

Social Studies and the Common Core

Don Gifford

Educational Program Consultant
History/Government/Social Studies



Kansas Common Core Standards



Rate your Common Core Knowledge

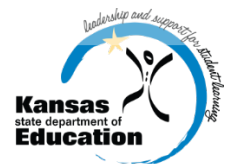
That's those new Math
and English standards,
right?



I've at least scanned
through one of the
documents.



I've scanned/read the documents and I could use the terms “ELA literacy standards,” and “boxed sub-heading” in proper context.

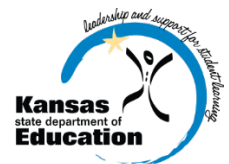


I've read through all the documents, know everything they're about. I'm fluent in Common Core-ese .



Common Core State Standards Initiative

- State-led and developed common core standards for K-12 in English/language arts and mathematics
- Initiative facilitated by the Council of Chief State School Officers (CCSSO) and National Governors Association (NGA)



Standards Development Process

- College- and career-readiness standards for English/ language arts and mathematics developed summer of 2009
- Based on the college and career readiness standards, K-12 standards for each grade were developed
- Continual input throughout the process from states, educators, and business and higher education leaders
- Public comment period with nearly 10,000 responses
- Final standards released on June 2, 2010

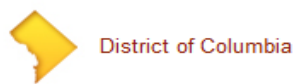
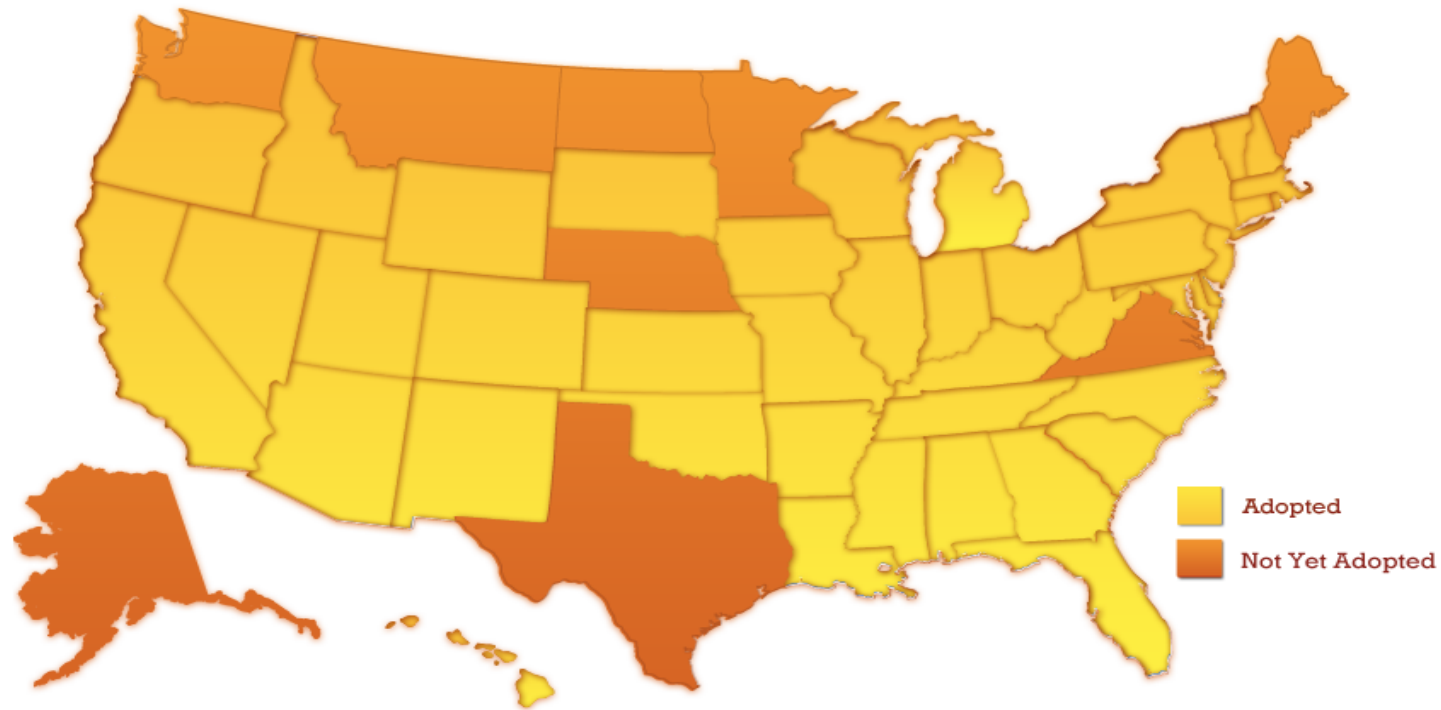


Why do this?

