

*Transitioning to the California's New Common Core ELA Standards*  
**Agenda for Study Session #4:**  
**Analyzing via Jigsaw the Step-Ladder Versions of the Standards**  
(60 Minutes)

- Review the 5 Study Sessions and the Plan for Session #4—2 minutes  
See bottom of this agenda for the content of the 5 sessions.  
*Guiding Question: What's the big idea again? Where are we in the plan?*
- Assign groups to clusters of standards within the Reading, Speaking and Listening, Writing and Language Domains—5 minutes  
*Guiding Questions: What's the best configuration to study the learning progressions of the Common Core ELA standards using the Step-Ladder versions?*
- Tour the Step-Ladder versions of the standards—5 min.  
*Guiding Question: How are the Step-Ladder versions of the standards organized? What's the advantage to seeing the standards in this orientation?*
- Review worksheet 4a for the Step-Ladder/Cluster Analysis—2 minutes  
*Guiding Question: What should we be looking for as we study the Step-Ladders and how should we keep our notes so they can be taught and shared with others?*
- Provide directions for charting—2 minutes  
*Guiding Questions: How do we go from our notes to a larger format so what we've learned about our cluster can be easily seen and shared?*
- Complete the Step-Ladder study for questions 1&2 of worksheet 4a for assigned clusters—15 minutes  
*Guiding Question: For the three standards in our assigned cluster, what is each standard mostly about? How does each standard progress from grade level to grade level?*
- Provide directions for question 3 of worksheet 4a—5 minutes
- Cluster groups complete and chart question 3 of worksheet 4a—5 minutes  
*Guiding Question: What is my assigned cluster of standards mostly about?*
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- Conclude the session and preview the next session: Gallery Walk of Step-Ladder Cluster Charts—15 minutes  
*Guiding Question: What will we be doing at our next session and what is the connection to the work we completed in this session?*

**Common Core ELA Study Sessions**

~~Study Session 1: Overview—Why is this happening?~~

~~Study Session 2: Comparing 1997 and 2010 Standards—Reading and Speaking/Listening~~

~~Study Session 3: Comparing 1997 and 2010 Standards—Writing and Language~~

Study Session 4: Analyzing via Jigsaw the Step-Ladder Versions of the Standards

Study Session 5: Sharing Our Analysis of the Step-Ladder Versions of the Standards

*Transitioning to the California's New Common Core ELA Standards*  
**Agenda for Study Session #4:**  
**Analyzing via Jigsaw the Step-Ladder Versions of the Standards**  
(60 Minutes)

**\* \* \* Facilitator Notes \* \* \***

*NOTE: Worksheet 4a, and the Architecture of the Common Core ELA Standards for Step-Ladder Study one-pager are contained as the final two pages of this document.*

- Review the 5 Study Sessions and the Plan for Session #4—2 minutes

See bottom of this agenda for the content of the 5 study sessions.

*Guiding Question: What's the big idea again? Where are we in the plan?*

Notes and/or Explanations

--Recommendation: For this session, participants should be organized into 10 small groups (no more than three if possible). Groups should be composed of teachers from different grade levels (e.g. K, 3, 5 or 1, 2, 4) as the Step-Ladder versions of the standards will require teachers to study the standards not only at their grade level, but across all grade levels. You might want to prepare the room ahead of time with table tents with cluster numbers and group assignments in order to minimize the amount of time it will take for teachers to organize themselves and get seated.

--Have on tables copies of the Architecture of the Common Core for Step-Ladder Study handout and worksheet 4a (the handout and worksheet are included at the end of this packet).

--Review the study session series: Why is this happening? (session 1), 1997 vs. 2010 comparisons (sessions 2 and 3), Analyzing the Step-Ladder Standards (session 4 – Today's session), and sharing the analysis of the Step-Ladder study (session 5).

