

## **Part 1: The Common Core = Opportunities for Greater Thinking**

**Common Core Teachers will guide students to  
Read/Think\Write to Learn More**

**How will the coming assessments measure students' progress?**

**Here are some answers from PARCC.**

**Source: PARCCOnline.org Overview\_ELA Literacy 08182012\_0.ppt**

- Texts Worth Reading: The assessments will use authentic texts worthy of study instead of artificially produced or commissioned passages.
- Questions Worth Answering: Sequences of questions that draw students into deeper encounters with texts will be the norm (as in an excellent classroom), rather than sets of random questions of varying quality.
- Better Standards Demand Better Questions: Instead of reusing existing items, PARCC will develop custom items to the Standards.
- Fidelity to the Standards (**now in Teachers' hands**): PARCC evidences are rooted in the language of the Standards so that expectations remain the same in both instructional and assessment settings.

Source of the following examples of PARCC pilot items:  
<http://www.parcconline.org/samples/item-task-prototypes>

## Common Core Anchor Standards for Reading

### KEY IDEAS AND DETAILS

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

### CRAFT AND STRUCTURE

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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger parts of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### INTEGRATION OF KNOWLEDGE AND IDEAS

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. 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.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### RANGE AND LEVEL OF TEXT COMPLEXITY

10. Read and comprehend complex literary and informational texts independently and proficiently.

Clarify them with Bloom's Taxonomy

Connect them to Art Interpretation and Creation

## **Artists' Ideas about Art**

Common Core Anchor Reading Standard 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**What are the main ideas in this set of quotations?**

**Group them by idea.**

**There are at least three different main ideas.**

1 "When my daughter was about seven years old, she asked me one day what I did at work. I told her I worked at the college - that my job was to teach people how to draw. She stared at me, incredulous, and said, 'You mean they forget?'" Howard Ikemoto

2 "There are painters who transform the sun into a yellow spot, but there are others who, thanks to their art and intelligence, transform a yellow spot into the sun."

Pablo Picasso

3 "If I could say it in words there would be no reason to paint." Edward Hopper

4 "Drawing is like making an expressive gesture with the advantage of permanence." Henri Matisse

5 "The aim of art is to represent not the outward appearance of things, but their inward significance." Aristotle

6 "Painting is poetry that is seen rather than felt, and poetry is painting that is felt rather than seen." Leonardo da Vinci

7 "I try to apply colors like words that shape poems, like notes that shape music." Joan Miro

8 "When the subject is strong, simplicity is the only way to treat it." Jacob Lawrence

9 "I found I could say things with color and shapes that I couldn't say any other way--things I had no words for." Georgia O'Keeffe

10 "And after all, isn't it possible to make the most marvelous picture with only a pencil on any piece of paper?" Jose Clemente Orozco

11 "Shouldn't the definition of artist include the ability to make a conscious choice about what is produced?" Joyce Owens

12 "Every child is an artist. The problem is how to remain an artist once he grows up." Pablo Picasso

13 "Painting is silent poetry." Plutarch

14 YOUR WORDS: Write your own idea about art.

**The Bloom's Taxonomy Connection:  
Common Core assessments require greater thinking.**

<b>Kind of Thinking</b>	<b>Actions</b>	<b>Products</b>
<b>Knowledge*</b>	define, describe, duplicate, identify, label, locate, list, memorize, name, recall, repeat, state, translate	glossary, label, list
<b>Comprehension</b>	Identify, collect, classify, describe, explain, illustrate, match, paraphrase, recognize, restate, summarize	caption, chart, drawing, explanation, sequence chart, timeline
<b>Application</b>	adapt, apply, change, choose, classify, demonstrate, illustrate, interpret, operate, sketch, solve, use	illustration, matrix, model, plan, report
<b>Analysis</b>	analyze, categorize, compare, contrast, differentiate, examine, experiment, infer, organize	diagram, flowchart, presentation, report
<b>Evaluation</b>	assess, critique, defend, evaluate, judge, rank, rate, select, sort, support, weigh	editorial, rating, report, recommendation, speech
<b>Synthesis</b>	combine, connect, create, design, integrate, inter-relate, produce	artwork, article, booklet, exhibit, poem, report, speech, story
<b>Creativity</b> New category added in the 1990s, may not be a different level—could be a kind of synthesis.	create, design, develop, formulate, invent	artwork, booklet, exhibit, poem, report, speech, story

\*Learning starts with knowledge—it is an essential base to move to greater thinking—Common Core Standard 1 **starts with “read closely to determine what the text says explicitly and make logical inferences...”** that you support with evidence—from that close reading. There are levels of knowledge, too—from the basics such as sight words through formulas and the relationships they represent.

## What questions would guide students to apply Common Core strategies to interpret a story or history?

**The ART PLUS:** Examples of ways students can integrate illustrations so they think more as they respond to the questions.

