Elements of Rigor in the Common Core Classroom

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Learning Targets

Today we will:
✓ Answer the question: what is rigor?
✓ Describe elements of a rigorous lesson
✓ Watch and analyze a rigorous lesson

Rigor as the Foundation of CCSS

• College & Career Readiness Standards
• Complex Texts
• Primary Sources
• Informational Texts
• Academic Vocabulary
• Evidence-based Conversations
Rigor Defined

“A rigorous curriculum is an inclusive set of intentionally aligned components—clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies—organized into sequenced units of study that serve as both the detailed road map and the high quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade or course-specific standards within a particular content area.”

L. Ainsworth, 2010 p.8

In short….

Rigor is not just WHAT you teach, but HOW you teach it!

Think: Intentional!

It is measured by what students know, understand and are able to do.

A Shift

<table>
<thead>
<tr>
<th>Rigor is........</th>
<th>Rigor is not.......</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning for thinking</td>
<td>More work</td>
</tr>
<tr>
<td>Deeper thinking</td>
<td>Harder work</td>
</tr>
<tr>
<td>Scaffolded support for thinking</td>
<td>AP or Honors courses</td>
</tr>
<tr>
<td>Assessing thinking</td>
<td>Higher Lexile levels</td>
</tr>
<tr>
<td>Thinking about your thinking</td>
<td>Additional homework</td>
</tr>
<tr>
<td>Planning more thinking</td>
<td>The same for all</td>
</tr>
</tbody>
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*from Thinking to the Rigor of the CCSS, ASCD, Patty Davis
Clever and true!!

"That was an awesome worksheet," said no student ever.

So this means.....
Rigor is really about thinking!

Nouns vs. Verbs

Webb’s DOK Levels + Blooms Cognitive Processes = Hess Cognitive Rigor Matrix

Great tool for assessing the thinking levels in a lesson!
So what elements comprise a rigorous lesson?

The key is **intentional planning**:
- Clear objective: purpose and outcome
- Set the stage: background w/o giving it away
- Multiple opportunities for collaboration
- Multiple reads: each with purpose/focus
- Close reading guidance
- Graduated thinking levels
- Assessment that matches objective

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**Clear Objective**

Students:
- understand the objective
- can restate it
- know the relevance
- feel they can attain it

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**Set the Stage**

Provide opportunities to gain background without giving the whole concept away by:
- teaching selective academic vocabulary
- examining text structure & clues
- exploring background content in groups or pairs

*Be careful not to stray too far from the original objective (Tell about a time when you felt..... Draw a map of Europe during WWII.....)*
Multiple Opportunities for Collaboration

- Built in partner & group work
- Oral as well as written work
- Accountability for each member

- Creates relevance
- Allows for exchange of ideas—not just right answers

Multiple Reads

- Read Aloud
- Silent Read
- Whole Group Read
- Partner Read
- Jigsaw Read

*Each read has a focus prompt with task

Close Reading Guidance

- Teacher as facilitator
- Scaffolded note template
- Manageable chunks
- Debrief with partners/groups/class

Facilitating: I believe you can
Telling/Explaining: I don't believe you can get there without me

11/12/14
Graduated Thinking Levels

- Remembering is a good place to start—not end.
- Higher level thinking practice can occur with easier content—not so demanding.
- A variety of levels are attained as lesson progresses.
- Students should be able to identify levels as they work.
- Built in opportunities for metacognition.

Assessment Matches the Objective

- Does the process and product work exemplify the objective?
- Did students identify if they met the objective?
- Metacognition: How did I work and learn?

Classroom Example

As you watch the video, go through the elements on the viewing guide and add any evidence you see.
Debrief

✓ Lesson Objective
✓ Room Environment
✓ Focus Questions
✓ Graduated Thinking Levels

Wrap Up

References

Davis, Patricia. “Teaching to the Rigor of the CCSS” Webinar ASCD
http://www.ascd.org/professional-development/webinars/patricia-davis-webinar.aspx