--District and State benefits--

- Shifting of resources to focus on improving instructional practices
- Easier collaboration between states on curriculum and assessment—minimizes duplication of effort
- Student mobility—increased likelihood of comparable assessments between states allows for longitudinal data tracking
- New and better assessments that better measure student learning





District of Columbia



Puerto Rico



Guam



American Samoa Islands



U.S. Virgin Islands



Northern Mariana Islands



Kansas Common Core Standards



Why do this?

--Student benefits--

- Student mobility—more comparable education across districts and states reduces obstacles to mobile students
- Increased alignment between K-12 and post-secondary narrows gap in college and career readiness



Fewer, clearer, higher

- Fewer standards
- Clearer language
- Increased Rigor



American Education Research Association in an April 2011 Study

- A student who can't read at grade level by the end of 3rd grade is:
 - 4 times less likely to graduate than a child who is proficient at grade 3
 - 88% of students in the study who failed to graduate were identified as poor readers in grade 3
- Add poverty to the mix and
 - The number climbs to 6 times less likely to graduate
 - 89% of children identified as “poor”, in economic terms, but proficient or better in reading– graduated



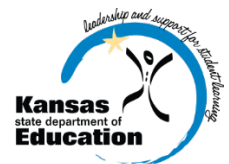
NAEP 4th Grade Basic Level

At or Above
Basic 73%



NAEP 4th Grade Proficient Level

At or Above
Proficient
20%

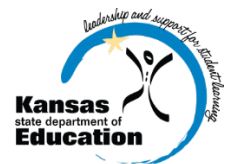


NAEP 4th Grade Advanced Level

20%



Kansas Common Core Standards



The Literacy Pyramid

- Grades 10- CCR



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- Grades 5-9



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- Grades K-4



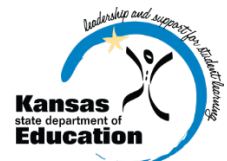
Letter Sound Tra
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on, Decoding,
pelling
ibulary, Stories

Language and Text Complexity



Kansas Common Core Standards



The Standards set requirements for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.

--- From the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



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--- From the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects



Let's Talk Football

22 Trap



So it's Friday Night what do you do?

You don't run
that play!



*Different Operating
System*



Microsoft®

Windows®

Historical Reasoning



If you think junior high is hard,
try reading tax regulations all day.



What are you reading about?

Open the trunk and remove the spare, jack and iron. Use the iron to loosen the lugs, then place and use the jack. Remove the lugs and the flat and put on the spare. Tighten the lugs and lower the jack. Place the jack and the flat in the trunk.

Easy Right?



What are you reading about?

A bowler may bowl either right or left armed, propelling the ball overhand without bending his elbow. He is allowed any number of steps to give a delivery, but he may not cross the bowling crease. A good bowler must be able to control length and direction, which includes the spin placed on the ball.

A little more difficult?



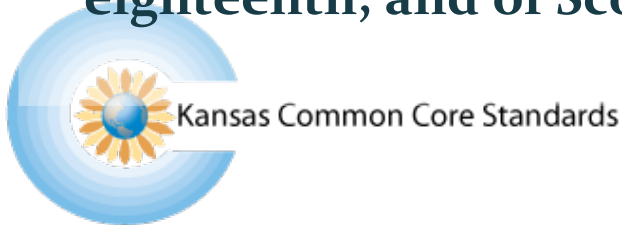
What are you reading about?

This process is as easy as it is enjoyable. This process can take anywhere from about 1 hr to all day. The length of time depends on the elaborateness of the final product. Only one substance is necessary for this process. However, the substance must be quite abundant and of suitable consistency. The substance is best used when it is fresh, as its lifespan can vary. Its lifespan varies depending on where the substance is located. This process is such that almost anyone can do it. The easiest method is to compress the substance into a denser mass than it held in its original state. This process gives a previously amorphous substance some structure. Other substances can be introduced near the end of the process to add to the complexity of the final product. These substances are not necessary. However, many people find that they add to the desired effect.



How is that different than this?

