

**Implementing the  
Common Core State Standards**

Jennifer Allen, Deanna Kitson, Phil Ragusky  
Wentzville School District

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"It is safe to say that across the entire history of American education, no single document will have played a more influential role over what is taught in our schools. The standards are already affecting what is published, mandated, and tested in schools—and also what is marginalized and neglected. Any educator who wants to play a role in shaping what happens in schools, therefore, needs a deep understanding of these standards. That understanding is necessary for anyone wanting to be a co-constructor of the future of instruction and curriculum and, indeed, of public education across America."

Lucy Caulkins *Pathways to the Common Core*

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**Leadership**

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### Train the District and Building Leaders

- **Establish a Direction**

- Curriculum and Instruction Present to Principals
- Principals establish individual and building learning plans as grade span teams-elementary, middle, and high
  - Learning goals for teachers and administrators
  - Implementation plan
- In-depth training on subject standards
  - 2012 ELA
  - 2013 Math

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### Establish Support from the Top

- **Superintendent Message**

- Research from Program for International Assessment (PISA)
- Research on Changes in Job Expectation

- **Curriculum Message**

- ELA Shifts
- Math Shifts
- Implementation Timeline

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### PISA 2009

**Overall Math Scale**

Significantly Above OECD Average
Not Significantly Different (OECD Average 496)
Significantly below OECD Average

1	Shanghai-China	600
2	Singapore	562
3	Hong Kong-China	555
4	Korea	546
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9	Japan	529
10	Canada	527
11	Netherlands	526
13	New Zealand	519
15	Australia	514
16	Germany	513
22	France	497
28	United Kingdom	492
31	United States	487
32	Ireland	487
34	Spain	483
38	Russian Federation	468
51	Mexico	419
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61	Indonesia	371

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# PISA 2009

## Overall Reading Scale

1	Shanghai-China	556
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7	New Zealand	521
8	Japan	520
9	Australia	515
10	Netherlands	508
17	United States	500
20	Germany	497
21	Ireland	496
22	France	496
25	United Kingdom	494
33	Spain	481
43	Russian Federation	499
48	Mexico	425
53	Brazil	412
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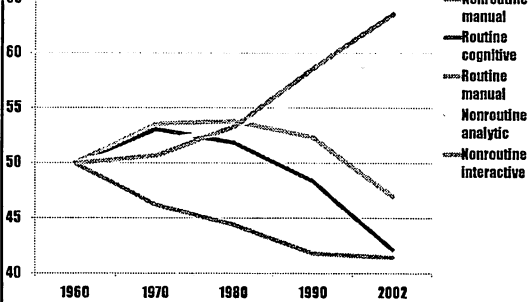
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### How the Demand for Skills Has Changed

Economy-wide measures of routine and non-routine task input (U.S.)




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### Continue Leadership Learning

- **Year 1**
  - Principals
  - Assistant Principals
  - Common Core Leadership Team
- **Year 2**
  - Department Leaders
  - Grade Level Chairs

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**Self-Directed Leadership Training**

- **Book study among principals at elementary and middle school**
- **Book study with building leadership teams**
- **Book study through Cooperating School Districts**
- **Conference on *Pathways to the Common Core***

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**Self-Directed Leadership Training**

- **Administration and study of next generation assessments**
- **Lucy Calkins classroom videos**
- **ASCD Smart Brief Articles**
- **Webinars**
- **New York Teacher's College Readers Workshop**

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**Teachers**

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### **CCSS Leadership Team-Members**

- Elementary
  - K-2
  - 3-5
  - Special education
  - Specialists
- Secondary
  - Math
  - ELA
  - Science
  - SS
  - Elective
  - Special Ed

Administrators were invited to but not required to attend as much of the content was provided during summer or administrative meetings

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### **CCSS Leadership Team Scheduling**

- **Every other month**
- **3 hours elementary**
- **3 hours secondary**
- **Shared substitutes**
- **Flipped am and pm so teachers didn't miss same classes every time**
- **Will continue next year**

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### **CCSS Leadership Team**

- **Anchor Standards/ Standards for Mathematical Practice**
  - Developed a thorough understanding before delving into content standards
  - Sorted standards and discussed applicability across all subject areas
- **Patient Problem Solving**
  - Shifting from teacher as knowledge giver to facilitator
  - Allowing students to persevere independently to complete performance tasks

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**CCSS Leadership Team**

• **Open Ended Tasks**

- Converting word problems to open ended tasks
- Working with teachers to help students find multiple entry points to these tasks

• **Inquiry**

- Students develop an understanding, through students questions, teacher develop the conceptual understanding of the student
- True of all subject areas

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**Teacher Professional Development Days**

• **CCSS Leadership Teams/ PDC**

- All PD focused on CCSS, Rtl, and PBS
- Schedules reviewed by CIA staff member

• **Combined two high schools at beginning**

• **Math CCSS presentations**

• **CCSS for specialists**

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**Additional Professional Development**

• **Book Studies**

- *Pathways to the Common Core* by Lucy Calkins, Mary Ehrenworth, Christopher Lehman
- *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop* from New York Teacher's College
- *Best Practice, Fourth Edition: Bringing Standards to Life in America's Classroom*, Steven Zemelman, Harvey Daniels, and Arthur Hyde

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# Parents

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## District Level Communication

- **Common Core FAQs on District Website**
- **Information shared with Superintendent's advisory**
- **Information for use in newsletters shared with principals**
- **PPT presentation prepared and presented**

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## Building Level Communication

- **Provided Information in principal's newsletter**
- **Posted link on building website**
- **Presented information to PTO/ PTA**

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**Building Level Communication**

- **Provided incentive for students to have parents watch video about CCSS**
- **Had parents complete performance assessment and discuss at conferences**
- **Sent letter explaining increase in reading Lexile levels**

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**Curriculum**

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**Please, throw the baby out with the bath water!**



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**Curriculum Revision**

- **CCSS are more rigorous than the GLEs**
- **The crosswalks from DESE indicate that the GLEs and CCSS do not have direct alignment**
- **Teachers need to understand that they are not already doing this**

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**Identify Plan to Revise Curriculum**

- **Train curriculum teams on standards**
  - College and Career Standards
  - Anchor Standards ELA
  - Standards for Mathematical Practice
  - Learning Progressions

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**Develop Supporting Materials**

- **Readers Workshop Specifics**
- **Non-negotiables for Elementary and Secondary**
- **Classroom Walkthrough Document aligned to non-negotiables**

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**Timeline**

- **ELA Core Classes 2012-2013**
- **ELA Electives, Honors, Advanced Placement 2013-2014**
- **Math 2013-2014**
- **Science 2014-2015**
- **Other subject will incorporate ELA standards for Science/ SS/ and Technical Subjects as curriculum is rewritten**

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**Organizing the Stuff!**

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**Moodle**

- 1 Common Core State Standards Resources
- CCSS Standards
- Fun Institute Video Series
- CCSS Update 12-12
- CCSS Reading and Writing Lessons
- Achieve the Core Professional Development Modules
- Leading the Common Core- NASSP

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





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


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## Moodle

### 2 Common Core Mathematics Resources

-  Implementing CCSS Math Practice Standards (August 3 Administrator's Meeting)
-  Handouts from August 3 Administrator's Meeting
-  Struggle Activity - Believe in kids quote
-  McDonald's Task
-  Introduction to the CCSS Math Practice Standards
-  Mathematical Tasks

### 3 CCSS Parent Communication Resources

-  Capture the Core Newsletters
-  Arizona Department of Ed Communication Resources
-  CCSS parent PPT introduction

