught is mapped out in advance of the school year. This allows teachers to plan and design their instruction and assessments based on the appropriate rigor level of the intended standard or target.

SUPPORT

Schools cannot be successful without ongoing support for student and professional learning. LEAD180 helps you with every step by offering solutions for ongoing professional and student learning so schools can create effective learning structures. LEAD180 guides schools through the process of designing a multi-tiered approach to professional learning for teachers. Support for student learning is provided as part of an established data-driven culture focused on providing corrective instruction to meet the individual needs of students. As teachers focus on educating their students, LEAD180 provides coaching to support instruction and learning while giving teachers time to reflect and provide feedback to one another.

INSTRUCTIONAL PLANNING TOOLKIT

You have in your possession a powerful tool that can help solve the achievement gap within CCRS. The Instructional Planning Toolkit (IPT) is at the heart of the LEAD180 core concept of alignment. It acts as a blueprint to help educators required to align with CCRS in English language arts (ELA) and mathematics successfully plan their instruction.

Simply put, our IPT makes preparing for the rigor of CCRS much easier and saves precious time by pulling essential planning tools that you need into one, easy-to-reach place. The digital IPT—an interactive PDF that is compatible with the free Adobe Acrobat Reader app—works with tablets and smartphones. Every piece of information you need for any standard and target aligned to CCRS will be a touch away on your device.

After using the IPT, teachers will better understand and plan more effectively for the rigor and intent of each unpacked ELA and mathematics CCRS.

Purpose of the Instructional Planning Toolkit

The IPT organizes what students should know and are expected to do within each CCRS. Required standards have been broken down by Depth of Knowledge (DOK) levels and aspects of rigor (mathematics) and divided again into the specific instructional targets for each grade level. Outlining the details of each standard in this way provides targeted support to teachers as they develop their curriculum maps and unit and lesson plans.

The IPT provides a range of suggested questions and teaching strategies that are differentiated to help all students move toward mastery of each standard within each subject area. The IPT consists of a compilation of pre-existing materials in the public domain from the Common Core State Standards for ELA/Math and the Appendix from the Common Core State Standards Initiative. A team of content experts developed strategies, question stems, vocabulary and other useful resources in an effort to reduce the time it takes teachers to plan for instruction that is aligned to CCRS.

What Is DOK?

At the core of CCRS is the need to raise the level of rigor for all students. States' adoption of more stringent standards has resulted in an increased focus on rigor. Schools need to make informed decisions as they develop curriculum and assessments and plan instruction aligned to the higher levels of cognitive demand required by CCRS.

Webb's Depth of Knowledge (DOK) is a key resource that educators can use to analyze the cognitive demand,

or complexity, intended by the standards. Developed by Dr. Norman Webb in 1997, the DOK initially served as a process and criterion for analyzing the alignment between standards and test items in standardized assessments. It has become an effective tool for reviewing curriculum for alignment as well. The DOK categorizes tasks by different levels of cognitive demand—or depth of knowledge—required to successfully complete the task. Using the DOK levels with the instructional targets within the IPT will help solve the mystery for teachers as they plan for the levels of rigor within each standard. The table below outlines the Webb DOK levels:



Recall and Reproduction

Curricular elements that fall into this category involve basic tasks that require students to recall or reproduce knowledge and/or skills. The subject matter content at this particular level usually involves working with facts, terms, and/or properties of objects.



Skills and Concepts

Includes the engagement of some mental processing beyond recalling or reproducing a response. Elements of a curriculum that fall into this category involve working with or applying skills and/or concepts to tasks related to the field of study in a laboratory setting.



Short-Term Strategic Thinking

Items falling into this category demand a short-term use of higher-order thinking processes, such as analysis and evaluation, to solve real-world problems with predictable outcomes. Stating one's reasoning is a key marker of tasks that fall into this particular category.



Extended Thinking

Curricular elements assigned to this level demand extended use of higher-order thinking processes such as synthesis, reflection, assessment, and adjustment of plans over time. Students are engaged in conducting investigations to solve real-world problems with unpredictable outcomes.

A Focus on Results Rather Than Means

By emphasizing required achievements, CCRS gives teachers, curriculum developers, and states the freedom to determine how those goals should be reached and which other topics need to be addressed. For example, CCRS doesn't cover such details as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Therefore, teachers have the freedom to provide students with whatever tools and knowledge they think is most helpful to meet the goals set out in CCRS. Our IPT provides guidance for teachers, collaborative teams, schools, and districts on how to plan for mastering CCRS.