-- Remind participants of what we've already done and then what we're about to do. Tell the teachers something like: "We've completed three study sessions. In the first one we studied the rationale for why the Common Core is happening. In sessions 2 and 3 we studied the Common Core standards and their relationship to our current standards and what is the same, what is similar but more rigorous, and what is new in the Common Core. Today, we will study the Step-Ladder versions of the standards. The coherence of the Common Core (i.e. each standard has a version for each grade level) allows for this sort of vertical study to understand the progressions of standards from grade level to grade level and how each standard is instantiated at each grade level. Because of this unique orientation of the standards (each standard across all grade levels) we're organized into cross-grade level teams to complete this study task."

- Assign groups to clusters of standards within the Reading, S&L, Writing and Language domains of the ELA CC standards - 5 minutes

*Guiding Question: What's the best configuration to study the learning progressions of the Common Core ELA standards using the Step-Ladder versions?*

Notes and/or Explanations

--Recommendation: It's best to have enough Architecture handouts ready for each teacher. It's probably best that they're already distributed and on tables to avoid the time of passing them out during the session. Also, it's best to keep groups to 2-3 teachers, but probably not more. If you have a large staff, you might have two groups for certain domains, but don't let the groups grow too large. Larger groups have a harder time discussing and completing the task efficiently.

--It will be important for teachers to understand why they're organized into 10 groups across grade levels and it's relevance to this particular study session.

Tell teachers something like: “One thing the Common Core was trying to achieve with a new set of standards was a greater degree of coherence within the standards from grade K to 12. They achieved this by developing a version of each College and Career Readiness Anchor Standard for each grade level. This means that each standard is about the same thing for each grade level (e.g. Reading standard 2 is about themes in literature or central ideas in informational text for all grade levels).”

“The standards within each domain are divided into clusters. The Reading domain has 3 clusters, the Writing domain has 3 clusters, the Speaking and Listening Domain has 2 clusters and the Language domain has 3 clusters, but for today’s purposes, we’re going to collapse them down to 2 clusters. That gives us a total of 10 clusters to study across all four domains. You’ve been divided up into 10 groups so that we have one group studying each cluster.”

“Please look at the Architecture handout and simultaneously look at pages 10-11 of the Study Guide. The Architecture handout doesn’t include the actual College and Career standards, but shows you how we’ve divided up the standards into the 10 cluster groups. You can see on page 10 of the Study Guide the same thing, but with each of the College and Career Readiness standards listed. On the handout, you can see how we’ve assigned a number to each cluster (1-10) and also listed the pages in the Study Guide where the Step Ladders for that cluster of standards are located. The handout is just to help you see how the domains are divided into clusters and how we’ll work with them”.

--Be sure to point out to teachers that for today’s purposes, we will exclude standard number 10 for Reading, standard number 10 for Writing (these standards don’t operate as in the same way the other standards do and are more general reminders about the issue of text complexity and the variety of writing assignment that students should be exposed to). This is not because they are not important, they are just not relevant for our discussion today.

--Be sure to point out again and remind teachers that there are three clusters of standards in the Language domain, but for our purposes today, we’ll be collapsing the first cluster (Conventions of Standard English) and second cluster (Knowledge of Language) into a single cluster covering Language standards 1, 2 and 3.

-- If you haven’t pre-assigned teacher groups to clusters, assign them now.

- Tour the Step-Ladder versions of the standards – 5-10 minutes

*Guiding Question: How are the Step-Ladder versions of the standards organized? What’s the advantage to seeing the standards in this orientation?*

Notes and/or Explanations

--It is important to carefully review the orientation of the standards in their Step-ladder versions and not assume that everyone will quickly understand simply from viewing them. There are couple of things you’ll want to point out to teachers specifically. Just explain to teachers that before launching into the work, there are a few things to go over and the first thing is how the Step-Ladder standards are organized.

--Use Standard #2 as an example for Reading. Show them Reading standard 2 on page 10 of the college and Career Anchor Standards. Ask teachers to go to page 117 to look at that same Reading Standard #2. Point out that the College and Career version of the standard is written at the top of the page and then in the table below is each grade level version of the standards. Remind teachers that the reading standards have a version for literature and version for informational text. The left hand column contains the literature version and the right hand column contains the informational text version.