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## Contact information

**[jenniferallen@wentzville.k12.mo.us](mailto:jenniferallen@wentzville.k12.mo.us)**  
**[deannakitson@wentzville.k12.mo.us](mailto:deannakitson@wentzville.k12.mo.us)**  
**[philragusky@wentzville.k12.mo.us](mailto:philragusky@wentzville.k12.mo.us)**

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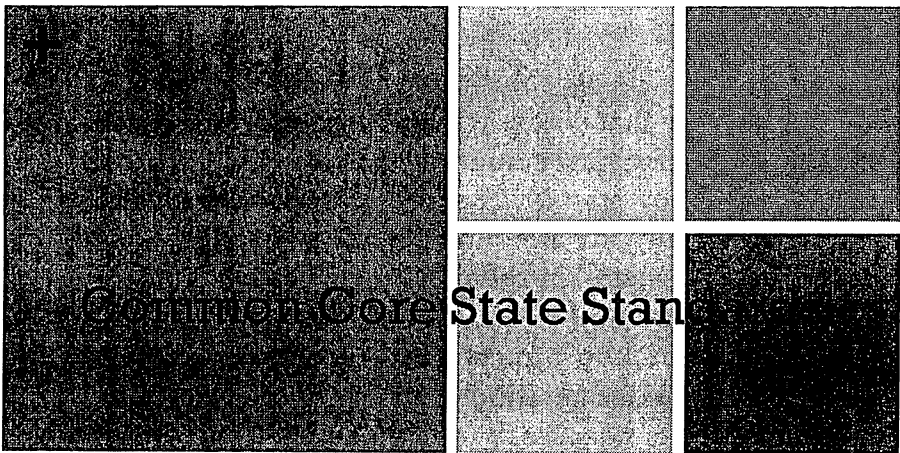
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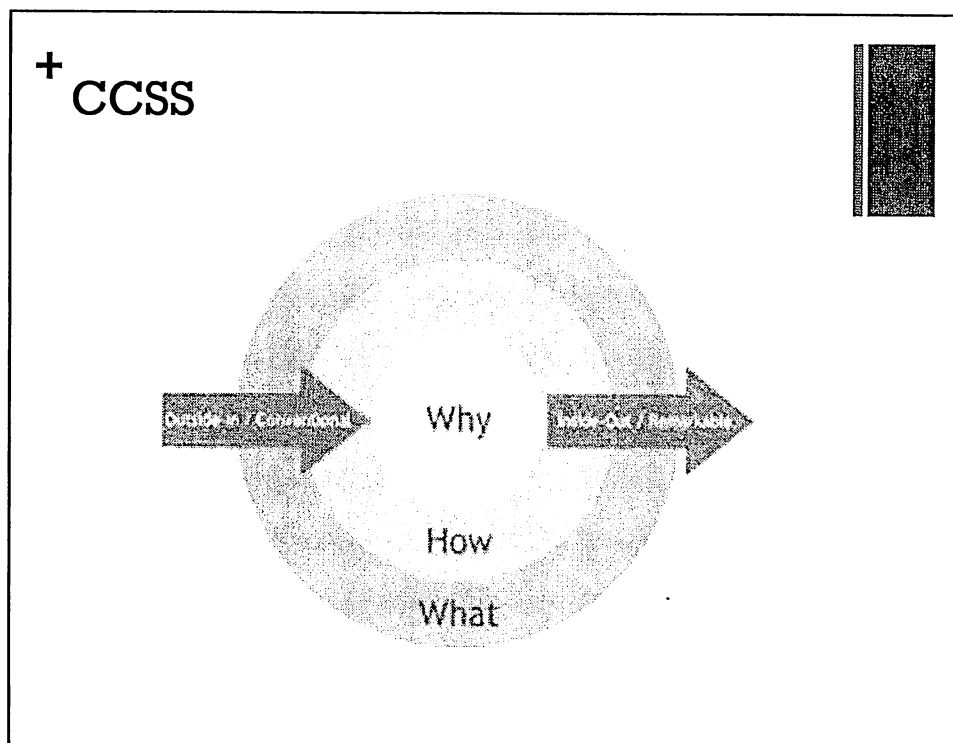
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Common Core State Standards

Wentzville Administrative Retreat  
June 1, 2012

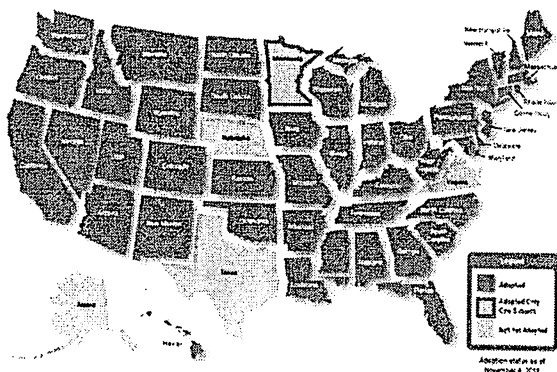


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Lucy Caulkins *Pathways to the Common Core*

## + WHY Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; 46 states and DC have adopted
- Provide clear, consistent standards in English language arts/Literacy and mathematics



Source: [www.corestandards.org](http://www.corestandards.org)

<b>PISA 2009</b>			
<b>Overall Reading Scale</b>	1	Shanghai-China	556
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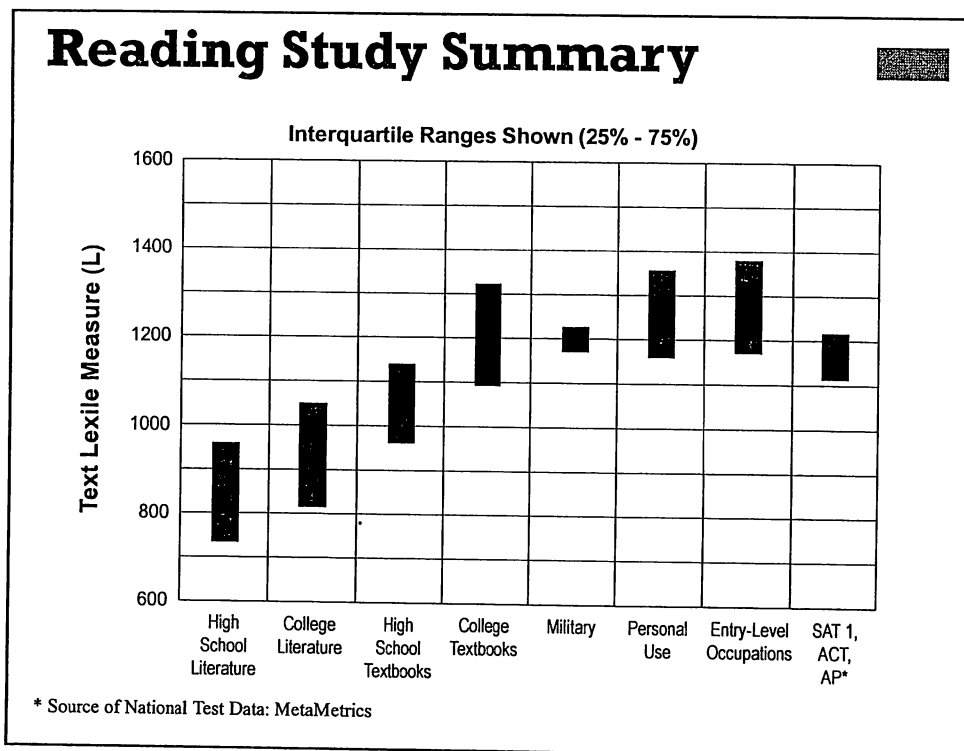
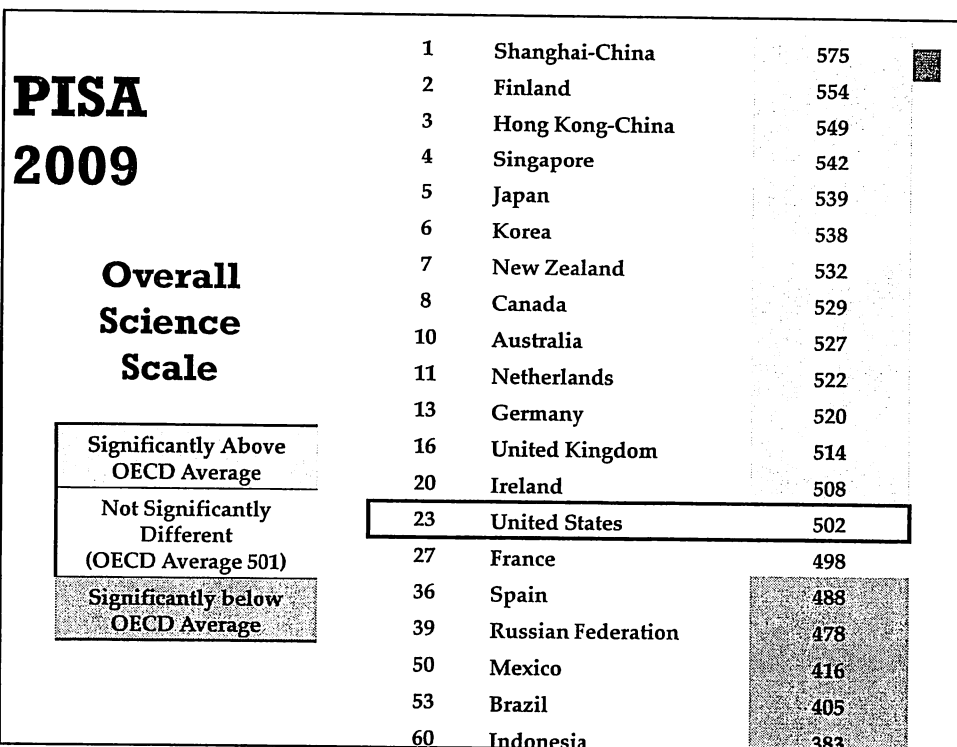
  