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP

Reading Framework

CCRS aims to align instruction with the framework below so that more students can meet college and career requirements. The IPT provides guidance by listing suggested literary and informational texts for each unpacked standard.

Grade	Literary	Information
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). Reading framework for the 2009 National Assessment of Educational Progress. Washington, DC: U.S. Government Printing Office.

Focus and Coherence in Instruction and Assessment

Although CCRS provides specific expectations in reading, writing, speaking, listening, and language, individual standards don't have to be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. Our IPT provides guidance by suggesting paired standards to build focus and coherence in instruction and assessment.

CONCLUSION

WE HOPE YOU FIND THIS TOOLKIT A VALUABLE RESOURCE THAT HELPS YOU ALIGN YOUR INSTRUCTION AND SAVE VALUABLE PLANNING TIME. THE IPT IS NOT INTENDED AS AN END-ALL-BE-ALL SOLUTION FOR EFFECTIVE TEACHING METHODS, BUT IT CAN BE THE END OF YOUR CCRS WORRIES AND THE BEGINNING OF IMPROVING YOUR STUDENTS' EDUCATION.

ORGANIZATION AND USE OF THE INSTRUCTIONAL PLANNING TOOLKIT (IPT)

1. Common Core Lexile band. The bands are designed to ensure that students comprehend texts of increasing complexity as they move through each grade level.
2. The College and Career Anchor Standard defines general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
3. K-12 grade specific standard. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.
4. Overall complexity level for the standard.
5. Possible paired standards for instructional planning and lesson development.
6. Academic/Domain specific vocabulary related to the standard.
7. Essential questions to guide unit development and instruction.
8. Deconstructed grade level instructional targets. Provide clear learning/instructional targets by Depth of Knowledge (DOK). Curriculum and classroom instruction should move through each level of the deconstructed standards to ensure mastery.
9. Suggested instructional strategies to be used with text from the appropriate complexity grade band.
10. Grade-level standard for the preceding and following grades.
11. Suggested question stems to be crafted using text from the appropriate complexity grade band.
12. Suggested text to be used as resources when planning for unit development and instruction.

ENGLISH LANGUAGE ARTS LEXILE GRADE-LEVEL BAND: *Not Applicable*

RL.K.1 ANCHOR READING STANDARD RL.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.

GRADE LEVEL STANDARD UNPACKED

CCSS.ELA-Literacy.RL.K.1 With prompting and support, ask and answer questions about key details in a text.

Standard Cognitive Complexity: Level 2 – basic application of skills and concepts

Paired Standards: All grade KG literature standards

Academic Vocabulary

- **Ask** – To put a question to someone for information about something.
- **Answer** – What you say or write after someone asks you a question; a reply.
- **Key Detail** – These are parts of a text that support the main idea and enable the reader to draw conclusions/infer what the text or a portion of a text is about.
- **Text** – Words that appear in anything written or printed.
- **Question** – A sentence that needs an answer.

Essential Question(s)

- How can asking and answering questions help me understand the text?

Instructional Targets

Instructional Targets for Recall and Reproduction

- With prompting, know how to ask a question
- With prompting, answer questions

Instructional Targets for Basic Application of Skills & Concepts

- Answer who, what, when, where, how many, and how questions
- With support, determine which details are important in the text and why

Instructional Targets for Strategic Thinking

- N/A

Instructional Targets for Extended Thinking

- N/A

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ENGLISH LANGUAGE ARTS LEXILE GRADE-LEVEL BAND: *Not Applicable*

Suggested Instructional Strategies

On level: Provide varying opportunities to model asking questions about a text and how to annotate in the margins. Try to ask more analytical (how, why) than literal (who, what, where, when) questions. Demonstrate how the answers to many of their questions can be found in the text. If the text is on a chart or in a big book, mark the answers to questions with sticky notes or highlighting tape, calling attention to the exact words that help answer a question.

Intervention: Foundational skills development.

Enrichment: Select text that allows students to ask and answer questions about key details in a text.

Suggested Question Stems

- What happens or is said in this text?
- Which words, pictures, and sentences help you know this?
- Who was the story about?
- What was the story about?
- What happened at the beginning, middle, and end of the story?
- Ask a partner to share a detail from the text.
- Turn to your partner and ask a question about this book.

