

# Common Core Aligned Instruction in ELA



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# Session Goals for Today

- To better understand literacy expectations outlined in the Common Core Standards
- To understand the methods and purpose for using various reading assessments
- To share the school's vision for literacy at PS 198

# What do the Common Core Standards require a reader to do independently by 5th grade?

## Develop critical thinking skills!

- Determine the meaning of unknown words or phrases including figurative language and domain specific vocabulary.
- Determine main ideas and purposefully paraphrase and/or quote from a text to explain an idea with details
- Synthesize one or more texts to:
  - determine themes/ideas
  - draw conclusions about characters
  - determine author's purpose
  - compare and contrast to explain the relationship between multiple events, details, people, etc.
  - understand and speak to text structure
  - describe a narrator's or author's point of view
  - analyze how various elements of a text contribute to structure, tone, meaning

# What Curricula Do We Use to Address the Standards?

## Core Knowledge:

- Listening and Learning strand builds background knowledge and vocabulary critical to listening and reading comprehension
- Skills Strand builds decoding skills needed for independent reading

## Expeditionary Learning:

- High level texts with an emphasis on nonfiction reading skills
- Protocols that deepen thinking and “talk” around texts
- Graphic organizers to assist students in sorting and organizing information

# Just a few problems of practice...

Students have difficulty making meaning of new vocabulary or figurative language.

“I stood near the acacia tree growing at the edge of an abandoned lot and watched Raju’s back as the dust rising from his shoes covered my white blouse and my beige pinafore. I didn’t worry about my clothes. School was over, and I would never wear this uniform again. But Raju’s anger worried me. I glanced at the acacia. It was brown and bare except for the thorns. It looked like a starved stray dog baring its teeth. I started walking home.”

Students have difficulty identifying a text's genre, and organizing *how they need to read based on the genre determined.*

“It takes me 17 hours and 5 different airplanes to get from New York City to the spot on Earth that's most similar to the planet Mars. I finally arrive on Devon Island, in Canada. It is about 900 miles from the North Pole. Now I have some idea of what it's like to be on the Red Planet.”

## Students have difficulty making connections between multiple parts of a text.

“Only a few months earlier, when the mango trees were jeweled with purplish-green leaves and milky-white blossoms, a letter came that changed everything. At that time, Mommy and my four-year-old sister, Mela, had gone to see Mommy’s parents, my Nanaji and Nanima. The letter was from Dr. Davis, and Pappa was excited. “Seema,” he said to me, “Dr. Davis wants me to go to Iowa City to work with him.”

Later in the text it said....

“From that day on, the four of us, Pappa, Mommy, Mela, and I, broke off from our family the way a lump of ice breaks off from a whole snow cone. In some ways the lump is still the same as it was on the snow cone, but somehow, after it breaks off, it’s different. It melts away too fast and it doesn’t taste as good as the whole cone does.”

What’s the connection?

**Give it a shot!**



# Addressing problems through assessment driven instruction

## Primary Assessment Tools

- Fountas and Pinnell Running Records
- Scholastic Independent Reading Assessments

## Secondary Assessment Tools

- Core Knowledge and Expeditionary Learning Unit Based Assessments
- Teacher observations and notes
- Student work, writing about reading

# Fountas and Pinnell Running Records

How it works:

- Students read a short book. A portion of the text is read aloud to track miscues and fluency
- Students read the remainder of the text silently (at higher levels)
- Students verbally respond to comprehension questions

Outcomes:

- Determines a student's instructional and independent reading level, reading rate, fluency skills, and basic comprehension
- Primarily assess print based literacy skills

# Scholastic Independent Reading Assessments (Levels K and above)

How it works:

- Students read a chapter book, independently
- As students read they stop periodically to answer comprehension questions, recording their answers
- Questions target 4 strands of understanding: Plot and Setting, Character, Vocabulary & Figurative Language, Themes & Ideas

Outcomes:

- Determines a student's instructional and independent reading level based on their understanding of a text
- Teachers can isolate specific strands to focus instruction

# What can we expect with the shift to Scholastic Independent Reading Assessments?

- Students might remain at a level for a longer period of time
- Students might feel initial frustration having to be accountable for a whole chapter book
- Teachers can more accurately determine the areas of need and target instruction accordingly
- Students will develop skills and strategies needed to be Common Core successful

# What are we doing with our assessment data?

- Determining appropriate, CCLS aligned goals
- Individualizing matching strategies
- Determining small groups
- Appropriately matching students to text levels

Plot	Theme
<ul style="list-style-type: none"><li>• Julian almost find found a friend name Gloria might be his friend.</li></ul>	<ul style="list-style-type: none"><li>• Try to make friends by talking to them and be kind.</li></ul>
<p><b>GHOSTS</b></p> <ul style="list-style-type: none"><li>• Cat doesn't like this new house but Maya loves it.</li></ul>	<ul style="list-style-type: none"><li>• If you don't like something, try to like it.</li></ul>
<ul style="list-style-type: none"><li>• Maya took Cat to their neighbor's house. But someone who was living there was a boy who said that there <sup>is</sup> was some ghosts around here</li></ul>	<ul style="list-style-type: none"><li>• Don't be scared or mad to a person who didn't agree.</li></ul>

Questions?