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## + HOW are we going to implement the CCSS?

### Principals, Teachers Leaders

- Use IPI tool to monitor engagement
- Use common formative assessments to adjust instruction
- Use data analysis to target areas for improvement
- Provide professional development to build teacher understanding and application of the standards

- Align curriculum to CCSS
- Develop common assessments for summative use
- Assist with data analysis to provide focus
- Provide professional development to build principal, teacher leader, and teacher understanding and application of the standards

## + How are we going to implement the CCSS?

### Curriculum, Instruction, and Assessment

- Align curriculum to CCSS
  - Write curriculum aligned to the CCSS (not adapt existing curriculum)
    - ELA 2012-2013
    - Math 2013-2014
  - Make **all** teachers aware of their role in CCSS, including specialists
  - Incorporate reading, writing, mathematical practices, listening, speaking, vocabulary, media skills in all subjects
  - Provide professional development on instructional practices



## + How are we going to implement the CCSS?

Curriculum, Instruction, and Assessment

- Develop common assessments for summative use
  - Ensure quality performance assessments which align to the CCSS and SBAC assessment structure
  - Allow for professional development and common scoring
- Assist with data analysis to provide focus
- Provide professional development to build principal, teacher leader, and teacher understanding and application of the standards

## + How are we going to implement the CCSS?

Principals and Teacher Leaders

- Use IPI tool to monitor engagement and make adjustments in practices
  - Continue to benchmark using IPI tool
  - Use IPI data to determine instructional practices professional development needs to increase engagement
- Use common formative assessments to adjust instruction
  - Use pre-assessment data to differentiate for learners
  - Include writing in common formative assessments

## + How are we going to implement the CCSS?

Principals and Teacher Leaders

- Use data analysis to target areas for improvement
  - Use data analysis to get to solutions
  - Progress monitor student growth using data
- Provide professional development to build teacher understanding and application of the standards
  - Use the professional development that you have been too to build knowledge of your staff
  - Help teachers see that CCSS is not just something the CIA is focusing on, but is alive and well in the classroom and building



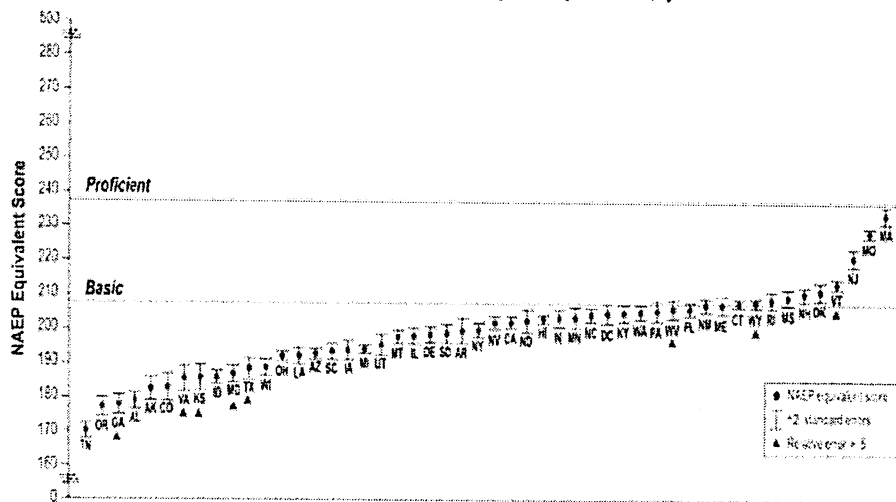
## + What do you know?

- Get into groups of no more than six
- Assign note taker and reporter
- On left side paper, record everything your group knows about the common core
- On right side, record everything your group wants to know
- Be prepared to report out in 5-7 minutes



# + Reading Risk

Figure 2. NAEP scale equivalents of state grade 4 reading standards for proficient performance, by state: 2009

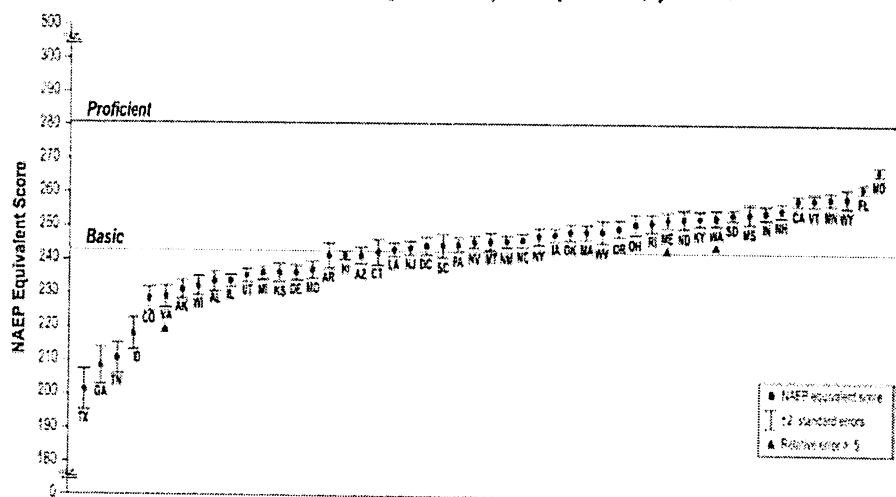


▲ Inferences based on estimates with relative error greater than .5 may require additional evidence.

Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

# + Reading Risk

Figure 4. NAEP scale equivalents of state grade 8 reading standards for proficient performance, by state: 2009

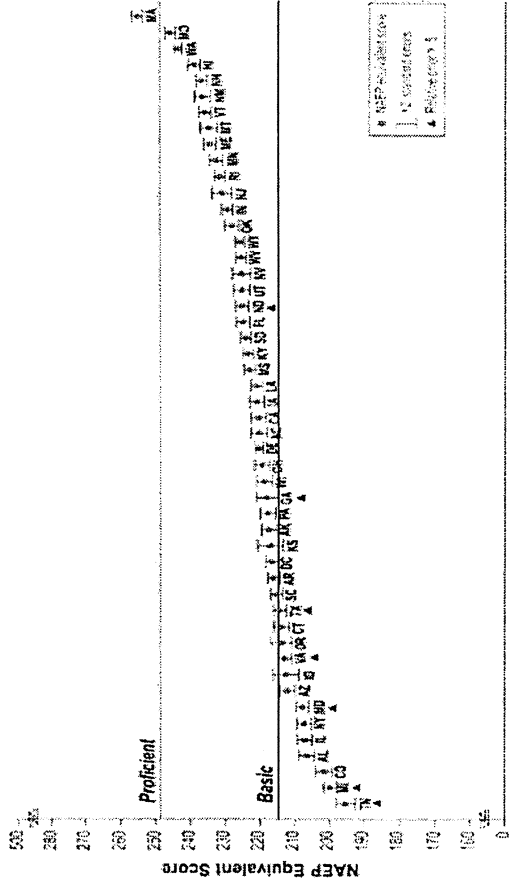


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Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

# + Math Risk

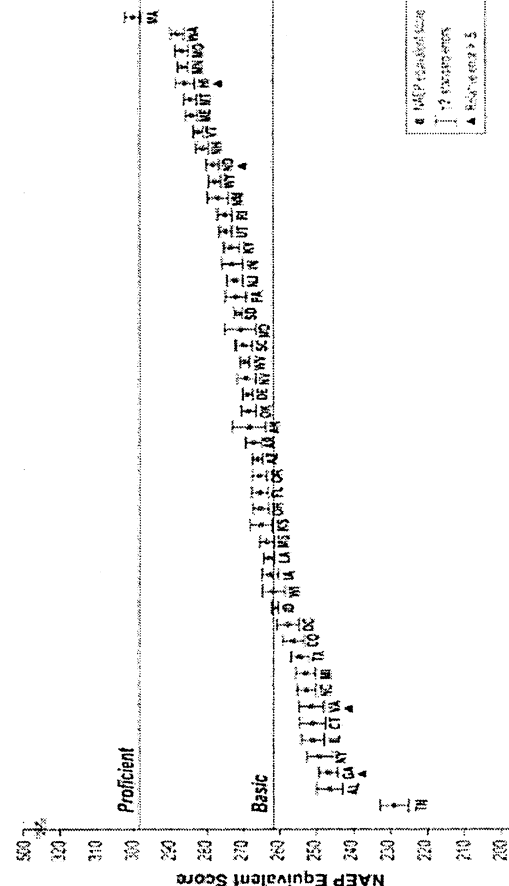
Figure 6. NAEP scale equivalents of state grade 4 mathematics standards for proficient performance, by state: 2009



▲ Measures based on states with results only grade that 5 may require additional evidence  
 Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

# Math Risk

Figure 8. NAEP scale equivalents of state grade 8 mathematics standards for proficient performance, by state: 2009

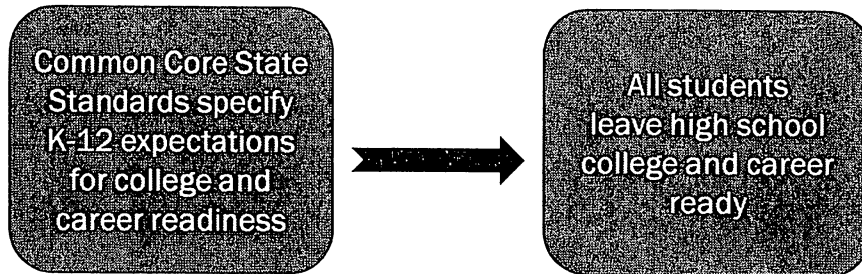


▲ Measures based on states with results only grade that 5 may require additional evidence  
 Mapping State Proficiency Standards onto NAEP Scales, IES August 2011

## + The Assessment Challenge: What will students have to do?

How do we get from here...

...to here?



## + Next Generation Assessments

- More rigorous tests measuring student progress toward “college and career readiness”
- Have common, comparable scores across member states, and across consortia
- Provide achievement and growth information to help make better educational decisions and professional development opportunities
- Assess all students, except those with “significant cognitive disabilities”
- Administer online, with timely results
- Use multiple measures

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85

## + Assessment System Components

### Summative Assessment (Computer Adaptive)

- ① Assesses the full range of Common Core in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- ② Measures current student achievement and growth across time, showing progress toward college and career readiness
- ③ Can be given once or twice a year (mandatory testing window within the last 12 weeks of the instructional year)
- ④ Includes a variety of question types: selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

**SMARTER**  
Educational Assessment Consortium

Sample Item • Performance Event

### Gas Bills, Heating Degree Days, and Energy Efficiency

*Here is a typical story about an Ohio family concerned with saving money and energy by better insulating their house.*

Kevin and Shana Johnson's mother was surprised by some very high gas heating bills during the winter months of 2007. To improve the energy efficiency of her house, Ms. Johnson found a contractor who installed new insulation and sealed some of her windows. He charged her \$600 for this work and told her he was pretty sure that her gas bills would go down by "at least 10 percent each year." Since she had spent nearly \$1,500 to keep her house warm the previous winter, she expected her investment would conserve enough energy to save at least \$150 each winter (10% of \$1,500) on her gas bills.

Ms. Johnson's gas bill in January 2007 was \$240. When she got the bill for January 2008, she was stunned that the new bill was \$235. If the new insulation was going to save only \$5 each month, it was going to take a very long time to earn back the \$600 she had spent. So she called the insulation contractor to see if he had an explanation for what might have gone wrong. The contractor pointed out that the month of January had been very cold this year and that the rates had gone up from last year. He said her bill was probably at least 10% less than it would have been without the new insulation and window sealing.

Ms. Johnson compared her January bill from 2008 to her January bill from 2007. She found out that she had used 200 units of heat in January of 2007 and was charged \$1.20 per unit (total = \$240). In 2008, she had used 188 units of heat but was charged \$1.25 per unit (total = \$235) because gas prices were higher in 2008. She found out the average temperature in Ohio in January 2007 had been 32.9 degrees, and in January of 2008, the average temperature was more than 4 degrees colder, 28.7 degrees. Ms. Johnson realized she was doing well to have used less energy (188 units versus 200 units), especially in a month when it had been colder than the previous year.

Since she used gas for heating only, Ms. Johnson wanted a better estimate of the savings due to the additional insulation and window sealing. She asked Kevin and Shana to look into whether the "heating degree days" listed on the bill might provide some insight.

