Planning for Differentiated Reading Instruction Using the Common Core State Standards Grades 3-8

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TURN & TALK

What is one thing you already know about The Common Core?

What is one question you have about The Common Core?

What is one question you have about differentiated planning for reading/ELA?

Outcomes for Today’s Session

- Identify how the Common Core Standards impact teaching and learning in English language arts
- Understand Backward Design specific to planning differentiated instruction for English language arts

THERE’S AN APP FOR THAT!
How did states and therefore many dioceses choose to adopt the Common Core Standards?

- Race to the Top
- Rigor

“...internationally benchmarked standards and assessments that prepare students for success in college and the workplace.”

www.edexcellence.net

Common Core - What?

- Career and College Readiness
- CLARITY
- COMPETITION
- PREPARATION
- EQUITY

DOK p. 5

Additionally

- Translatable and teachable in the classroom
- CCSS written with inclusion of different learners as a priority...
- These standards are NOT a curriculum - multiple ways to teach the standards
- States can add an additional 15% to the CCSS to suit their needs
Multicultural Education

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

- Available now for free on www.catholicschoolstandards.org

Students Who Are College and Career Ready in Reading, Writing, Speaking, and Listening

- demonstrate independence
- build strong content knowledge
- respond to the varying demands of audience, task, purpose, and discipline
- comprehend as well as critique
- value evidence
- use technology and digital media strategically and capably
- come to understand other perspectives and cultures

ENGLISH LANGUAGE ARTS

“Read like a detective. Write like an investigative reporter.”

- David Coleman
Grades 6-8 Text Exemplars from Appendix C

Appendices for English Language Arts

Appendix A: Research Supporting Key Elements of the Standards & Glossary of Key Terms

Appendix B: Text Exemplars and Sample Performance Tasks

Appendix C: Samples of Student Writing

Grades 6-8 Sample Performance Tasks from Appendix C

Student Sample: Grade 8, Informational Explanatory

Miss Sadie

Student Sample: Grade 8, Narrative

Appendix C
Common Core ELA for K-12

- Foundational Skills K-2 RF
- Reading Standards for Literary Text RL
- Standards for Informational Text RI
- Writing Standards W
- Speaking and Listening Standards SL
- Language Standards L

Literacy in History/Social Studies, Science, and Technical Subjects

- Reading Standards for Literacy in History/Social Studies RH
- Reading Standards for Literacy in Science and Technical Subjects RST
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12 WHST

What do the Common Core Standards require?

Backward Design

Planning with the end in mind.

Compare #1 to #1.

Reading Standards

RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Text Complexity Levels

REFER to APPENDIX B
Text Complexity

**RL.6.10 and RI.6.10**
By the end of grade 6, read and comprehend literature, including stories, dramas, and poems, and literary nonfiction, in the grade 6–8 complexity band proficiently, with scaffolding as needed at the high end of the range.

**RL.5.10 and RI.5.10**
By the end of the year, read and comprehend literature, including stories, dramas, and poems, and informational texts, including history/social studies, science, and technical subjects, at the high end of the 4–5 complexity band proficiently.

How might this look in the classroom?

- “Boost up”
- Support during guided reading
- Individual interventions
- Gradually moving up in reading level while using the same strategy

What do the Common Core Standards require?

+ Vocabulary
**Academic Vocabulary**

- **ACCESS GRADE-LEVEL TEXTS**
- **FOCUS ON TIER 2 WORDS**

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**Tier 1**
- High-frequency sight words like dad, see, friend, have, could

**Tier 2**
- General, all-purpose words like consequence, generation, outcome, product, factor, classify

**Tier 3**
- Academic-specific words like catechism, dugout, igneous, viola

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**What do the Common Core Standards require?**

**Literacy in Disciplines:**
- **Literacy in Social Studies,**
- **Science,** and **Technical Subjects**

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**How might this look in the classroom?**

- Use trade books, articles, primary sources, etc. to teach social studies and science topics in content class AND/OR in reading/English language arts.
- Teach the elements of informational text during shared reading or guided reading time AND during science class, social studies class, etc.
- Write about what they are reading

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**Informational Text**

- It is no longer the sole responsibility of the English language arts/literature/grammar teacher to teach reading/literacy strategies
- This responsibility now lies with the all teachers of all content areas
### Distribution of Literary and Informational Text by Grade - 2009 NAEP

<table>
<thead>
<tr>
<th>Grade</th>
<th>Literary</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>8</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>12</td>
<td>30%</td>
<td>70%</td>
</tr>
</tbody>
</table>

