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| Bundling Common Core State Standards Using Instruction Sequences | | | |
| **Critical Component** | **Expected Implementation** | **Acceptable Variation** | **Not Common Core Related** |
| **Read** | * Text dependent questions that lead students into a deeper analysis of the text * Students read with a pencil, annotating text as they read * Building background for students to have greater access to text through explicit vocabulary instruction, video clips, or images/artwork. | * Spending time with surface level text dependent questions in order to develop student background with the content * Teacher annotating text using a projection device in order to scaffold the process * Intentionally not building background knowledge with text to create opportunities for students to persevere with challenging text | * Students are asked questions that are not text based, but text related * Students reading independently and answering questions at the end of the chapter, section, or story. * Building background knowledge through a worksheet packet done independently or with a partner |
| **Talk** | * Structured student interaction that is purposeful and connects to a piece of text; students given prior experience with the text in order to come prepared for discussion. * Students generate questions and students respond and build on each other’s answers * Collaborative conversations range from one-on-one, small group, inner/outer circle, and whole group discussion. | * Teacher creates the questions that center around what the text says, how the author says it, and what the text means. * Short intervals of interaction with specific prompts * Teacher facilitating the discussion giving feedback and direction of the conversation | * Few students interacting with the teacher and not each other * Students giving an open ended prompt to discuss the text with no guidance or criteria for the content of the discussion. * Students not given an opportunity to come prepared to discuss a text. |
| **Write** | * Students create texts that are in response to what they have read using evidence from text as a basis of their answers * Student writing demonstrates a understanding/mastery of the content that is connected a collaborative discussion | * Quick writes; Ticket out the door; Shared writing * Focus of student writing is on the understanding/mastery of the content, not the mechanics | * Students taking notes while the teacher lectures. Students respond to the content of a lecture, not the reading of a text * Student write about experiences related to the text, but not about the text itself |