Argon Energy Co.	Customer	Bill Date
	Ms. Melissa Johnson	January 31, 2008
	47 Muncemach Avenue	Account # 05-73423
	Columbus, OH 43205	Residential
<b>Current Itemized Bill</b>		
	December 29 reading actual	9100
	January '11 reading actual	9400
	Total units used January 2008	188
	January 2008: 1106 heating degree days 0 cooling degree days	
	Price per unit @ \$1.25	\$235
<b>Energy Use History</b>		
	Total units used January 2007	200
	January 2007: 1806 heating degree days 0 cooling degree days	
<b>TOTAL CURRENT CHARGES</b>		<b>\$235</b>

(continued)

SMARTER	Sample Item - Performance Event
Balanced Assessment Consortium	
<p>a. Assess the cost-effectiveness of Ms. Johnson's new insulation and window sealing. You will need to research on "heating degree days" on the internet. In your response, you must do the following:</p> <ul style="list-style-type: none"> <li>• Compare Ms. Johnson's gas bills from January 2007 and January 2008.</li> <li>• Explain Ms. Johnson's savings after the insulation and sealing.</li> <li>• Identify circumstances under which Ms. Johnson's January 2008 gas bill would have been at least 10% less than her January 2007 bill.</li> <li>• Decide if the insulation and sealing work on Ms. Johnson's house was cost-effective and provide evidence for this decision.</li> </ul>	
<div style="border: 1px solid black; padding: 5px; min-height: 80px;">           Enter response here         </div>	
<input type="button" value="Submit"/>	
<i>(continued)</i>	

SMARTER	Sample Item - Performance Event
Balanced Assessment Consortium	
<p>b. Create a short pamphlet for gas company customers to guide them in making decisions about increasing the energy efficiency of their homes. The pamphlet must do the following:</p> <ul style="list-style-type: none"> <li>• List the quantities that customers need to consider in assessing the cost-effectiveness of energy efficiency measures.</li> <li>• Generalize the method of comparison used for Ms. Johnson's gas bills with a set of formulas, and provide an explanation of the formulas.</li> <li>• Explain to gas customers how to weigh the cost of energy efficiency measures with savings on their gas bills.</li> </ul>	
<p>When you have completed your pamphlet, upload it using the button below.</p>	
<div style="display: flex; justify-content: space-between; align-items: center;"> <input style="width: 200px;" type="button" value="Select a file..."/> <input type="button" value="Submit"/> </div>	
<p><i>Performance Event drawn from the Ohio Performance Assessment Project.</i></p>	

## + Questions



- What information do students need to know before they take this assessment?
- What kinds of experiences do students need before they take this assessment?
- How ready are your students to be successful with this assessment?
- How many times should a student be assessed in this way before it is a high stakes situation?

## + Where are we beginning?



### 2010 Performance Event Scores (District Level)

- Elementary PE
  - 3<sup>rd</sup> CA 75.5%
  - 4<sup>th</sup> MA 38.5%
  - 5<sup>th</sup> SC 33%
- Middle School PE
  - 7<sup>th</sup> CA 79.5%
  - 8<sup>th</sup> MA 47.5%
  - 8<sup>th</sup> SC 67.7%
- High School PE
  - English 2 75%
  - Algebra 20-58%
  - Biology 23-100%



## + What can we do now... ELA



- Provide professional development to teachers to develop their role in implementing the ELA Standards—reading, writing, vocabulary
- Remind teachers that ELA instruction means that the student can read increasingly difficult text independently
- Increase the purposeful inclusion of listening and speaking skills from k-12
- Include the publishing and researching of information on the Internet at appropriate levels based on age of students

## + What can we do now... Math



- Develop fact fluency and automaticity
- Embed standards of mathematical practices across content
  - Make sense of problems and persevere in solving them
  - Reason abstractly and quantitatively
  - Construct viable arguments and critique the reasoning of others
  - Attend to precision
  - Look for and make use of structure
- Develop students ability to engage in mathematical discourse, including discussing the best solution, supporting opinion
- Give students problems which are real-world
- Have students solve problems which are open ended

## + What can we do now... Science



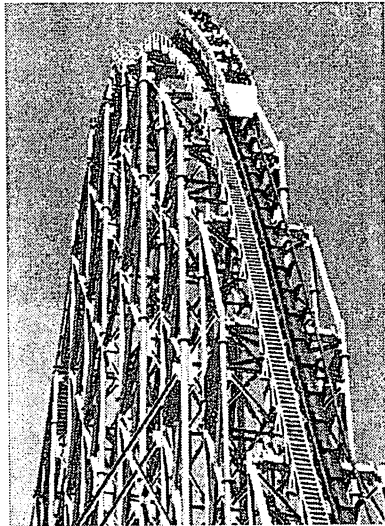
- Help teachers understand that in MSIP 5, science is weighted the same as math and ELA
- Provide opportunities for teachers to learn about engineering--Engineering practices are incorporated into the Next Generation Science standards currently under review
- Devote *time* to science curriculum at all grade levels
  - Science text can be part of ELA non-fiction instruction
  - Inquiry includes many standards of mathematical practices

## + What are WE going to do next...



- 3 things that you learned
- 2 questions that you still have
- 1 burning question that you have to have answered before school starts (about the CCSS or assessments)!

+ Conclusion...Intermission



# CCSS in the Special Areas

February 27, 2013  
Duello and Discovery Ridge

## CCSS for Special Areas...

### Does not Mean...

- Ignoring your content area
- Teaching English Language Arts
- Teaching Math

### Does Mean...

- **Incorporating appropriate anchor standards and standards for mathematical practices**
- **Incorporating literacy and numeracy**
- **Providing rich performance-based tasks**

## CCSS ELA Anchor Standards

- Cites specific text evidence
- Follow a multi-step procedures
- Determine meaning of symbols, key terms, or domain specific words or phrases
- Analyze structure of a text
- Integrate information from words and visual representations

## Literacy Rich Classrooms

- Teacher models problem-solving techniques
  - Think alouds
  - Students talk and write about how they solved a problem
- Students actively develop concepts with teacher



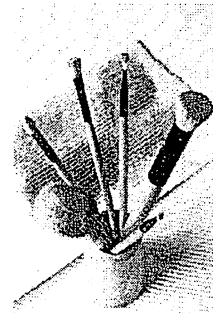
## Literacy Rich Classrooms



- Teacher helps students make connections to real-life
- Student constructs specific vocabulary
- Students work in varied, flexible groups to present solutions to problematic scenarios

## Literacy Rich Classrooms

- Students use a variety of texts or primary sources
  - Magazine or newspaper articles
  - Websites
  - Essays
  - Art
  - Music
- Students have access to electronic media, film, visuals, and lab experiences, which further support reading comprehension



## Literacy Rich Classrooms

- Students frequently
  - Discuss
  - Present
  - Write about possible hypotheses, predictions, analyses, findings

From "Characteristics of Literacy-Rich, Content-Area Classrooms" by Vicki Urquhart and Dana Frazee

## Literacy Rich Classrooms

- Students investigate the thinking and approaches of artists, musicians, athletes, anthropologists, scientists, etc.
- Students actively explore essential questions
- Students make frequent connections between and among eras, people, and events from the past and present, different content areas.

