



INTEGRATED STUDIES of ASIAN CULTURE and LANGUAGES  
A PRESENTATION TO TEACHERS  
IN ADVANCE OF COMMON CORE  
KIDSWORLD EDUCATORS' WORKSHOP  
10.6.12  
designed/presented by Clydia Forehand

The guiding questions of this presentation:

What next? I skate to where the puck is going to be, not where it has been. Wayne Gretsky, quoted by Steve Jobs.

What's the point? Technology married with the humanities is what yields results to make our hearts sing—Steve Jobs

What will Common Core do?

It promotes awareness and “understanding [of] other perspectives and cultures,”<sup>1</sup> through which students may:

appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.<sup>2</sup>

What is needed now to prepare for Common Core's future expectations for us and our students?

Identify (what in the world Common Core wants)

Integrate (where the world intersects)

Embrace (the world)

**Identify** what is needed in order for students to:

- Investigate the world beyond their immediate environment

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<sup>1</sup> Common Core State Standards Initiative @ <http://www.corestandards.org>.

<sup>2</sup> *Common Core State Standards Initiative*, quoted in Jackson, Anthony. “Common Core: Preparing Globally Competent Citizens.” *Education Week*, 27 January 2012. Accessed at [edweek.org/edweek/global\\_learning/2012/01/the\\_common\\_core\\_state\\_standards.html](http://edweek.org/edweek/global_learning/2012/01/the_common_core_state_standards.html) on 10/2/12.



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- Recognize their own and others' perspectives
- Communicate their ideas effectively and with diverse audiences
- Translate their ideas and findings into appropriate actions to improve conditions<sup>3</sup>

as Common Core proposes

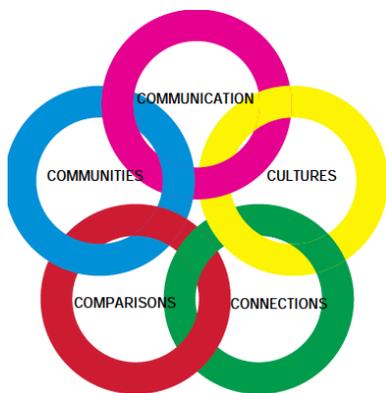
**Integrate** literature with

Arts  
Other core disciplines  
Thematic materials and interests

**Embrace**

Multiple disciplines will include multiple standards and approaches for teaching and learning, not only Common Core State Standards but also

**American Council for Teaching Foreign Language**



**Blooms taxonomy of learning**

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<sup>3</sup> From <http://sites.asiasociety.org/education/globalcompetence/ela.htm>.



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Marzano High Yield Strategies

High Yield Instructional Strategies <sup>5</sup>	Research says	Examples
<b>Identifying similarities and differences</b>	Students should compare, classify, and create metaphors, analogies and graphic representations	T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers, <b>QAR</b> , <b>sketch to stretch</b> , <b>affinity</b> , <b>Fruyer model</b> , etc.

<sup>4</sup> define, duplicate, list, memorize, recall, repeat, reproduce state  
 classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase  
 choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.  
 appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment,  
 question, test.  
 appraise, argue, defend, judge, select, support, value, evaluate  
 assemble, construct, create, design, develop, formulate, write.  
[http://ww2.odu.edu/educ/roverbau/Bloom/blooms\\_taxonomy.htm](http://ww2.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm)

<sup>5</sup>In *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*, Robert Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels. Marzano's nine high-yield instructional strategies are summarized in the table (above). [www.oswego.org/...arzanoHighYieldStrategies%5B1%5D.doc](http://www.oswego.org/...arzanoHighYieldStrategies%5B1%5D.doc)



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<b>Summarizing and note taking</b>	Students should learn to delete unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, <b>quick writes, graphic organizers, column notes, affinity</b> , etc.
<b>Reinforcing effort and providing recognition</b>	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment etc.
<b>Homework and practice</b>	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc
<b>Nonlinguistic representations</b>	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, maps, <b>sketch to stretch, K.I.M.</b> , etc.
<b>Cooperative learning</b>	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse.	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, <b>jigsaw</b> , group reports, choral reading, <b>affinity</b> , etc.



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High Yield Instructional Strategies	Research says	Examples
<b>Setting objectives and providing feedback</b>	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	Articulating and displaying learning goals, KWL, contract learning goals, etc.
<b>Generating and testing hypothesis</b>	Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.	Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, <b>questioning the author</b> , etc.
<b>Questions, cues, and advance organizers</b>	Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.	<b>Graphic organizers</b> , provide guiding questions before each lesson, <b>think alouds</b> , inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, <b>A.C.E. anticipation guide</b> , <b>annotating the text</b> , etc.

Howard Gardner<sup>6</sup>

- **Linguistic intelligence** ("word smart")
- **Logical-mathematical intelligence** ("number/reasoning smart")
- **Spatial intelligence** ("picture smart")
- **Bodily-Kinesthetic intelligence** ("body smart")
- **Musical intelligence** ("music smart")

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<sup>6</sup> The theory of multiple intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of intelligence, based on I.Q. testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. These intelligences are included above.



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- **Interpersonal intelligence** ("people smart")
- **Intrapersonal intelligence** ("self smart")
- **Naturalist intelligence** ("nature smart")



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### Grade 3 students:

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.



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