A Student-Centered Approach to CCSS

Content Area _Reading__ Grade Level/Course ____11-12_____

Standard: RI11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Complex terms – complicated or intricate as to be hard to understand or deal with Strategies for understanding complex writing	Identify evidence from given text that supports an analysis Identify inconsistencies within a text or among multiple texts Compare the inconsistencies Support a position in a clear and concise manner

Learning Targets: I Can Statements	DOK
I can define complex terms from this reading selection. I can understand the text that I read. I can find inconsistencies within a writing or multiple writings. I can form an opinion about the inconsistencies based on current information and past knowledge. I can support my opinion using evidence from text(s) and prior knowledge.	Level 1 Level 1 Level 2 Level 2 Level 3

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Complex terms – complicated or intricate as to be hard to understand or deal with **Strategies for understanding complex processes** **Paraphrasing** – a restatement of a text or passage giving the meaning in another form	Explain complex terms using laymen's terms Explain complex processes in laymen's terms

Learning Targets: I Can Statements	DOK
I can define complex terms from this reading selection. I can understand the technical/program specific text that I read. I can explain complicated information using words that my listener can understand while maintaining accuracy.	DOK Level 1 Level 2 Level 3

Resources/Examples (with citation)

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Standard: RI11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Understand the explanations in the text	Perform an analysis
What the outcome should look like	Clearly document data
How to follow a procedure	Follow step-by-step directions
What type of analysis is necessary	Formulate a conclusion
How to perform an analysis	Support the analysis using data

Learning Targets: I Can Statements	DOK
I can use data to prove my conclusion.	Level 3
I can follow a step-by-step process.	Level 1
I can gather and organize data.	Level 2
I can use the text to determine accuracy of my conclusion.	Level 3

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Resources for finding/defining terms, symbols, etc.	Using context verbs or cues
Related background knowledge	Utilize written materials
Textbook/reference materials layout	

Learning Targets: I Can Statements
I can find the definition of a word I don't know.
I can determine the correct meaning of a term I don't know.
I can use the term correctly in a sentence.
I can understand the term, symbols, etc. when I encounter them.

DOK
Level 1
Level 2
Level 2
Level 2

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Hierarchy – any system of persons or things ranked one above another	Fill out a graphic organizer or outline for text. Understand author's motivation

Learning Targets: I Can Statements	DOK
I can read a text and restate the key points I can demonstrate how key points are connected or organized	Level 1 Level 2

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure or discussing an experiment in a text, identifying important issues that remain unresolved.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Procedure – a particular course or mode of action **Experiment** – a test; an act or operation for the purpose of discovering something	Think critically about their reading Develop questions about the reading

Learning Targets: I Can Statements	DOK
I can identify missing information. I can question the author. I can improve the author's presentation.	Level 1 Level 2 Level 3

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.7 Integrate and evaluate multiple sources of information in diverse formats and media (e.g. quantitative data, video, multimedia) in order to address a question or solve a problem.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Knowledge about their field of study	Think critically about the accuracy of their sources Interpret graphical presentations (graphs, charts, etc.) Organize the information gathered Understand the question or problem given

Learning Targets: I Can Statements	DOK
I can interpret graphical presentations	Level 2
I can organize the information gathered	Level 2
I can support my answers with multiple sources of information	Level 3
I can think critically about the accuracy of sources	Level 3

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Hypothesis – a proposition assumed as a premise in an argument **Scientific process** – a systematic series of actions directed to some end related to science **Reliable sources** – any thing or place from which something comes deemed accurate	Find resources with similar information Evaluate, compare and contrast, debate, and support using similar information Evaluate sources for accuracy

Learning Targets: I Can Statements	DOK
I can explain the scientific process. I can determine the accuracy of a source I've found. I can present evidence that either supports or challenges the hypothesis, data, analysis, and/or conclusion.	1 2 3

Resources/Examples (with citation)

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Content Area _____ Grade Level/Course _____

Standard: RI11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

DOK: 3

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
Background on the material from sources	Resolve conflicting information
Coherent – logically connected; consistent	Identify relevant information
Phenomenon – a fact, occurrence, or circumstance observed or observable	**Synthesize** – to form by combining parts or elements
Concept – a general notion or idea	

Learning Targets: I Can Statements
I can create my own conclusions based on the sources of information.
I can support my conclusion with evidence.

DOK
Level 2
Level 3

Resources/Examples (with citation)

A Student-Centered Approach to CCSS

Content Area _____ Grade Level/Course _____

Standard: RI11-12.10 By the end of 12th grade, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

DOK: 2

Content: What do we want students to KNOW?	Skills: What do we want students to be able to DO?
How to read Strategies to understand difficult texts	Use appropriate reading strategies to decode texts at an 11-CCR level complexity.

Learning Targets: I Can Statements I can read and comprehend/understand texts at an 11-CCR level complexity.	DOK 2

Resources/Examples (with citation)