From "Characteristics of Literacy-Rich, Content-Area Classrooms" by Vicki Urquhart and Dana Frazee

## CCSS Standards for Mathematical Practice

- Make sense of problems and persevere in solving them
- Construct viable arguments and critique reasoning of others
- Attend to precision
- Look for and make use of structure

## HOW TO IMPLEMENT MATH STANDARDS

- COLLABORATION
- DISCOURSE
- ALLOW STUDENTS TO STRUGGLE
- FORMATIVE ASSESSMENT
- FOCUSED AND COHERENT INTERVENTIONS
- CULTURE THAT EMBRACES MATH



## Numeracy Rich Classrooms

- Fluency-Incorporate grade level math into other tasks
- Comparison of numbers-Chunk to assist in understanding of multiplication, division, addition, subtractions
- Incorporate graphic representation of data and measurement

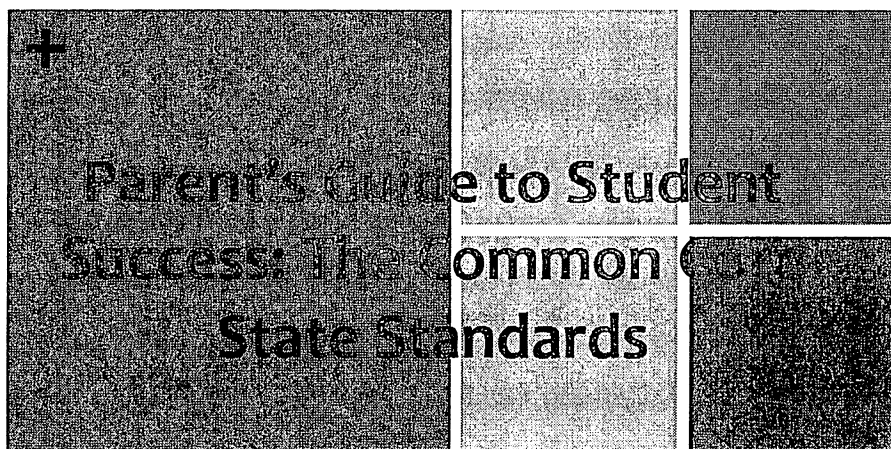
## Provide Rich Performance Based Tasks

- <http://www.smarterbalanced.org/sample-items-and-performance-tasks/>
- [http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/performance/2012-2013/3rd%20Grade%20Performance%20Assessments//3rd Grade Updated Assessment Including Post.pdf](http://readingandwritingproject.com/public/themes/rwproject/resources/assessments/performance/2012-2013/3rd%20Grade%20Performance%20Assessments//3rd%20Grade%20Updated%20Assessment%20Including%20Post.pdf)
- Performance Based Tasks **ARE** Your Content

## In Conclusion

- It's an exciting time
- Changes are being made because the world is changing
- You are content area teachers, and your content is important
- Creating Multi-disciplinary connections is natural for elementary teachers and good for students

Elementary		
Subject	Non-Negotiables	Best Practices
All Subjects	Small group reteaching for students who do not master Modeling followed by guided practice Guided practice monitored by teacher	Pre-assessment to guide instruction Formative Assessment at the end of instruction where reteaching is necessary
Reading	90 Minutes Workshop Teaching 60 Minutes reading work <ul style="list-style-type: none"> <li>• Mini-lesson</li> <li>• Independent Reading/ Work time- Conferring, Small Groups</li> <li>• Debrief</li> </ul> 30 Minutes (read aloud/ word work)	110 Minutes 20 Minutes Grades 3-5 Word Work 2-3 days a week 80% of time mini-lesson is 7-12 minutes <ul style="list-style-type: none"> <li>• Connect</li> <li>• Teaching point</li> <li>• Active engagement</li> <li>• Link</li> </ul> Grades 2-5 Readers Notebook
Writing	60 Minutes Workshop Teaching <ul style="list-style-type: none"> <li>• Mini-lesson</li> <li>• Independent Writing with Conferring</li> <li>• Debrief</li> </ul>	80% of time mini-lesson is 7-12 minutes <ul style="list-style-type: none"> <li>• Connect</li> <li>• Teaching point</li> <li>• Active engagement</li> <li>• Link</li> </ul> Grades 3-5 Writers Notebook
Math-60 Minutes	60 Minutes-Uninterrupted Singapore Math 20 Minutes daily student to student conversations about math during model drawing, individual practice, or activity Model drawing and other types of problem solving Guided Practice Include 8 mathematical practices	Increase student conversations to 50-60% of math time Provide open ended performance tasks weekly
Science/ Social Studies	30 Minutes daily-Uninterrupted Once a week inquiry based lesson	45 Minutes daily-Uninterrupted Non-fiction trade books Inquiry/ Project based lessons
Recess	20 minutes	Before Lunch
Intervention time		30 minutes



Crossroads Elementary

February 28, 2013

Dr. Jen Allen & Nichole Nolan

+ **Something BIG is happening in education  
in Missouri,  
something that all parents will want to  
know about...**



***the Common Core State Standards (CCSS)***



**These newly adopted standards in English  
Language Arts & Math are important for  
your student's future success!**

**+** Key Features of the ELA Standards



■ **Reading: text complexity & growth of comprehension**

- Place equal emphasis on the sophistication of what students read & the skill with which they read

■ **Writing: text types, responding to reading, & research**

- Acknowledge the fact that while some writing skills (ex. the ability to plan, revise, edit, & publish) apply to many types of writing, other skills relate to specific types of writing: arguments, informative/ explanatory texts, & narratives

**+** Key Features of the ELA Standards



■ **Speaking & Listening: flexible communication & collaboration**

- Require students to develop a range of broadly useful oral communication & interpersonal skills, not just skills needed for formal presentations

■ **Language: conventions (grammar), effective use, & vocabulary**

- Include the essential “rules” of standard written & spoken English, but they also look at language as a matter of craft & making choices

+ Key Features of the Math Standards



■ **Shift in Focus**

- Much more narrower & deeper

■ **Deep Understanding**

- Teachers teach more than “how to get the answer”

■ **Coherence**

- Each standard is not a new event, but an extension of previous learning

+

Why Common  
Core State  
Standards?



<b>PISA 2009</b>			
<b>Overall Reading Scale</b>	1	Shanghai-China	556
	2	Korea	539
	3	Finland	536
	4	Hong Kong-China	533
	5	Singapore	526
	6	Canada	524
	7	New Zealand	521
	8	Japan	520
	9	Australia	515
	10	Netherlands	508
	17	United States	500
	20	Germany	497
	21	Ireland	496
	22	France	496
	25	United Kingdom	494
	33	Spain	481
	43	Russian Federation	459
48	Mexico	425	
53	Brazil	412	
57	Indonesia	402	

Significantly Above OECD Average
Not Significantly Different (OECD Average 493)
Significantly below OECD Average

<b>PISA 2009</b>			
<b>Overall Math Scale</b>	1	Shanghai-China	600
	2	Singapore	562
	3	Hong Kong-China	555
	4	Korea	546
	6	Finland	541
	9	Japan	529
	10	Canada	527
	11	Netherlands	526
	13	New Zealand	519
	15	Australia	514
	16	Germany	513
	22	France	497
	28	United Kingdom	492
	31	United States	487
	32	Ireland	487
	34	Spain	483
	38	Russian Federation	468
51	Mexico	419	
57	Brazil	386	
61	Indonesia	371	

Significantly Above OECD Average
Not Significantly Different (OECD Average 496)
Significantly below OECD Average

**PISA  
2009**

**Overall  
Science  
Scale**

Significantly Above OECD Average	1	Shanghai-China	575
Not Significantly Different (OECD Average 501)	2	Finland	554
	3	Hong Kong-China	549
	4	Singapore	542
	5	Japan	539
	6	Korea	538
	7	New Zealand	532
	8	Canada	529
	10	Australia	527
	11	Netherlands	522
	Significantly below OECD Average	13	Germany
16		United Kingdom	514
20		Ireland	508
23		United States	502
27		France	498
36		Spain	488
39		Russian Federation	478
50		Mexico	416
53		Brazil	405
60		Indonesia	383

## + Benefits for Parents of the CCSS

- The standards are the **same** wherever you go. Common standards mean that students in Missouri are learning the same thing as students across the country. Students moving into or out of Missouri will have a smoother educational transition because learning goals will now be the same across most states.
- They're **modeled on success**. The Common Core is aligned to international standards from the highest achieving countries. This means our students will be well prepared to compete both nationally and internationally.