Suggested Text

Stories

Minarik, Else Holmelund. *Little Bear*
 Eastman, P. D. *Are You My Mother?*
 Seuss, Dr. *Green Eggs and Ham*.
 Lopshire, Robert. *Put Me in the Zoo*
 Label, Arnold. *Frog and Toad Together*
 Label, Arnold. *Owl at Home*
 DePaola, Tomie. *Pancakes for Breakfast*
 Arnold, Tedd. *Hill Fly Guy*

Poetry

Anonymous. "As I Was Going to St. Ives."
 Rossetti, Christina. "Mix a Pancake."
 Fyfe, Rose. "Singing Time."
 Milne, A. A. "Halfway Down."
 Chute, Marchette. "Drinking Fountain."
 Hughes, Langston. "Poem."
 Ciardi, John. "Wouldn't You?"
 Wright, Richard. "Laughing Boy."
 Greenfield, Eloise. "By Myself!"
 Giovanni, Nikki. "Covers."
 Merriam, Eve. "It Fell in the City."
 Lopez, Alonzo. "Celebration."
 Agee, Jon. "Two Tree Toads."

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LITERARY TEXT STANDARDS

LITERARY TEXT STANDARDS FOCUS ON A PIECE OF WRITTEN MATERIAL, SUCH AS A BOOK OR POEM, THAT HAS THE PURPOSE OF TELLING A STORY OR ENTERTAINING, AS IN A FICTIONAL NOVEL. THE PRIMARY FUNCTION OF A LITERARY TEXT IS USUALLY ARTISTIC, BUT IT MAY ALSO CONTAIN POLITICAL MESSAGES OR BELIEFS.



RL.910.1

RI.910.

ANCHOR READING STANDARD RL.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.

GRADE LEVEL STANDARD UNPACKED

CCSS.ELA-Literacy. RL.910.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Standard Cognitive Complexity

Level 2 – basic application of skills and concepts

Paired Standards:

All grade 9 –10 literature standards

Academic Vocabulary

- **Analysis** – a detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation
- **Cite** – to quote (a passage, book, or author) as evidence for or justification of an argument or statement, especially in a scholarly work
- **Draw inferences** – to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues
- **Explicitly** – clearly stated in great or precise detail
- **Evidence** – the available body of facts or information indicating whether a belief or proposition is true or valid
- **Textual evidence** – evidence from a text (fiction or nonfiction) that you can use to illustrate your ideas and support your arguments. Evidence should support a specific point and be cited with a page number at the end of the sentence

Essential Question(s)

- How can you prove what you have learned from the text with the best evidence from the text?

Instructional Targets



Instructional Targets for Recall and Reproduction

- Locate evidence in the text to support analysis of what the text says.



Instructional Targets for Basic Application of Skills & Concepts

- Summarize evidence in the text to support analysis of what the text says.
- Distinguish between what the text says explicitly and what it suggests implicitly.

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Instructional Targets for Strategic Thinking

- Draw conclusions based on what the text suggests implicitly.



Instructional Targets for Extended Thinking

- N/A

Suggested Instructional Strategies

On level

Select texts that allow students to pose questions—about words, actions, or details—that require students to look closely at the text for answers. Give students several pieces of evidence and ask them to determine what explicit idea in the text the evidence supports. Show students how you would choose evidence from the text to support your inferences; discuss with them the questions you would ask to arrive at that selection.

Intervention

Select texts that allow students to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Enrichment

Select texts that allow students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Suggested Question Stems

- What inferences can you draw from your analysis of the text?
- Show me in the text what makes you think that.
- What evidence (textual or informational) most strongly supports your analysis?
- What happens or is said in the text?
- What pieces of evidence provide the strongest support for your inferences?
- What textual evidence did you identify to support your analysis of the text? Cite several examples.

Suggested Text

Grade 9-10 Text Exemplars

Stories

- Homer. *The Odyssey*
- Ovid. *Metamorphoses*
- Gogol, Nikolai. "The Nose"
- Voltaire, F. M. A. *Candide: or, The Optimist*
- Turgenev, Ivan. *Fathers and Sons*
- Henry, O. "The Gift of the Magi"

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Suggested Text

Stories

Kafka, Franz. *The Metamorphosis*
 Steinbeck, John. *The Grapes of Wrath*
 Bradbury, Ray. *Fahrenheit 451*
 Olsen, Tillie. "I Stand Here Ironing"
 Achebe, Chinua. *Things Fall Apart*
 Lee, Harper. *To Kill a Mockingbird*
 Shaara, Michael. *The Killer Angels*
 Tan, Amy. *The Joy Luck Club*
 Álvarez, Julia. *In the Time of the Butterflies*
 Zusak, Marcus. *The Book Thief*