NAEP = National Assessment of Educational Progress

### How does this look in the classroom?

- Re-evaluate the books you use for reading instruction. Is there a balance? Are you teaching students how to maneuver informational text?
- K-4 teachers: Rethink the books you use for read alouds. Try to use an informational text the next time you choose a read aloud.
- 5-8 teachers: Rethink read alouds! Use an informational text as a read aloud to introduce a science or social studies topic.
- DON'T forget to explicitly model and teach students HOW to read informational text

### One idea for using Informational Text in the classroom

- [http://www.loc.gov/teachers/tps](http://www.loc.gov/teachers/tps)
- [scienecnwsforkids.org](http://scienecnwsforkids.org)

- figurative language
- introduce Jim Crow laws

### Close Reading

**What do the Common Core Standards require?**

**Note-taking sheet on page 1.**

### How would this look in the classroom?

- Instead of a full novel, choose a part of the novel or read a poem, short story, passage from the Internet, trade book, picture book, magazine, etc.
- Day 1: choral reading/shared reading
- Day 2: partner reading
What do the Common Core Standards require?

Text Sets

What would this look like in a classroom?

- Social Studies and History: read historical fiction and informational text from different perspectives. Don't forget primary sources.
- Science: read science fiction and informational text. Compare and contrast.
- Don't forget other media like videos, Internet resources, art, music, etc.

Note-taking sheet on page 1.

What do the Common Core Standards require?

Writing About Texts

Distribution of Communicative Purposes - 2011 NAEP Framework

<table>
<thead>
<tr>
<th>Grade</th>
<th>To Persuade</th>
<th>To Explain</th>
<th>To Convey Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>30%</td>
<td>35%</td>
<td>35%</td>
</tr>
<tr>
<td>8</td>
<td>35%</td>
<td>35%</td>
<td>30%</td>
</tr>
<tr>
<td>12</td>
<td>40%</td>
<td>40%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Genres

<table>
<thead>
<tr>
<th>Genres</th>
<th>Primary Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persuasive</td>
<td>to influence the target audience's ideas or behaviors</td>
</tr>
<tr>
<td>Expository</td>
<td>to convey information about the natural or social world to people who want or need to know that information</td>
</tr>
<tr>
<td>Informational</td>
<td></td>
</tr>
<tr>
<td>Procedural</td>
<td>to teach people how to do something they don't know how to do and want to need to do</td>
</tr>
</tbody>
</table>

Duke, Caughlan, Juzwik, & Martin, 2012

How might this look in the classroom?

- Have students write expository text. This can occur during your literacy block, during writers' workshop, during science or social studies class...
- How do plate tectonics work? hybrid authentic
- What are the most important elements of an ecosystem?
- How does the Constitution affect us today?
- How did famous people change the USA for better?
- How do farmers help us in our everyday life?
- How did you find your answer to this mathematical problem? Are there other ways to solve the problem?
Argument & Evidence

What do the Common Core Standards require?

Note-taking sheet on page 1.

Argument

- What is the author’s argument? Does the author provide evidence for this argument?
- What is MY argument? Can I state it clearly, with purpose, with conviction? Can I WRITE it clearly, etc.? Can I use evidence from the text?
- Allow students to “argue” about a close reading or a text set across the content areas

Reading and Writing Genre with Purpose in K-8 Classrooms

by Nell Duke, Samantha Caughlan, Mary K. Juzwik, and Nicole M. Martin

Backward Design has three parts:

- year-long plan
- topic/unit plan
- lesson plans

Differentiation occurs here

This is a start to planning for 4th grade ELA...

Expository writing - choose a main idea, support it with evidence from reading, write an essay or a letter
Expository writing - choose a main idea, support it with evidence from reading, write an essay or a letter
Persuasive writing - choose a main idea, support it with evidence from reading, write an essay or a letter
Narrative/hybrid - write a short piece about a famous American
Expository/hybrid - write a short piece about a famous American
Persuasive - choose a main idea, support it with evidence from reading, write an essay or a letter
Narrative/hybrid - write a short piece about a famous American
Expository/hybrid - write a short piece about a famous American
Persuasive - choose a main idea, support it with evidence from reading, write an essay or a letter
Expository/hybrid - write a short piece about a famous American
Planning

- Common Core for the Holidays - SEE # 7 on page 7

Backward Design has three parts:

- year-long plan
- topic/unit plan
- lesson plans

**Planning**

Thursday, April 12, 2012

Backward Design has three parts:

- year-long plan
- topic/unit plan
- lesson plans

**ELA UNIT PLANNING TEMPLATE STYLE ONE**

UNIT: Mystery GRADE 4

TIME FRAME: 3 weeks

TEACHER: Lia

**Unit Summary and Rationale** (Outlining the components of the unit and the reasoning for their inclusion)

The rationale for this unit is that all books are really mystery since you don’t know the ending. Students will choose a mystery to read from a set of books pre-chosen by the teacher. During this unit, students will read their own mystery and listen while the teacher reads aloud *Chasing Vermeer* by Blue Balliett. Students will learn the vocabulary of a mystery. Students will engage in book talks with partners about the mysteries they chose. The final summative assessment will be a Photostory that students will present to their Prayer Buddies.