--Use Standard #2 as an example for Writing. Show them the College and Career version on page 11 and then ask them to go to page 130-131 to look at the step-ladder version of that same standard. Explain to teachers that the Writing standards have a numbered item (the standard) and then several lettered items under the numbered item (we’ll call these elements of the standard). For writing, the lettered items correspond across grade level versions (i.e. for writing standard 2, “a” is about the same thing across all grade levels, “b” is about the same thing for all grade levels, etc.). This allowed us to tableize the Writing standards in this way. The titles at the top of the columns for standard 2 are not included in the Common

Core, but were developed by teachers working with Talking Teaching in developing the study tasks and are an attempt to describe what those particular standard elements are address).

--Finally, review language standard 2 on pages 144 and 145. Tell teachers that for some of the Language and Speaking and Listening standards, there are many lettered elements listed under each numbered standard. These lettered elements don't align in the same way that the lettered elements in writing do, so they are simply listed in order under the standard in the same way they appear in the standards themselves. For some standards, this caused the Step-Ladder to flow onto two pages.

- Review worksheet 4a for the Step-Ladder/Cluster Study —2 minutes

*Guiding Question: What should we be looking for as we study the Step-Ladders and how should we keep our notes so they can be taught and shared with others?*

Notes and/or Explanations

--Recommendation: Have on each table copies of worksheet 4a. Each cluster group can decide if they want to develop one worksheet 4a for the group or they each want to fill one out so they can take it with them. Also, remind them that they will be producing one chart that mirrors their work on worksheet 4a, so they may wish to develop their worksheets 4a with that in mind.

-- Tell the teachers something like: "Today we are going to be working together in our cluster groups to understand and eventually put together a chart about our cluster. We will not have time to present our work today but we *will* complete the work today so that in our next session we will be able to engage in a discussion about it. Worksheet 4a has 3 prompts. For the next 20 minutes or so, you'll just work on answering the first two prompts. You will be given time to work on prompt three, but right now just work on completing the first two."

--Ask each cluster group to fill out the header information on worksheet 4a (domain, cluster number AND name, teachers in the group and the number of the standards for the cluster they're studying). The thing here is just to make sure each group fills in their information correctly as it can be confusing at first. For example, the cluster group assigned to the cluster # 7 would fill out worksheet 4a as follows:

**Domain: Writing**

**Cluster: Production and Distribution of Writing**

**Teachers: (names of each group member listed)**

**Standards #: 4 (first row for prompts 1 and 2 chart at top of page)**

**5 (second row for prompts 1 and 2)**

**6 (third row for prompts 1 and 2).**

--Explain how to complete the chart for prompts 1 and 2 on worksheet 4a. Tell them something like: "For each standard in your assigned cluster, study the Step-Ladder in order to respond prompt #1 (what is this standard mostly about?), and Prompt #2 (how does this standard progress from grade level to grade level?) For prompt #1, try to develop a statement that you think captures the essence of this standard across all grade levels. With regard to this issue, you might want to tell them something like: "Sometimes a standards can be characterized very simply and straight forward. Other times it takes a bit more interpretation. Don't hesitate to put it into your own words so that others who haven't studied the standards in your cluster would understand them. For prompt 2, you don't need to necessarily go grade level by grade level, but might do it in grade level spans (K-2, 3-5, 6-8, 9-12). What ever makes most sense to your group."

--Remind them that they should just work on prompts 1 and 2, study and take notes on worksheet 4a. Remind them that they'll have time later for prompt 3. Also remind them that they will eventually develop a chart with the work of their group, so they should take their notes with that in mind.

- Complete the Step-Ladder Study for Questions 1&2 of Worksheet 4a for assigned clusters- 20-25 minutes

*Guiding Question: For the three standards in our assigned cluster, what is each standard mostly about? And how does each standard progress from grade level to grade level?*

#### Notes and/or Explanations

--Tell teachers something like: "You'll have 20-25 minutes to complete your work for only prompts 1 and 2 of worksheet 4a. Monitor your time so you give each standard in your assigned cluster a reasonable amount of time and consideration. As you work, I'll rove about and be available to assist should you need help or clarification."