Having undertaken, for the glory of God, and advancement of the Christian faith, and honor of our King and Country, a voyage to plant the first colony in the northern parts of Virginia, do by these presents solemnly and mutually, in the presence of God, and one of another, covenant and combine our selves together into a civil body politic, for our better ordering and preservation and furtherance of the ends aforesaid; and by virtue hereof to enact, constitute, and frame such just and equal laws, ordinances, acts, constitutions and offices, from time to time, as shall be thought most meet and convenient for the general good of the Colony, unto which we promise all due submission and obedience. In witness whereof we have hereunder subscribed our names at Cape Cod, the eleventh of November, in the year of the reign of our sovereign lord, King James, of England, France, and Ireland, the eighteenth, and of Scotland the fifty-fourth. Anno Dom. 1620.



Why Literacy in History/ Government/Social Studies?

- Students are consistently unable to meet the demands of reading text within a particular discipline.
- Reading within a discipline is different than reading literature.
- The ability to read within the discipline is important to citizenship.
- Being literate across a broad range of disciplines is required to be considered College and Career Ready.



Social Studies Literacy

Possessing the skills and knowledge necessary to read, write and otherwise communicate on topics generally considered as the Social Studies.



Why do I have to teach ELA in my History class?

If you have been teaching History well you are already teaching literacy.



Common Core Literacy Standards

The Common Core is organized by grade level:

K-5, 6-8, 9-10, 11- College and Career Ready

Several sets of Literacy Standards (I'll concentrate on the first 2)

Reading, Writing, Speaking/Listening, Language

Reading standards are divided by grade level into:

Key Ideas and Details

Craft and Structure

Integration of Knowledge and Ideas

Range of Reading and Level of Text Complexity

Writing standards are divided by grade level into:

Text Types and Purposes

Production and Distribution of Writing

Research to Build and Present Knowledge

Range of Writing



Change over Time

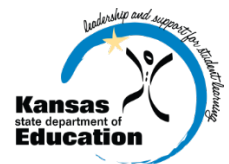
Common Core simply takes the 10 Anchor Standards in Reading and Writing and adds levels of sophistication over time.



How do we do this?

With the exception of Standard #5 (Text Structure) and #10 (Text Complexity) most of you are probably already asking this of your students.

- Looking for evidence
- Central Ideas
- Causation
- Vocabulary
- Point of View and Bias
- Multiple types of Media
- Fact or Opinion
- Primary and Secondary Sources



Guiding Questions

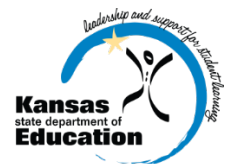
•So...

What do the Kansas Common Core Standards mean by text complexity?

What is a text complexity band?

and

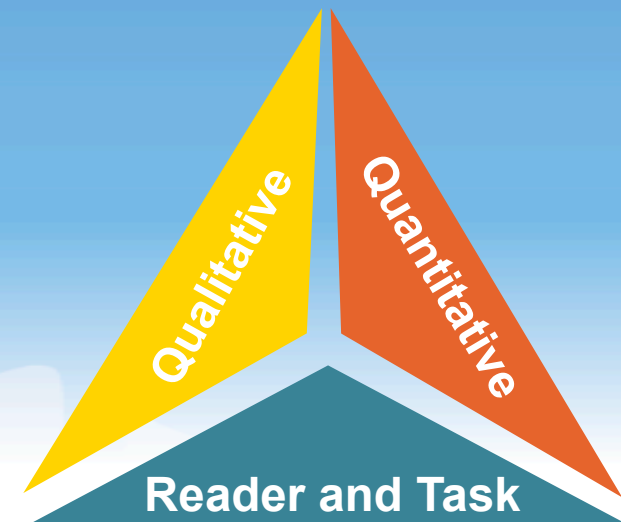
How do we ensure the texts our students are reading are in the appropriate text complexity band?