## + Benefits for Parents of the CCSS

- **College and career ready** is the name of the game. The goal of CCSS is for all students graduating high school to be college & career-ready. These standards are designed to prepare students for success in whatever they choose to do after graduation.
- **Real life** is really important. What students learn in school should be directly related to what they'll be required to do once they leave. The Common Core places a strong emphasis on reading informational & technical texts to prepare students for the demands of college & the workplace.
- **21st century skills** for 21st century jobs. These standards will prepare our students for career success in the rapidly changing world of work.

## + Important Things to Know About the CCSS

### ■ The Standards are a Progression

- CCSS set a progression of skills that students learn as they move through school. Teachers still responsible for the “how”
- Parent Tip... become familiar with what your child will be learning as he/she moves through school

# How?



- Common Core State Standards website with all the standards (quite lengthy)

- [www.corestandards.org](http://www.corestandards.org)

- *Parents' Guide to Student Success* – National PTA (2 page or 4 page documents for each grade level/ELA & Math combined)

- <http://pta.org/parents/content.cfm?ItemNumber=2583>

- *Parent Roadmaps for ELA & Math* – Council of the Great City Schools (6 page documents for each grade level/ separate for ELA & Math)

- <http://www.cgcs.org/domain/36>



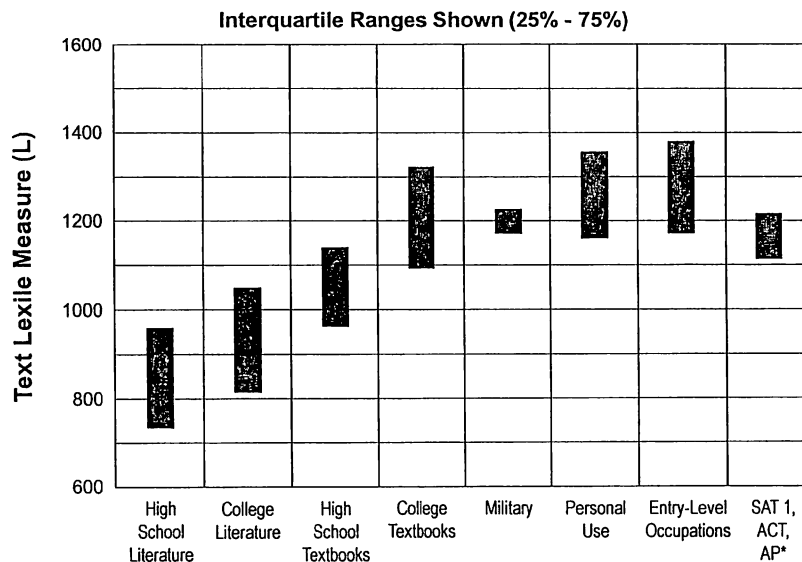
## + Important Things to Know About the Common Core State Standards

- **The Reading Standards will Get More Difficult**

# Why?



## Reading Study Summary



\* Source of National Test Data: MetaMetrics

### + Important Things to Know About the Common Core State Standards

#### ■ The Reading Standards will Get More Difficult

- Parent Tip...as you read with your child, ask in-depth why & how questions that encourage analysis & synthesis of the text
- Example: read 3 different versions of Goldilocks & the 3 Bears or several books with the same theme/topic

## + Important Things to Know About the Common Core State Standards



### ■ Students will Delve Deeper into Core Concepts

- One complaint from many teachers is that students were learning too many topics in a year to fully understand them
- Looking at all the national & state standards documents, there are approximately 130 across some 14 different subject areas. The knowledge & skills that these documents describe represent about 3,500 benchmarks → to cover all this content, you would have to change schooling from K-12 to K-22!

## + Important Things to Know About the CCSS



### ■ Students will Delve Deeper into Core Concepts

- Parent Tip... as your child completes homework/assignments, help him/her hone in on the most important aspects

## + Important Things to Know About the CCSS



### ■ Focus on Informational Text

- Parent Tip... encourage your child to research a topic he/she is interested in utilizing informational text
- Parent Tip... make sure your child has access to nonfiction as well as fiction

## + Important Things to Know About the Common Core State Standards



### ■ Assessments will Change

- Compared to current achievement tests, common core assessments will likely be more difficult
- Parent Tip... ask your child to explain or show how they are solving problems
- Parent Tip... ask your child to think of multiple ways to solve a math problem, or answer a reading discussion question

## + Assessment Information for Parents

### Summative Assessment (Computer Adaptive)

- Assesses the full range of Common Core in English language arts & mathematics for students in grades 3–8 & 11 (interim assessments can be used in grades 9 and 10)
- Measures current student achievement and growth across time, showing progress toward college & career readiness
- Can be given once or twice a year (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a variety of question types: selected response, short constructed response, extended constructed response, technology enhanced, & performance tasks
- All assessments conducted online

## + Assessment Information for Parents

- Have **common, comparable scores** across member states, & across consortia
- Provide **achievement and growth information** to help make better educational decisions & professional development opportunities
- Administer **online**, with timely results
- Use **multiple** measures

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85

## + Important Things to Know About the Common Core State Standards

### ■ Focus on Practical Skills

- CCSS were designed with the workplace in mind. Students will be working on taking on the role of scientists, historians, researchers, & more.
- Parent Tip...as your child works through his/her homework, ask him/her how someone might use what they are working on in “real life”
- Parent Tip... help connect thinking in school to thinking at home

+



So... why  
Common  
Core State  
Standards?



## Common Core State Standards Frequently Asked Questions (FAQ's)



### **Q: What are the Common Core State Standards (CCSS)?**

The Common Core State Standards, also called the Core Academic Standards in Missouri, define what students should know and be able to do at every grade level in grades K-12.

### **Q: What is the purpose of the CCSS?**

Under No Child Left Behind, it became clear that states had their own standards and assessments. The level of rigor differed greatly from state to state.

The CCSS were developed in order to give states the option of adopting common standards. Additionally, the assessment will be common across many states, which will enable more accurate comparisons.

### **Q: Who developed these standards?**

The CCSS were developed by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Teachers, school administrators, and experts representing 48 states collaborated to develop the standards.

### **Q: Are the CCSS national standards?**

No...although they were developed by leaders from 48 states, individual states are not required to adopt or use the CCSS. Missouri decided to adopt the CCSS and transition the state assessment/ test to the CCSS.

### **Q: How many states are adopting the standards and what are the advantages?**

The standards have been adopted by 45 states and 3 territories. There are several advantages to adopting the standards. There will be a rigorous assessment which will allow Wentzville and Missouri to compare performance to other districts and states. Professional development and materials will be available from many more resources. The rigor in the standards will continue to improve our student readiness for college and career.



**Q: How are the CCSS different from Missouri's previous standards?**

Missouri's previous standards, Grade Level Expectations (GLEs) or Course Level Expectations (CLEs), were developed by Missouri educators. Educators started with what students should learn in Kindergarten and built upon that learning.

The CCSS began with College and Career Readiness Standards, what students need to be successful in college or work, and worked backwards to kindergarten. The purpose is to close the gap between high school and college and career readiness.

**Q: Will this increase the rigor of the curriculum?**

The standards are more rigorous than the previous standards. The focus of the standards closes the gap between high school and college/ career readiness. In addition, the standards will require less rote memorization and more concepts applicable to real-world problem solving.

