Embracing the Common Core State Standards

Kris H Earle

NBCT WLOE
Expectations of participants

Develop an understanding of how ACTFLS’s document “Alignment of the National Standards for Learning Languages with the Common Core State Standards” is an amazing tool as we transition into describing what our students in the 21st Century
Expectations of presenter

• Provide information that will help you better meet the needs of your WLOE students to successfully acquire another language

• Create a vision of what a successful 21st Century WLOE learner can do!
Toni Theisen (ACTFL President-elect):

“But now our profession, like many in the world, is experiencing a major metamorphosis. How do we embrace this monumental shift and move our profession down a path that honors our 21st century learners?
Toni Theisen (ACTFL President-elect):

How do we continue to collaborate in order to create
– powerful learning environments that authentically engage our learners,
– encourage their creative and critical thinking,
– challenge them to be flexible and adaptable to new situations
– while also guiding them to participate in collaborative leadership roles in our global community?
Toni Theisen (ACTFL President-elect):

Furthermore, how can we collectively revitalize teaching in order to truly turn the power and passion of learning over to our students?
What can we do now?

When asked “would you rather work for change, or just complain?” 81% of the respondents replied, “Do i have to pick? This is hard.”

Make a small change today that will benefit all our students.
21st Century Learners

I am a 21st Century learner
The Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects contains four strands:

– Reading
– Writing
– Speaking and Listening
– Language
Writing

Reading: Informational Text

Speaking and Listening

Reading: Foundational Skills

Language

Reading: Literature

College & Career Readiness
Common Core Anchor Standards
These four CCSS strands are represented in the National Standards for Learning Languages/PASS by the Communication standards

– Interpersonal
– Interpretive
– Presentational
– Level of proficiency demonstrated
In addition, the standards of the other four goals areas for learning languages – Cultures, Connections, Comparisons, and Communities – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.
We’re not throwing anything out!
Students who are **College and Career Ready** in Reading, Writing, Speaking, Listening, & Language:

- demonstrate independence.
- build strong content knowledge.
- respond to the varying demands of audience, task, purpose, and discipline.
- comprehend as well as critique.
- value evidence.
- use technology and digital media strategically and capably.
- **come to understand other perspectives and cultures.**
So...

ELA are WLOE standards

Let’s see how they mirror each other.
Scaffolding Novice, Intermediate, Advanced:

The same 11 standards become increasingly advanced as the student’s proficiency increases.
No spoken language communication skills

1. Ask and answer questions dealing with everyday situations.
2. Give and get information and directions.
3. Participate in casual conversations.
4. Give basic information about yourself, your family, or associates.
5. Avoid basic cultural errors.
6. Have operational language skills.
The CCSS are the same K-12, level by level skills are scaffolded
College and Career Readiness (CCR) Anchor Standards

Each strand is headed by a strand-specific set of College and Career Readiness (CCR) Anchor Standards that is identical across all grades and content areas.
Yea ACTFL!

Alignment of the National Standards for Learning Languages with the CCSS
NEW! Want to Win an iPad? Participate in ACTFL’s Member Get A Member Campaign by Oct. 12!

NEW! Fall 2012 OPI Assessment Workshop Registration Now Open! Register now

NEW! Alignment of the National Standards for Learning Languages with the Common Core State Standards View the Document

ACTFL SmartBrief
Language Education News
by ACTFL Smartbrief

Bilingual study finds cognitive benefits for low income children
Aug 28, 2012

Army looks to language to build goodwill in Afghanistan
Aug 28, 2012

Childhood frustrations inform the work of bilingual educator
Aug 28, 2012

Mandarin immersion

National Language Service Corps
The National Language Service Corps is a new initiative to create a network of Americans with foreign language skills, willing to help the country in times of need. Do you speak...Hindi, Hausa, Indonesian, Mandarin

ACTFL ANNUAL CONVENTION & WORLD LANGUAGES EXPO
PHILADELPHIA 2012
Pennsylvanian Convention Center
NOVEMBER 16-18
MANY LANGUAGES: One United Voice

Register Now | Book Your Hotel Room
View the Online Convention Program

View the ACTFL Convention Preview

Important Message About Housing Scam

Watch this video featuring 2012 ACTFL Teacher of the Year Yo Azama (provided by the Annenberg Learner):

Teaching Foreign Languages Library ci...
Your very own copy!

CCSS RL & RIT Strands

• Key Ideas and Details (3 CCR standards)
• Craft and Structure (3 CCR standards)
• Integration of Knowledge and Ideas (3 CCR standards)
• Range of Reading and Level of Text Complexity (1 CCR standard)
CCSS Writing Strand

• Text Types and Purposes (3 CCR standards)
• Production and Distribution of Writing (3 CCR standards)
• Research to Build and Present Knowledge (3 CCR standards)
• Range of Writing (1 CCR standard)
CCSS Speaking and Listening Strand

• Comprehension and Collaboration (3 CCR standards)
• Presentation of Knowledge and Ideas (3 CCR standards)
CCSS Language Strand

- Knowledge of Language (3 CCR standards)
- Vocabulary Acquisition and Use (3 CCR standards)
Let’s put it all together!
#3 Critical Thinking and Problem Solving
21st Century Skills
Critical Thinking and Problem Solving

Novice level: Using a word cloud generator, present students with a graphic visualization of a text (poem, song, rhyme, fable) and have them predict (whole class, groups or pairs) the main theme, idea or key concepts.