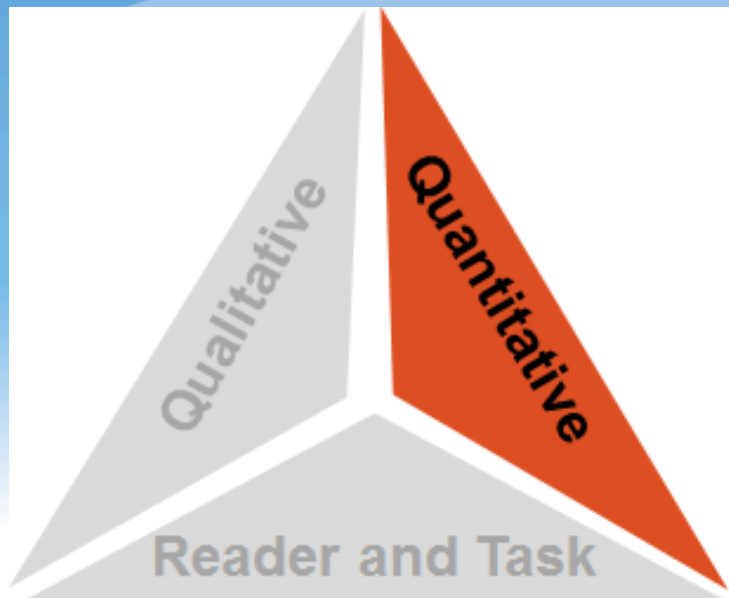
Overview of Text Complexity

◆ **Text complexity** is defined by:

1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



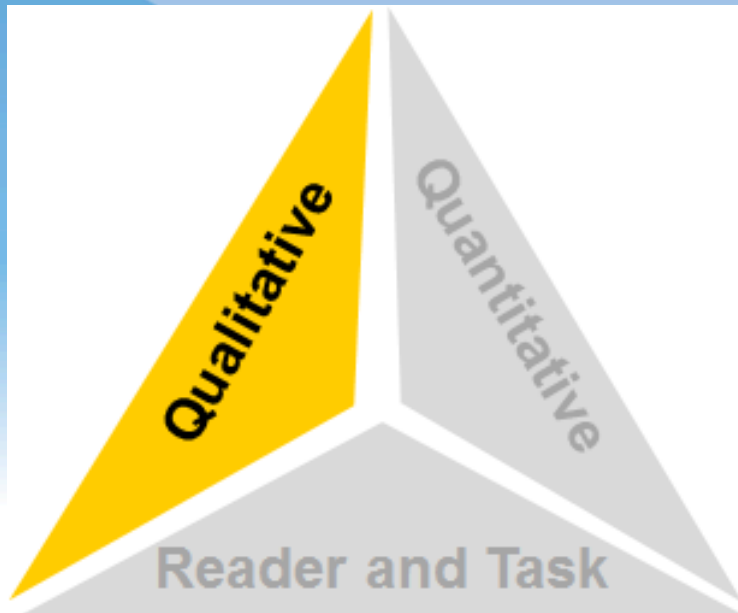
Step 1: Quantitative Measures



Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

Step 2: Qualitative Measures

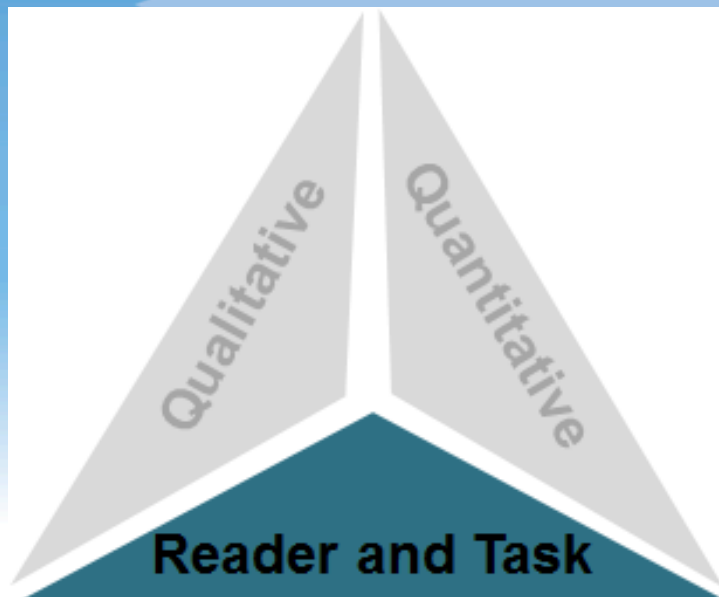


Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands



Step 3: Reader and Task



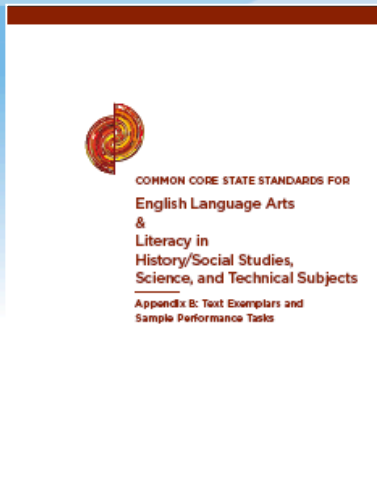
Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned
- Complexity of questions asked

Where do we find texts in the appropriate text complexity band?