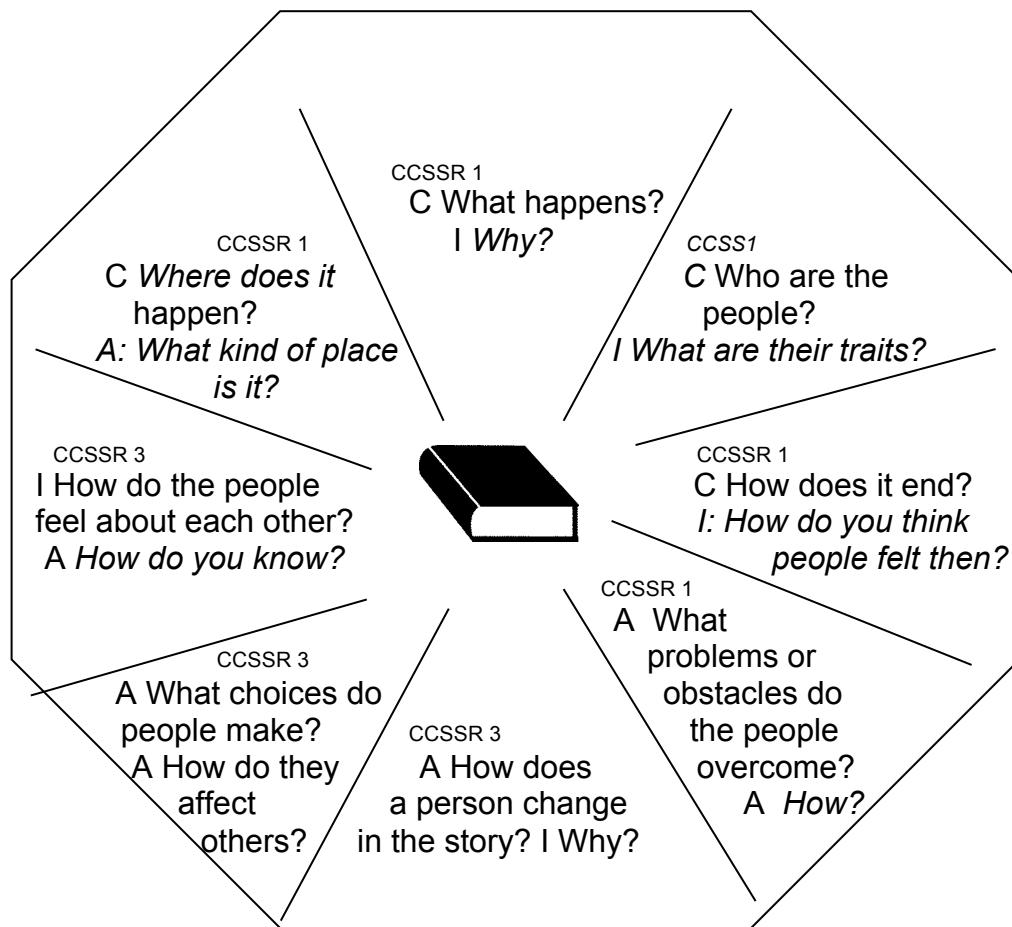
CCSS Standard	Kinds of Questions
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	<p>Where did this story/history take place? What kind of place was it?</p> <p>Who was part of it?</p> <p>How did they feel?</p> <p>What do you think the writer wants you to understand because of what the writer put into the story/history?</p> <p><i>Support your answers with evidence from the text.</i></p> <p><i>The ART PLUS: You can show your answers with illustrations and captions.</i></p>
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	<p>What do you think is the central or main idea of this story/history? Summarize the important information that supports your conclusion.</p> <p><i>Support your answer with evidence from the text.</i></p> <p><i>The ART PLUS: Create a symbol that shows that central idea.</i></p>
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	<p>What is a problem people faced? Why was it important to people? What choices did people make? How did they affect other people?</p> <p><i>Support your answer with evidence from the text.</i></p> <p><i>The ART PLUS: Illustrate the situation—make sequential drawings.</i></p>
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.	<p>What are 5 key words in this passage? Why are they important to understanding the ideas?</p> <p><i>Support your answer with an example from the passage.</i></p> <p>How can you figure out what a word means when you read?</p> <p><i>Use the text to show an example.</i></p> <p><i>The ART PLUS: Draw pictures to show what the words mean.</i></p>
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.	<p>How does the first paragraph prepare you to read the rest of the passage?</p> <p>Choose another important paragraph. Tell why it is important to understanding the passage.</p> <p><i>Support your answers with examples from the passage.</i></p> <p><i>The ART PLUS: Draw illustrations for important paragraphs.</i></p>

## Common Questions for Thoughtful Fiction Interpreters

### Common Core Anchor Standards: KEY IDEAS AND DETAILS

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

Support your answers with evidence from the story. C = Comprehend I = Infer A = Analyze



**What is the theme or message of this story? (CCSSR2) INFER**

### How did the writer help you understand that?

(Analyze: Craft and Structure—CCSSR 4, 5, 6)

*RE-visit the story and look for ways the author made the theme clear.  
Create a drawing that shows that theme with examples from the story.*