--As cluster groups work, rove about and observe what they're doing. Remind them of time individually and as a group (e.g. call out "15 minutes remaining", "10 minutes remaining"). This will help them manage their time. Also provide them with guidance if any group bogs down on a standard remind them that this is just a first take and they shouldn't feel as if they need to get it exactly right. We'll have many more opportunities to discuss these standards. The important thing here is to see how the Step-Ladder orientation allows them to see the standard in a different and unique way that will be helpful in building their understanding of the standard.

--When each cluster group has completed their work, and/or at the 25 minute mark, stop groups and tell them they will now transition to responding to prompt #3.

- Provide directions for question 3 of worksheet 4a - 2 minutes

#### Notes and/or Explanations

--Transition cluster groups to prompt #3, but do so quickly. Don't belabor the explanation of prompt #3 as their work on prompts #1 and #2 set them up nicely to complete prompt #3.

--Tell them something along the lines of: "We'll take another 10 minutes to respond to prompt #3 – What is this CLUSTER of standards mostly about? As you work to answer that prompt, consider the following: be sure to check pages 10 and 11 for the other clusters in the domain your studying. We want to be careful that each cluster is described uniquely. Looking at the cluster names and standards in the other clusters in your domain can help you better understand what your cluster is really all about. Feel free to represent your answer to prompt #3 in any way you like. You might prose out an answer, but please don't simply bullet point items. We're looking for answers that will be detailed enough that they can be read and understood by someone else. You might represent your answer pictorially or graphically, or you might do a combination of the two. It's entirely up to you, but remember, others will be viewing your charts and you'll want them to be able to understand the work of your team."

- Groups complete question 3 of worksheet 4a for assigned clusters – 10 minutes

*Guiding Question: What is my assigned cluster mostly about?*

--Recommendation: As groups work, rove about and assist them. Be especially mindful that as they represent what their assigned cluster of standards is mostly about, they keep in mind the unique contribution of each standard to the cluster (i.e. the role of each standard in the cluster should be visible in the explanation of what the cluster is mostly about).

--Allow cluster groups 10 minutes to complete prompt #3 of worksheet 4a.

- Develop Cluster Charts-10 minutes

*Guiding Question: What's reasonable way for everyone to see the work of each cluster group's study of the Step-Ladder standards?*

#### Notes and/or Explanations

--Recommendation: As cluster groups begin to complete prompt #3, distribute to each a sheet of chart paper, but let them know they don't need to do anything with it yet. You'll provide explanations as to what to do with the chart paper momentarily.

--Once all groups have completed prompt #3 and have a sheet of chart paper, quickly tell them something like: "We are going to recreate your worksheet 4a's on chart paper. Do your best to make your chart look just like your worksheet 4a. **BE SURE TO INCLUDE ALL OF THE HEADER INFORMATION FROM WORKSHEET 4A ON YOUR CHART – INCLUDING THE NAMES OF ALL GROUP**

MEMBERS. We're doing this in order to be able to share the work of all cluster groups with each other. Remember, each of us has studied carefully one cluster, but none of us has studied them all, so we want to be able to see and understand what all of these clusters are mostly about as well as the nature of the progressions of each standard from grade to grade. We'll use these charts when we next meet to do this.

- Preview the focus for Study Session #5—1 minute

Notes and/or Explanations

--Recommendation: BE SURE TO COLLECT THESE CHARTS. DON'T LOSE THEM. IF YOU LOSE THEM OR CANNOT LOCATE THEM, STUDY SESSION 5 WILL BE VERY DIFFICULT TO CONDUCT. We recommend that a single person collect and keep the charts between sessions 4 and 5. It's the best way to ensure they don't get lost or misplaced.