We could....

- Choose an excerpt of text from Appendix B:



Grades 2–3 Text Exemplars

St. George, Judith. *So You Want to Be President?*

Illustrated by David Small. New York: Philomel, 2000. (2000)

Every single President has taken this oath: “I do solemnly swear (or affirm) that I will faithfully execute the office of President of the United States, and will to the best of my ability, preserve, protect, and defend the Constitution of the United States.”

Only thirty-five words! But it’s a big order if you’re President of this country. Abraham Lincoln was tops at filling that order. “I know very well that many others might in this matter or as in others, do better than I can,” he said. “But...I am here. I must do the best I can, and bear the responsibility of taking the course which I feel I ought to take.” That’s the bottom line. Tall, short, fat, thin, talkative, quiet, vain, humble, lawyer, teacher, or soldier—this is what most of our Presidents have tried to do, each in his own way. Some succeeded. Some failed. If you want to be President— a good President—pattern your self after the best. Our best have asked more of themselves than they thought they could give. They have had the courage, spirit, and will to do what they knew was right. Most of all, their first priority has always been the people and the country they served.

From *SO YOU WANT TO BE PRESIDENT?* By Judith St. George, illustrated by David Small. Text © 2000 by Judith St. George. Illustrations © 2000 by David Small. Used by permission of Philomel Books, A Division of Penguin Young Readers Group, A Member of Penguin Group (USA) Inc, all rights reserved.

How might you use the text . . .

With a 3rd Grader?

With a 7th Grader?

With an 11th Grader?



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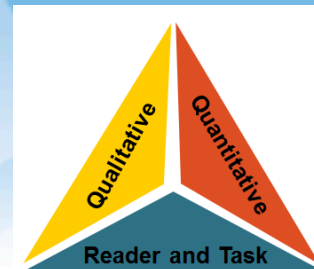
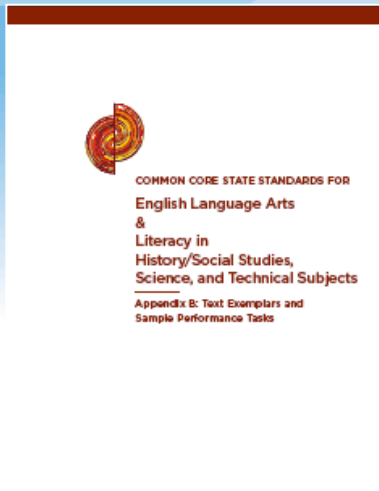
Where do we find texts in the appropriate text complexity band?

We could....

- Choose an excerpt of text from Appendix B:

Use available resources to determine the text complexity of other materials on our own.

or...



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS			
LEVEL OF PURPOSE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Purpose is clearly stated, difficult to discern 	<ul style="list-style-type: none"> Purpose is implied, difficult to discern 	<ul style="list-style-type: none"> Purpose is implied, but not too difficult to discern 	<ul style="list-style-type: none"> Purpose is explicitly stated
STRUCTURE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Organization of the text and the use of text features are not clearly identifiable Text features are not used to enhance or clarify the text The text is not clearly organized The text is not clearly organized 	<ul style="list-style-type: none"> Organization of the text and the use of text features are not clearly identifiable Text features are not used to enhance or clarify the text The text is not clearly organized The text is not clearly organized 	<ul style="list-style-type: none"> Organization of the text and the use of text features are not clearly identifiable Text features are not used to enhance or clarify the text The text is not clearly organized The text is not clearly organized 	<ul style="list-style-type: none"> Organization of the text and the use of text features are clearly identifiable Text features are used to enhance or clarify the text The text is clearly organized The text is clearly organized
LANGUAGE CONVENTIONS AND CLARITY			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text 	<ul style="list-style-type: none"> Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text 	<ul style="list-style-type: none"> Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text Language is not clearly used to enhance or clarify the text 	<ul style="list-style-type: none"> Language is clearly used to enhance or clarify the text Language is clearly used to enhance or clarify the text Language is clearly used to enhance or clarify the text Language is clearly used to enhance or clarify the text
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text 	<ul style="list-style-type: none"> Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text 	<ul style="list-style-type: none"> Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text Subject Matter Knowledge is not clearly used to enhance or clarify the text 	<ul style="list-style-type: none"> Subject Matter Knowledge is clearly used to enhance or clarify the text Subject Matter Knowledge is clearly used to enhance or clarify the text Subject Matter Knowledge is clearly used to enhance or clarify the text Subject Matter Knowledge is clearly used to enhance or clarify the text

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0





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You can use the our online tools to determine the estimated Lexile® measure of edited, conventional prose text. Just follow our [guidelines for preparing a text](#), upload it, and the Lexile measure will be displayed.

