The Brave New World of Common Core Standards

Brandon Zaslow
Department of Education
Occidental College

Los Angeles Area Site of the California World Language Project
http://www.la-stars.net
HOW TO EARN A CLTA COMPETENCY BADGE

Created by the Language Acquisition Resource Center at SDSU

http://larc.sdsu.edu

STEP 1

Create an account and/or login at
http://larc.sdsu.edu/badgecentral

NOTE: Credly is the badge issuing platform that powers LARC Badge Central. Share your badge with the world using Credly.
### HOW TO EARN A CLTA COMPETENCY BADGE

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**STEP 2**

Navigate to your session [http://larc.sdsu.edu/badgecentral/clta2014](http://larc.sdsu.edu/badgecentral/clta2014)

<table>
<thead>
<tr>
<th>SESSION TITLE AND DATE</th>
<th>INSTRUCTIONS/SUBMISSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLTA 2014 Conference Competency Badge</td>
<td>Link</td>
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<tr>
<td>C2 Let Me Tell You a Photo Story: Online Tools to Transform Still Images into Interactive, Animated, Media-Rich Stories</td>
<td>Link</td>
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<tr>
<td>G6 The Brave New World of Common Core Standards</td>
<td>Link</td>
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<tr>
<td>G8 Technology That Supports Language Learning and the Common Core</td>
<td>Link</td>
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<tr>
<td>G9 Using Images to Enhance Communication in the Three Modes</td>
<td>Link</td>
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<tr>
<td>G13 Lesson Plan Generator</td>
<td>Link</td>
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<tr>
<td>I10/J10 Thinking About Syncing? Technology Tools for World Language (Parts 1 &amp; 2)</td>
<td>Link</td>
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<tr>
<td>K2 Making Visuals Pop as You Bridge to the Common Core: Tips for Low- and High-Tech Classrooms</td>
<td>Link</td>
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<tr>
<td>L2 Learning 24/7: Tips on Blending and Flipping your World Language Class</td>
<td>Link</td>
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</tbody>
</table>
STEP 3

- Respond to the reflection prompt on the page or upload a .doc
- Press Submit
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STEP 4

- Your reflection response will be evaluated
- You will receive an email with your awarded badge and instructions

For more information about CLTA Badges
- Get the Badge FAQ Handout
- Go to http://larc.sdsu.edu/badgecentral
- Visit the LARC Booth
The low end of this continuum involves acquiring knowledge and being able to locate or recall that knowledge. At the upper end of the continuum, knowledge is fully integrated in the mind in logical and creative ways.
A Continuum of Action: Daggett’s Taxonomy

The low end of this continuum involves acquiring knowledge for its own sake. The upper end of this continuum involves the use of knowledge to solve complex, real-world problems and to create works for use in real-world situations.
Rigor-Relevance Framework
(International Center for Leadership in Education)

1 Recalling
2 Understanding
3 Applying
4 Analyzing
5 Evaluating
6 Creating

1 Applying knowledge in one discipline
2 Applying knowledge across disciplines
3 Applying knowledge to predictable situations
4 Applying knowledge to unpredictable situations
5 Applying knowledge to real-world situations
6 Creating

Assimilation
Adaptation
Acquisition
Application

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Rigor-Relevance Framework
(International Center for Leadership in Education)

**A. Acquisition**
Students remember and understand.

**B. Application**
Students use knowledge to solve problems, design solutions and complete work ultimately in unpredictable situations.

**C. Assimilation**
Students extend and refine their knowledge and use it automatically and routinely to analyze, evaluate and create.