Drama

Sophocles. *Oedipus Rex*
 Shakespeare, William. *The Tragedy of Macbeth*
 Ibsen, Henrik. *A Doll's House*
 Williams, Tennessee. *The Glass Menagerie*
 Ionesco, Eugene. *Rhinoceros*
 Fugard, Athol. "Master Harold" . . . and the Boys

Poetry

Shakespeare, William. "Sonnet 73"
 Donne, John. "Song"
 Shelley, Percy Bysshe. "Ozymandias"
 Poe, Edgar Allan. "The Raven"
 Dickinson, Emily. "We Grow Accustomed to the Dark"
 Houseman, A. E. "Loveliest of Trees"
 Johnson, James Weldon. "Lift Every Voice and Sing"
 Cullen, Countee. "Yet Do I Marvel"
 Auden, Wystan Hugh. "Musée des Beaux Arts"
 Walker, Alice. "Women"
 Baca, Jimmy Santiago. "I Am Offering This Poem to You"



Note: Because of space limitations, the texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres.

INFORMATIONAL TEXT STANDARDS

INFORMATIONAL TEXT STANDARDS FOCUS ON NONFICTION WRITING, WRITTEN WITH THE INTENTION OF INFORMING THE READER ABOUT A SPECIFIC TOPIC. INFORMATIONAL TEXTS ARE WRITTEN USING SPECIAL TEXT FEATURES THAT ALLOW THE READER TO EASILY FIND KEY INFORMATION AND UNDERSTAND THE MAIN TOPIC.



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**ANCHOR READING
STANDARD
CCRA.R.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.

GRADE LEVEL STANDARD UNPACKED

**CCSS.ELA-Literacy.
RI.910.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Standard Cognitive
Complexity**

Level 2 – basic application of skills and concepts

Paired Standards:

All grade 9/10 informational text standards

**Academic
Vocabulary**

- **Analysis** – a detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation
- **Cite** – to quote a passage, book, or author as evidence for or justification of an argument or statement, especially in a scholarly work
- **To draw inferences** – to understand the text by generalizing, deducing, and concluding from reasoning and evidence that is not presented literally or explicitly. These conclusions are based on textual clues
- **Explicitly** – clearly stated in great or precise detail
- **Evidence** – the available body of facts or information indicating whether a belief or proposition is true or valid
- **Textual evidence** – evidence from a text (fiction or nonfiction) that you can use to illustrate your ideas and support your arguments. Evidence should support a specific point and be cited with a page number at the end of the sentence

**Essential
Question(s)**

- How can you provide proof of what you have learned from different kinds of text?

**Instructional
Targets**



Instructional Targets for Recall and Reproduction

- Locate evidence in the text.



Instructional Targets for Basic Application of Skills & Concepts

- Distinguish between what the text says explicitly and what it suggests implicitly.
- Draw conclusions based on what the text suggests implicitly.
- Summarize evidence in the text to support your analysis of what the text says.



Instructional Targets for Strategic Thinking

- Analyze and cite details to determine which ones most strongly support an idea either explicitly or through inference.

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910.**Instructional Targets for Extended Thinking**

- N/A

Suggested Instructional Strategies

On level

Select texts that provide ample opportunity to evaluate different pieces of evidence and model how to identify those that would offer the strongest, most effective support; then ask students to evaluate new evidence they find themselves as they read this article or another one. Offer samples of evidence of different degrees of specificity and quality to evaluate, requiring students to choose the best one and provide a rationale for their choice. Provide students with several pieces of evidence and ask them to determine what explicit idea in the text the evidence supports. Model text marking with two different-color highlighters to differentiate what the text says explicitly and implicitly, and annotate how the text led to the inferences.

Intervention

Select texts that allow students to cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Enrichment

Select texts that allow students to cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Suggested Question Stems

- What textual evidence supports your analysis of the text?
- What inferences can you draw from specific textual evidence?
- What textual evidence leads you to this conclusion?
- What textual evidence explicitly supports the author's claim(s) from the text?
- What evidence leads you to this conclusion?
- What inferences can you make?
- What evidence can you provide to support your inferences?