**Unit Connection: Core and Career Readiness Descriptions**

- Teachers will select at least one of the following texts to act as the story for the unit. These are the expectations that must be included to ensure the unit is fully aligned to the ELA and relevant to the college and career-ready student.
- **Students will value evidence.**
- **Students will build strong content knowledge.**
- **Students will respond to varying demands of audience, task, and discipline.**
- **Students will use spoken, written, and visual language orally, in print, and through other media.**
- **Students will display an understanding of other perspectives and cultures.**

**Unit Standards: Teachers should list the standards to be addressed within the unit.**

**Reading (Including Foundational Skills)**

<table>
<thead>
<tr>
<th><strong>Standard</strong></th>
<th><strong>Unit</strong></th>
<th><strong>Writing</strong></th>
<th><strong>Speaking and Listening</strong></th>
<th><strong>Language</strong></th>
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<tr>
<td>RL.4.1</td>
<td>W.4.3</td>
<td>SL.4.a, b</td>
<td>L.4.a, b</td>
<td></td>
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<td>SL.4.d</td>
<td>L.4.a, d</td>
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</tr>
<tr>
<td>RL.4.4</td>
<td>W.4.6</td>
<td>SL.4.e</td>
<td>L.4.a, e</td>
<td></td>
</tr>
</tbody>
</table>

**Listening and Speaking**

- Evaluate students individually in small group discussions.
- Evaluate students through formative assessment tools.
- Evaluate students through summative assessment tools.

**Assessment**

Type of assessment to be used throughout the course of the unit:

**Prewriting**

- Planning Guides
- Anticipation Guide

**Activities**

- Grouping strategies
- Reading response strategies
- Scaffolding strategies
- Exit slips
- Discussion questions

**Assessment**

- Formative summative
- Photostory

**Text Evidence**

- Use text evidence in grades three and four.

**Notes**

- Use text evidence in grades three and four.

**Listening to the book talks about the books below. RANK your choice, with a #1 for your first choice, a #2 for your second choice, and a #3 for your last choice.**

____ The Giant Diamond Mystery
____ The Westing Game
____ The Mugged Pug

Thursday, April 12, 2012
Choose one shaded and one unshaded.

Controlled Choice...

Choose two characters from your Shakespearean play. Answers to the following questions:

1. How are these characters alike?
2. How are these characters different?
3. How are these characters the same to you?
4. How are these characters different to you?
5. How do you feel these characters are?

The answers should be based on your reading of the play. The answers should reflect your personal interpretation of the characters.

You are given two pages on the book. You need to write to the character in your book. The first page should include the title and author. Each side after that should contain the following:

- Characters
- Setting
- Problems
- Solutions
- From the problem and context

You are given two pages on the book. You need to write a four-line poem about the actions of the characters in the play. The first line should include the title and author. Each side after that should contain the following:

- Characters
- Setting
- Problems
- Solutions
- From the problem and context

You are given two pages on the book. You need to write about the actions of the characters in your American novel. The first page should include the title and author. Each side after that should contain the following:

- Characters
- Setting
- Problems
- Solutions
- From the problem and context

Other Resources

“The Sisters”
Gail Boushey & Joan Mosher

www.thedailycafe.com

Other Resources

Nancie Atwell
Variations on the workshop model for 5-8

Donalyn Miller
The Book Whisperer

Authors
Nell Duke,
Samantha Caughlan,
Mary M. Juzwik,
and Nicole Martin
Other Resources

Kylene Beers
Explicit instruction through modeling of skills and strategies before, during, and after reading
6-12

March 2012 issue
Richard Allington article

WEB SITES
handouts

SESSION 2201
EVALUATIONS

1. ten paper surveys
2. Call 1-866-346-2960

chance to win registration for 2013
NCEA in Houston

FAQ

Will there be a ‘common assessment’ among states who adopted CCSS?

PARCC
Partnership for Assessment of Readiness for College and Careers

24 states, 25 million students
slide retrieved from www.parcconline.org
"States and districts who choose to adopt the new standards need a plan to transition from their current testing programs to a new, national achievement test that measures the CCSS." - Terra Nova

**FAQ**

- **When will the Common Core in social studies and science be ready?**