**D. Adaptation**
Even when confronted with perplexing unknowns, students use extensive knowledge and skill to create solutions and take action that further develops their skill and knowledge.
Rigor-Relevance Framework
(International Center for Leadership in Education)

TECHNICAL READING AND WRITING

C. Assimilation
Compare and contrast several technical documents to evaluate purpose, audience and clarity

D. Adaptation
Write procedures for installing and troubleshooting new software

A. Acquisition
Recall definitions of various technical terms

B. Application
Follow written directions to install new software on a computer
Stages of Student Proficiency

STAGE I, Novice  
Formulaic Language  
Comprehend and produce memorized words and phrases dealing with discrete elements of daily life in highly predictable common daily settings

STAGE II, Intermediate  
Created Language  
Comprehend and produce sentences and strings of sentences dealing with topics related to self, the immediate environment, survival and courtesy in some informal and transactional settings

STAGE III, Advanced  
Planned Language  
Comprehend and produce oral and written paragraphs and strings of paragraphs dealing with concrete and factual topics of public interest in most informal and some formal settings

STAGE IV, Superior  
Extended Language  
Comprehend and produce cohesive and multi-paragraph texts in speech and writing dealing with unfamiliar, abstract, practical, social and professional topics in most formal and informal settings and problem situations
Common Core Standards: Reading (4 Domains, 10 Standards)

Reading: Key Ideas and Details

R1. Read for main ideas.

- Make logical inferences from it, cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Develop and interact over the course of a text.

Reading: Craft and Structure

R2. Read for supporting details.

- Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Reading: Integration of Knowledge and Ideas

R3. Use knowledge and ideas from reading in speaking and writing.

- 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.
- Analyze how point of view or purpose shapes the content and style of a text.
- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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R4. Read informational, cultural and literary texts.
### Writing: Text Types and Purposes

<table>
<thead>
<tr>
<th>W1. Write a variety of texts.</th>
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<tbody>
<tr>
<td>- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</td>
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<tr>
<td>- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<tr>
<td>- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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### Writing: Production and Distribution of Writing

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<th>W2. Write, revise, edit and rewrite.</th>
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<tr>
<td>- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</td>
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<tr>
<td>- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
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<tr>
<td>- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
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### Writing: Research to Build and Present Knowledge

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<th>W3. Use technology to research, produce and publish and to collaborate with others.</th>
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<tr>
<td>- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</td>
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<tr>
<td>- Gather relevant information from multiple print and digital sources, assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.</td>
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<tr>
<td>- Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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W4. Write for a variety of purposes and audiences.
SL1. Converse and collaborate with others.

Converse and collaborate with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

SL2. Present knowledge in speech supported by digital media/visual displays.

Appropriate to task, purpose, and audience.
L1. Use conventions of the standard language in speaking and writing

L2. Recognize the effect of choice on meaning and choose language appropriate to formal/informal register.
L3. Develop receptive and productive vocabularies.

Consulting general and specialized reference materials, as appropriate.
Common Core Standards: Setting Reasonable Goals

R1. Read for main ideas.
R2. Read for supporting details.
R3. Use knowledge and ideas from reading in speaking and writing.
R4. Read informational, cultural and literary texts.

W1. Write a variety of texts.
W2. Write, revise, edit and rewrite.
W3. Use technology to research, produce and publish and to collaborate with others.
W4. Write for a variety of purposes and audiences.

SL1. Converse and collaborate with others.
SL2. Present knowledge in speech supported by digital media/visual displays.

L1. Use conventions of the standard language in speaking and writing.
L2. Recognize the effect of choice on meaning and choose language appropriate to formal/informal register.
L3. Develop receptive and productive vocabularies.
Working with Authentic, Informative Texts

(1) Select an authentic, informative text.
(2) Determine the purpose of the text.
(3) Determine the communicative proficiency necessary to comprehend the text according to its purpose.

**Novice:** words, phrases, formulas
**Intermediate:** sentences/strings of sentences
**Advanced:** paragraphs/strings of paragraphs
**Superior:** cohesive multi-paragraph texts

(4) Create questions to ensure comprehension of the text according to its purpose (evidence).
(5) Create activities with the questions.
(6) Use the purpose of the text to formulate culminating written tasks.