--As the charts are completed, just remind teachers that the next session will be all about sharing the work of each cluster group with all of the other cluster groups. We have an efficient way of doing that that will be engaging and informative.

# The Architecture of the Common Core ELA Standards

\* for Step Ladder Study Tasks \*

Based on the ELA College and Career Readiness Anchor Standards  
and Consistent Across All Grades for the K-12 ELA Common Core Standards

<p><b>Reading</b></p> <p>Key Ideas and Details <sup>Cluster 1</sup></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.     <i>See Step Ladder pages 116-118</i></li> <li>3.</li> </ol> <p>Craft and Structure <sup>Cluster 2</sup></p> <ol style="list-style-type: none"> <li>4.</li> <li>5.     <i>See Step Ladder pages 119-121</i></li> <li>6.</li> </ol> <p>Integration of Knowledge and Ideas <sup>Cluster 3</sup></p> <ol style="list-style-type: none"> <li>7.</li> <li>8.     <i>See Step Ladder pages 122-124</i></li> <li>9.</li> </ol> <p>Range of Reading and Level of Text Complexity</p> <ol style="list-style-type: none"> <li>10.</li> </ol>	<p><b>Writing</b></p> <p>Text Types and Purposes <sup>Cluster 6</sup></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.     <i>See Step Ladder pages 128-133</i></li> <li>3.</li> </ol> <p>Production and Distribution of Writing <sup>Cluster 7</sup></p> <ol style="list-style-type: none"> <li>4.</li> <li>5.     <i>See Step Ladder pages 134-136</i></li> <li>6.</li> </ol> <p>Research to Build and Present Knowledge <sup>Cluster 8</sup></p> <ol style="list-style-type: none"> <li>7.</li> <li>8.     <i>See Step Ladder pages 137-139</i></li> <li>9.</li> </ol> <p>Range of Writing</p> <ol style="list-style-type: none"> <li>10.</li> </ol>
<p><b>Speaking and Listening</b></p> <p>Comprehension and Collaboration <sup>Cluster 4</sup></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.     <i>See Step Ladder pages 150-153</i></li> <li>3.</li> </ol> <p>Presentation and Knowledge and Ideas <sup>Cluster 5</sup></p> <ol style="list-style-type: none"> <li>4.</li> <li>5.     <i>See Step Ladder pages 154-157</i></li> <li>6.</li> </ol>	<p><b>Language</b></p> <p>Conventions of Standard English <sup>Cluster 9</sup></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.     <i>See Step Ladder pages 142-145</i></li> </ol> <p>Knowledge of Language <sup>Cluster 9</sup></p> <ol style="list-style-type: none"> <li>3.</li> </ol> <p>Vocabulary Acquisition and Use <sup>Cluster 10</sup></p> <ol style="list-style-type: none"> <li>4.</li> <li>5.     <i>See Step Ladder pages 146-149</i></li> <li>6.</li> </ol>

*Note 1: The Common Core K-12 Standards have two versions of the 10 Reading Standards, one set reading Literature and another set for reading Informational Texts. In addition, the Common Core K-12 Standards include four standards related to early reading skills, specific to grades Kindergarten through Grade 5—Foundational Reading Standards: 1) Print Concepts (K-1), 2) Phonological Awareness (K-1), Phonics and Word Recognition (K-5), and 4) Fluency (K-5).*

*Note 2: Each domain (Reading, Writing, Language, and Speaking and Listening) is divided into clusters of standards (e.g., for Reading: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, etc.). The superscript at the end of each cluster name is used to assign clusters for study and syntheses exercises—3 related standards to be analyzed for their respective meaning and coherence within each domain.*

### 4.5. Worksheet 4a—Studying the Step-Ladder Versions of CC Standards by Cluster

Domain: \_\_\_\_\_ Cluster: \_\_\_\_\_ Teachers: \_\_\_\_\_

Standard #	Prompt 1: What this standard is mostly about?	Prompt 2: How does this standard progress from grade level to grade level

Prompt 3: What is this cluster of standards mostly about?