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Browse...

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The help links to the right detail how to use either the [English Lexile Analyzer](#) or [Spanish Lexile Analyzer](#) to get an instructionally useful estimated Lexile measure. You may also view the user guide [here](#).

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Kansas Common Core Standards



A Dream Deferred

By Langston Hughes

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2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

Lexile Measure 570L



The Poem only has 58 words but . . .

What happens to a dream deferred?

Does it dry up
like a raisin in the sun?

Or fester like a sore
And then run?

Does it stink like rotten
meat?

Or crust and sugar over
like a syrupy sweet?

Maybe it just sags
like a heavy load.

Or does it explode?

Though the words of the poem are simple and the poem itself is short the idea that a 2nd or 3rd grader could interpret with any real accuracy the intention of the author is highly unlikely.

Prior knowledge, background information and historical knowledge of the Civil Rights movement and the 1950's would be required for the task.



An Example

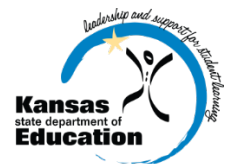
Take a class: $\frac{1}{2}$ are good readers and $\frac{1}{2}$ are poor readers and give them a test about

Follow the reading instructions. Poor readers will do

Good Readers

The Poor Readers
knew something
about Baseball!

Averaged
27.5/40




Lexile Analyzer® | Lexile.com - Windows Internet Explorer provided by Ks Dept of Education

http://www.lexile.com/analyzer/

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Get a Lexile® Text Measure

You need to [register](#) to use the Lexile Analyzer. Already registered? Please [login](#).

The Lexile® measure of text is determined using the Lexile Analyzer®, a software program that evaluates the reading demand—or readability—of books, articles and other materials. The Lexile Analyzer measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the syntactic and semantic challenges that the text presents to a reader. The outcome is the text complexity, expressed as a Lexile measure, along with information on the word count, mean sentence length and mean log frequency.

Generally, longer sentences and words of lower frequency lead to higher Lexile measures; shorter sentences and words of higher frequency lead to lower Lexile measures. Texts such as lists, recipes, poetry and song lyrics are not analyzed because they lack conventional punctuation.

Access to the Lexile Analyzer is free for registered users. Initially, you will have a 1000-word limit; however, you can request access to the Professional Lexile Analyzer to measure longer pieces of text. Please submit your request through the [My Access section of your Profile](#). Educators can upgrade for free. Business partners and researchers should [contact us](#) for more information.

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<http://www.lexile.com/analyzer>





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Your registration gives you free access to the latest and greatest Lexile learning resources. For example, you can build and save reading lists or find the Lexile measure of your own texts.

After you register, click "Profile" in the upper right at any time to edit your information or to change your password and preferences.

First name	<input type="text"/>
Last name	<input type="text"/>
E-Mail Address	<input type="text"/>
Password:	<input type="password"/>
Re-type Password:	<input type="password"/>
Role	Select a role... <input type="button" value="v"/>
Country	United States of America <input type="button" value="v"/>

Lexile Analyzer

Find the Lexile measure of your classroom materials in English or Spanish. Just upload a file and you'll instantly know its text difficulty.

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Save and edit custom reading lists for your students or children. Or help them make their own lists!





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- Using Lexile Measures
- Common Core
- Lexile Tools
- Lexile Training

Lexile® Measure
1520L
Mean Sentence Length
29.23
Mean Log Word Frequency
3.38
Word Count
380

Lexile Analyzer: Results

These results are not saved in any retrievable way. You should print this screen and note your filename or the title of your sample text. If you do not print or record the results, you will have to re-analyze your sample text to know its Lexile measure.

Submit another file

File to Analyze:

Declaration of Independence

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MetaMetrics develops scientific measures of academic achievement and complementary technologies that link assessment results with instruction. Our products and services help learners achieve their goals by providing unique insights about their ability level and potential for growth.

The Lexile Framework for Writing | El Sistema Lexile Para Leer | The Quantile Framework for Mathematics | Engaging English



Declaration of Independence

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

1520L



Questions?

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