Suggested Text

Informational Texts

Henry, Patrick. Speech to the Second Virginia Convention

Washington, George. Farewell Address

Lincoln, Abraham. Gettysburg Address

Lincoln, Abraham. Second Inaugural Address

Roosevelt, Franklin Delano. State of the Union Address

Hand, Learned. I Am an American Day Address

Smith, Margaret Chase. Remarks to the Senate in Support of a Declaration of Conscience

King, Jr., Martin Luther. "Letter from Birmingham Jail"

King, Jr., Martin Luther. "I Have a Dream": Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963

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Angelou, Maya. *I Know Why the Caged Bird Sings*
Wiesel, Elie. *Hope, Despair and Memory*
Reagan, Ronald. *Address to Students at Moscow State University*
Quindlen, Anna. "A Quilt of a Country"

i. History/Social Studies

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West*
Connell, Evan S. *Son of the Morning Star: Custer and the Little Bighorn*
Gombrich, E. H. *The Story of Art*, 16th Edition
Kurlansky, Mark. *Cod: A Biography of the Fish That Changed the World*
Haskins, Jim. *Black, Blue and Gray: African Americans in the Civil War*
Dash, Joan. *The Longitude Prize*
Thompson, Wendy. *The Illustrated Book of Great Composers*
Mann, Charles C. *Before Columbus: The Americas of 1491*

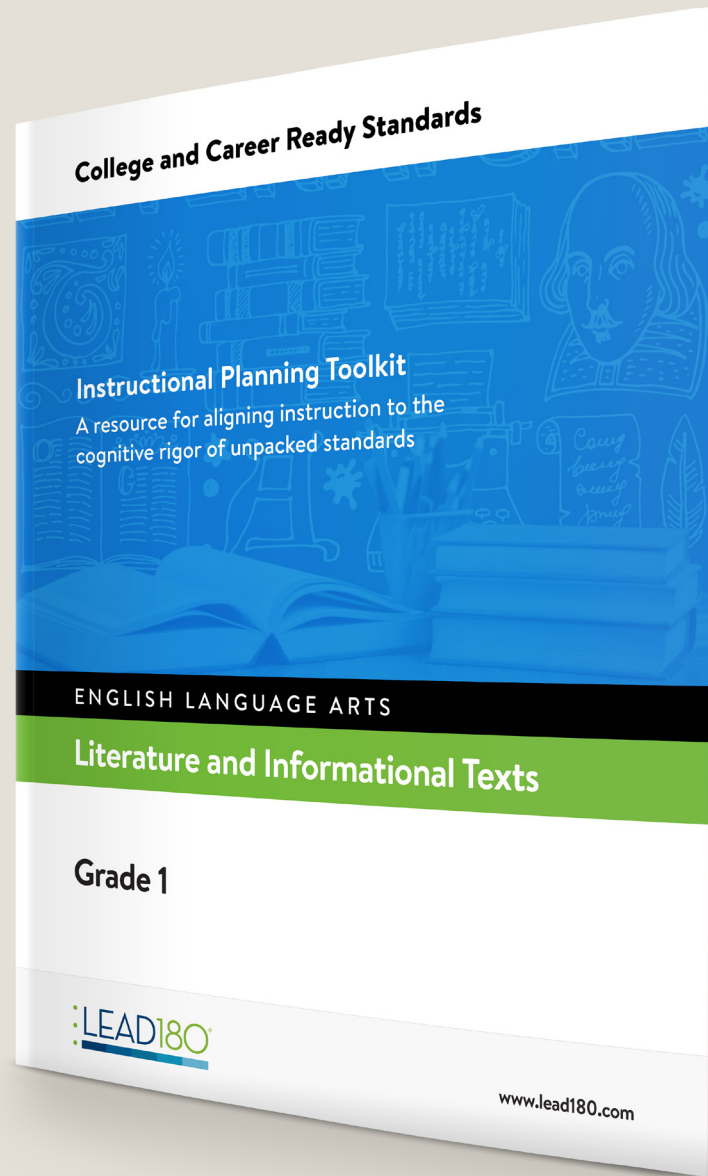
ii. Science, Mathematics, and Technical Subjects

Euclid. *Elements*
Cannon, Annie J. "Classifying the Stars"
Walker, Jearl. "Amusement Park Physics"
Preston, Richard. *The Hot Zone: A Terrifying True Story*
Devlin, Keith. *Life by the Numbers*
Hoose, Phillip. *The Race to Save the Lord God Bird*
Hakim, Joy. *The Story of Science: Newton at the Center*
Nicastro, Nicholas. *Circumference: Eratosthenes and the Ancient Quest to Measure the Globe*
US Environmental Protection Agency/US Department of Energy. *Recommended Levels of Insulation*



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