

# Transitioning into the CCSS

[dliben@studentsachieve.net](mailto:dliben@studentsachieve.net)

[www.achievethecore.org](http://www.achievethecore.org)

# Recommendations for Successful Transitions

- Basal Alignment Project (BAP)
  - Join edmodo and search for Basal Alignment Project group
  - Code to join the group is **etuyrm**
- BAP with older and younger grades
- K-2 read aloud with informational text
- Read aloud in older grades

# Transitions

- Regular work with complex text in all grades.
  - Exemplar at [www.achievethecore.org](http://www.achievethecore.org)
  - Videos at [commoncore.americaachieves.org](http://commoncore.americaachieves.org) (no www)
  - Bringing in informational text all grades
  
- “..everything I read I try to figure out what it really means, what it’s really saying.”

Richard Feynman

# Scaffolds for Struggling Readers

- **Please share any recent developments/ interpretations for scaffolds and supports in relationship to close reads for students reading well-below grade level expectations (e.g., students with disabilities, ELLs).**

# Scaffolds for Struggling Readers

- Written pre-reading
- Preview rather than review
- Lily Wong Filmore “Juicy Sentences”
- *Writing for Understanding* by the Vermont Writers Collaborative

# Scaffolds

- Close reading and text dependent questions
  - Multiple reads
  - Smaller chunks of text
  - Some vocabulary provided – some in context
  - Group work
  - Intensive scaffolding and modeling of writing assignment
  - Working struggling with everybody else
  - Levels the playing field

# Trouble with Text Dependent Questions

- **During a close reading of a passage, what are some recommended instructional best practices for "modeling" a strategy or skill to support students in answering a text-dependent question if the students did not comprehend the initial question?**

# Trouble with Text Dependent Questions

- Rereading and/or rereading aloud the relevant chunk of text
- Can you find the part that you think addresses the question
- Are there some parts of chunk you don't understand
- Breaking the question up into smaller parts
- Seeing if there is a word in the question students don't understand
- Seeing if answers to previous questions provide any help



# Resources

- **What materials/curriculum will be available to support Common Core? Will teachers be able to preview sample assessment questions? Where might we look for supplemental resources to teach students "thinking skills"?**

# Resources

- Our website has more and more, especially the exemplar lessons and the link to the *America Achieves* videos
- SBAC and PARCC have released some sample test items
- Resource list of free or inexpensive resources soon available on our website and will be an article coming out based on this in *Educational Leadership* in December
- Thinking skills...

# Vocabulary and Complex Text

- **I would always love to hear more about vocabulary instruction (more on shift #3, complex text and academic vocabulary).**

# What are the features of complex text?

- Subtle and/or frequent transitions
- Multiple and/or subtle themes and purposes
- Density of information
- Unfamiliar settings, topics or events
- Lack of repetition, overlap or similarity in words and sentences
- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Longer paragraphs
- Any text structure which is less narrative and/or mixes structures
- Use of passive voice

# Vocabulary and Complex Text

- Paper covering *some* of this will be on site in couple of weeks but glad to send a draft
- Why vocabulary is so essential
- Two ways to increase vocabulary volume of reading and direct instruction
- Volume of reading can come in a variety of ways
  - Reading in social studies, science and literature
  - Regular close reading
  - Accountable independent or free choice reading
  - Read aloud

# Vocabulary and Complex Text

- Direct Instruction
  - Need to do more words but to do that...
  - Need to know which words to teach: words essential to text, abstract, part of word family
  - Which words take less time: concrete, able to visualize, part of their experience
  - Biemiller helps with this as does Freddie Hebert's Text Project and the paper on our site
  - Recommending at least 20 words with each selection in BAP

# WORD STUDY

- Proficient readers know the meaning of words but they also know
    - Phonology
    - Orthography
    - Morphology
    - Part of speech
- Word Study programs

# Origin of the Shifts

- **Where do these 'shifts' come from? i.e., I find nowhere in the CCSS documents where it narrows down the focus of CCSS to the 3 ELA shifts that I've seen presented repeatedly. Whose interpretation of the CCSS documents are the shifts? Achieve the Core?**



# ORIGIN OF THE SHIFTS

- **Building knowledge through content-rich nonfiction**
- Reading and writing grounded in **evidence from text**, both literary and informational
- Regular practice with **complex text** and its **shared vocabulary**
- Does come from the standards writers at Achievethecore
- Content rich non fiction. Role in elementary school explicit on page 33. In HS and MS now have literacy standards in these areas
- Evidence, standard 1 in every grade, and highlighted throughout the standards
- Complex text now a standard, we all need support in this

**MORE QUESTIONS; PLEASE!**

# Balanced Literacy and CCSS

- Regular work with complex text
- Differentiating by support using guided reading groups for some support with more complex text—not the only means
- Similar to MS and HS noted earlier shared reading can be social studies and science texts
- Combining literacy with social studies and science this way frees up time for more support
- In essence this is more time for literacy – given persistence of gap and need to deal with complex text how can we not do this
- Would love your feedback on this

# A Bigger Shift

“We have defined success as smoothing the road for our students. What you are saying is that success is giving them the tools to drive the road.”

Teacher at an earlier workshop

# Tools We are Giving Students

- Opportunity to learn regularly from complex text
- Opportunity to learn from informational text
- Questions vs. Think Alouds
- Leveling the playing field with text dependent questions
- Read aloud of complex informational text regularly especially K-2

**MORE QUESTIONS?**