Interpretive mode

Interpretive mode is the ability to listen to or read a text and interpret the meaning.
Just interpretive?!?!
• Comprehensions and Collaboration: SL.2.
  Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

• 1.SL.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
• **Craft and Structure:** RL.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.

• 1.RL.4 Describe how words and phrases (in stories or poems that suggest feelings or appeal to the senses.)
• **Integration of Knowledge and Ideas: RL.7**
  Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

• **1.RL.7.** Use illustrations and details in a story to describe its characters, setting, or events.
• **Text Types and Purposes:** W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

• 2.W.3. Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
• **Comprehension and Collaboration: SL.6**
  Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

• **1.SL.6.** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
• **Comprehension and Collaboration: SL.6**
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

• **3.SL.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Interpretive: Pre-reading Activity

Predict the main theme, idea or key concepts (en français!)
1. Quel temps fait-il?
2. Quelle heure est-il?
3. Où est-ce qu’on se trouve?
4. Qu’est-ce qu’on boit?
5. Qu’est-ce qu’on porte?
6. Comment est-ce qu’on se sent?
Identify words in the poem that suggest feelings or appeal to the senses (en français!)

1.
2.
3.
4.
5.
6.
Interpretive: Listening to the poem
Déjeuner du matin

Il a mis le café
 Dans la tasse
Il a mis le lait
 Dans la tasse de café
Il a mis le sucre
 Dans le café au lait
Avec la petite cuiller
Il a tourné
 Il a bu le café au lait
Et il a reposé la tasse
Sans me parler

Il a allumé
 Une cigarette
Il a fait des ronds
Avec la fumée
Il a mis les cendres
 Dans le cendrier
Sans me parler
Sans me regarder
Déjeuner du matin

Il s'est levé
Il a mis
Son chapeau sur sa tête
Il a mis son manteau de pluie
Parce qu'il pleuvait
Et il est parti
Sous la pluie
Sans une parole
Sans me regarder

Et moi j'ai pris
Ma tête dans ma main
Et j'ai pleuré
Post Interpretive: Interpersonal

Go over the first two activities with a partner of small group in the target language.
Student follow-up activity:

Write a narrative in first person in which you recount this poem, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
Skit

• Write a skit in which you recount this poem/fable, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
RUBRIC

• Let’s have at it!
Skit

• details describing actions, thoughts, and feelings
• temporal words to signal event order
• sense of closure
• comprehensibility
• memorization
# 2 minute rubric

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## Critical Thinking and Problem Solving

**Novice Range**
- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections among systems
- Identifying and asking significant questions that clarify various points of view and lead to better solutions
- Framing, analyzing and synthesizing information in order to solve problems and answer questions

**Intermediate Range**
- **EXAMPLE:** Students develop a survey to investigate the eating habits of the class. Interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

**Advanced Range**
- **EXAMPLE:** Students explore an environmental issue in a target language country with a group of peers from that country. Together they propose solutions that are environmentally safe.

**Novice Range**
- **EXAMPLE:** With the job title omitted, students read various job/career ads and then match the appropriate job title to the ad. Students are divided into groups. Each group is asked to investigate 3-5 different career job sites and identify the jobs and careers that are in high demand in a particular city, region, or country. Students present their findings to the class.

**Intermediate Range**
- **EXAMPLE:** Students examine a variety of resumes from Internet sites. They then identify possible jobs/careers that the resume writer(s) might seek. Using an Internet resume site, students complete a template for a job/career they might have at some time in the future, and write a cover letter in which they "apply for" a prospective job. Students organize a class job/career fair, alternating playing the roles of interviewer and interviewee.

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**Partnership for 21st Century Skills**


9
#3 Critical Thinking and Problem Solving

Novice: interpersonal and presentational

Students develop a survey to investigate the eating habits of the class, interview students, analyze the data in terms of good nutritional habits, synthesize it into a graph, and create a document to share the results with others.

