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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
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| **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.
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| **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
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