(I added interpretive)
• **Key Ideas and Details:** 1.RIT.1 Ask and answer question about key details in the text.
• **Craft and Structure:** 1.RIT.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

• **Craft and Structure:** 1.RIT.5 Know and use various text features (e.g. heading, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
• Integration of Knowledge and Ideas: 1.RIT.7
Use the illustrations and details in a text to describe its key ideas.
• **Text Types and Purposes:** 1.W.2, Write information/explanatory text in which they name a topic, supply some facts about the topic, and provide some sense of closure.
• **Research to Build and Present Knowledge:**
  1.W.7 Participate in shared research and writing projects

• **Research to Build and Present Knowledge:**
  1.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
• **Presentation of Knowledge and Ideas: 1.SL.6**
  Produce complete sentences when appropriate to task and situation.
Resources

• http://www.dia.fr/recettes-et-conseils/manger-sainement/10-regles-dor/

• http://www2.esmas.com/salud/nutricion/084267/el-plato-del-bien-comer
DAY 1

Step One

• Reading. Using the following CCSS below the teacher leads the students in a reading of the principal document on-line, projected, or copied. Choose several frequently occurring vocabulary items that you pre-teach (example: repas/comida) to aid in comprehension and that you expect the students to retain and use in their active vocabulary. You may read as a whole class, small groups/pairs, or individually.
DAY 1

Step Two

• Teacher leads the students in formulating survey questions based on the text(s). Teacher models two questions and then has the students come up with questions on their own on scrap paper. Come back as whole class, hand out the survey outline and finalize the survey questions having students copy corrected questions on their clean copy.
DAY 1

Step Three

• In pairs the students ask and answer the survey questions marking their partner’s responses. Come back as a whole class and tally (in the target language!) For example: “On question one raise your hand if your partner answered...” go through each possibility. Make sure after each question that you (or students) add up to make sure that every answer has been answered by everyone in the class.
DAY 2

• In groups of 4 students analyze the data in terms of good nutritional habits and synthesize it into a graph. (See example provided.) Have groups create a rough-draft of statements based on the data and graphs produces. As a whole class have students share their statement as you rewrite with corrections projecting the statements. Students copy corrected statements on to handout provided. Post documents and graphs to share the results with others.
Walking Tour
Walking Tour

Intermediate: interpretive, interpersonal, and presentational

• Using the Internet, students participate in a "walking tour" of a city in a target language country. Students "shop" for clothing on the website of a department store, using the "currency" of the target language country, and explain to their classmates the items they bought and why they bought them. Students "visit" art museums in the country of their target language culture and give a guided tour of the art works to "tourists" (their classmates).
• **Craft and Structure:** 3.RIT.4 Determine the meaning of general academic and domain specific words and phrases in a text.

• **Craft and Structure:** 3.RIT.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Comprehension and Collaboration: 3.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.
• Comprehension and Collaboration: 3.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas 3.SL.4
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
la Cathédrale de Notre Dame

1er jour: Commence ta promenade à Google maps et cherchez « Paris, France. » Commence avec une visite à la Cathédrale de Notre Dame. Ensuite choisis 4 autres endroits près de la cathédrale.

Ce que j’ai vu (avec de bref commentaire)
1. la Cathédrale de Notre Dame
2.
3.
4.
5.
aux Galleries Lafayette

Après tout cela je suis allé(e) aux Galleries Lafayette (http://www.galerieslafayette.com/) et j'ai acheté (il faut mentionner le magasin, le prix et une description) :

1.
2.
3.
4.
Au Musée du Louvre

Après avoir acheté un tas de choses je suis allé(e) au Musée du Louvre et j’ai vu (avec de bref commentaire) :

1. la Vénus de Milo (http://www.louvre.fr/selections/chefs-doeuvre-du-louvre)
2. la victoire de Samothrace (http://www.louvre.fr/selections/chefs-doeuvre-du-louvre)
3. la Joconde de Léonard de Vinci (http://musee.louvre.fr/zoom/index.html)
4. le tricheur à l’as de carreaux (http://www.louvre.fr/media-en-ligne#flashcontent)
restaurant/hôtel

Où est-ce que tu as mangé ? Qu’est-ce que tu as mangé ?
16.
17.
Comment s’appelle ton hôtel ? Où est-il ? Combien est-ce qu’une nuit coute ? Combien de nuits resteras-tu dans cet hôtel ?
18.
19.
20.
Narrative

Write a narrative about what you did.

10 minute timed writing.
Student Feedback

• When I found a restaurant and looked at the menu I had no idea what to order. I cut and pasted a dish from the menu into Google images and saw a picture of what the dish was like.
• Google maps didn’t work out well. It was difficult to see enough details.
• I took a virtual walk in Google maps starting out at Notre Dame and then I just kept going. It was like a video game.
Student Feedback

• I like that there were some ideas to get us started, but that we had the freedom to look at things that we were interested in as well.
• If you didn’t use Wikipedia it was hard to navigate.
• I liked having the freedom to look into what I found interesting like other artwork and monuments.
• It was really interesting once I got the hang of it.
Student Feedback

• How about making it some kind of scavenger hunt?
• I really like going shopping in El Corte Inglés
• Loved shopping at Galleries Lafayette.
• It would be interesting around Christmas time to have a few different shops to look at and then pick out a tradition to incorporate into your family.
• best thing was the interactive tour in the museum
Student Feedback

• You could do a round trip for a bigger project: airplane tickets, packing list, etc.
• I suggest doing a project over folktales
• Mine is not finished my fault, but I like the project
Writing Prompts
CCSS and 21st Century Skills
“my dream”
The CCSS are World Language standards!

All we have to do is make small adjustments to learn CCSS organization and language!
CCSS

Download the app, it’s FREE!