**Q: What is Wentzville doing to prepare for the CCSS?**

Wentzville teachers and administrators have been learning about the standards through book studies and presentations. During professional development time and/ or faculty meetings, teachers will continue to learn about the standards this year. The English Language Arts curriculum is being revised in 2012-2013; math curriculum will be revised in 2013-2014. The new assessments will be used to measure school success beginning in 2014-2015.

**Q: How will this change what my child is learning in school?**

The standards will provide more clarity about and consistency in what is expected of student learning across the country. Until now, every state has had its own set of academic standards, meaning public education students at the same grade level in different states have been expected to achieve at different levels. This initiative will allow states to share information effectively and help provide all students with an equal opportunity for an education that will prepare them to go to college or enter the workforce, regardless of where they live. The CCSS focus on the content that students need to know. Students will be required to apply their learning through real world problem solving including reading, writing, and mathematical practices across all subject areas.

**Q: How will these standards impact teachers?**

The standards will provide important goals for teachers to ensure they are preparing students for success in college and the workforce. They will help teachers develop and implement effective strategies for their students by

providing benchmarks for skills and knowledge that their students should have by the end of the year.

**Q: Will students still have to take the MAP tests or End-Of-Course tests?**

Missouri students will continue to take MAP and EOC assessments during the 2012-2013 and 2013-2014 school years. In the 2013-2014 school year, students will be piloting the new assessments. Students will take the new assessments in grades 3-8 and 11. In addition, high school students will be required to take End of Course exams in several core content area classes.

**Q: Will the new assessments be different from the MAP and EOC?**

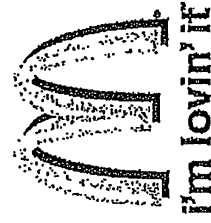
Yes, the new assessments are being developed by a group of 27 states that belong to the Smarter Balanced Assessment Consortium, and Missouri is a governing state. This group is writing assessments for English Language Arts and Math for grades 3-8 and 11. The assessments will require more problem solving, writing, and technology.

**Q: How can I keep up with all of the changes?**

The WSD website will have monthly updates found under the Curriculum, Instruction, and Assessment Department tab. Buildings will be sharing updates with parents on a monthly basis as well. For additional information, go to the Department of Elementary and Secondary Education website at [www.dese.mo.gov](http://www.dese.mo.gov) the Common Core State Standards Initiative website at [www.corestandards.org](http://www.corestandards.org) or the Smarter Balanced Assessment Consortium website at [www.smarterbalanced.org](http://www.smarterbalanced.org) .

Wentzville School District  
Common Core State Standards Reference Page  
Literacy College & Career Ready Anchor Standards

<p><b>Mathematical Practices</b></p> <ol style="list-style-type: none"> <li>1. Make sense of problems and persevere in solving them.</li> <li>2. Reason abstractly and quantitatively.</li> <li>3. Construct viable arguments and critique the reasoning of others.</li> <li>4. Model with mathematics.</li> <li>5. Use appropriate tools strategically.</li> <li>6. Attend to precision.</li> <li>7. Look for and make use of structure.</li> <li>8. Look for and express regularity in repeated reasoning.</li> </ol>	<p><b>Reading</b></p> <p><b>Key Ideas and Details</b></p> <ol style="list-style-type: none"> <li>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> </ol> <p><b>Craft and Structure</b></p> <ol style="list-style-type: none"> <li>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</li> <li>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>6. Assess how point of view or purpose shapes the content and style of a text.</li> </ol> <p><b>Integration of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</li> <li>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> </ol> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Read and comprehend complex literary and informational texts independently and proficiently.</li> </ol>	<p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <ol style="list-style-type: none"> <li>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ol> <p><b>Production and Distribution of Writing</b></p> <ol style="list-style-type: none"> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> </ol> <p><b>Research to Build and Present Knowledge</b></p> <ol style="list-style-type: none"> <li>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</li> <li>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ol> <p><b>Range of Writing</b></p> <ol style="list-style-type: none"> <li>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> </ol>	<p><b>Science &amp; Engineering Practice</b></p> <ol style="list-style-type: none"> <li>1. Asking Questions and Defining Problems</li> <li>2. Developing and Using Models</li> <li>3. Planning and Carrying Out Investigations</li> <li>4. Analyzing and Interpreting Data</li> <li>5. Using Mathematics, Information and Computer Technology, and Computational Thinking</li> <li>6. Constructing Explanations and Designing Solutions</li> <li>7. Engaging in Argument From Evidence</li> <li>8. Obtaining, Evaluating, and Communicating Information</li> </ol>
	<p><b>Speaking &amp; Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</li> </ol> <p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</li> <li>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> </ol>	<p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ol> <p><b>Knowledge of Language</b></p> <ol style="list-style-type: none"> <li>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</li> </ol> <p><b>Vocabulary Acquisition and Use</b></p> <ol style="list-style-type: none"> <li>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</li> <li>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> </ol>	



### MCDONALD'S TASK

Wikipedia reports that 8% of all Americans eat at McDonald's every day. There are 310 million Americans and 12,800 McDonald's.

1. Individually make a conjecture as to whether or not you believe the web release is true and create a mathematical argument.

# Mathematical Explanations Rubric

	3	2	1
Thesis Statement	Clear Statement	Vague Statement lack of commitment	No thesis statement
Evidence	Enough evidence given to convince a skeptic	Some evidence given	Insufficient or only surface level evidence given
Clear Sequencing	Logical order of explanation followed throughout	One part of explanation out of order	Many parts of explanation written in confusing order

## Our Class Response:

The Wikipedia report that 8% of Americans eat at McDonalds each day is reasonable in our opinion. We believe this report is true because of the supporting mathematical evidence. The report stated that there are 310,000,000 people who live in the United States. According to our calculations, 8% of this total population is 24,800,000 people who patronize McDonald's everyday. The Wikipedia report also stated that there are 12,800 McDonald's in our nation. We divided that total number of McDonald's consumers each day by the number of McDonalds that we have in the U.S. This resulted in approximately 1,938 McDonald's customers each day. This number still seemed to big to wrap our thinking around. To make it easier for us to think about, we divided 1,938 by 24 (hours in a day) to give us the number of customers at each McDonald's per hour. We calculated this would be approximately 81 customers each hour. At this point in the problem, we thought that this would be reasonable to think that 81 people go to McDonald's in one hour. We further broke this down by dividing 81(people) by 60 (minutes) to figure out that this is an average of 1-2 people who eat at McDonald's every minute. This further supports our belief that the Wikipedia report is accurate.



## UNIT ONE

# Building a Reading Life

SEPTEMBER

(Level 3 Reading Benchmark: P/Q)

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It is time to begin, to set your reading workshop into motion for the year. The biggest work, the work that unites and underlies everything you will do as a teacher of reading in this upcoming year, is to help all your children become avid readers. To do this, you will wear your own love of reading on your sleeve. You will help your readers fashion a literate identity for themselves. You will create a social life in your classroom that revolves around shared books. But most of all, to launch a lifelong passion for reading in your students, you will empower your readers to develop a sense of personal agency about their own reading. This means starting the year with a lesson on ownership. “You are responsible for building your own reading life” is the powerful message you want to send out at the very start of this yearlong collaboration. Research (such as that described in John Hattie’s *Visible Learning* 2009) backs the fact that the most effective teaching practices result from the collaborative effort between students and their teachers in setting, and striving to meet, meaningful goals.

This unit follows the book *Building a Reading Life* from the *Units of Study for Teaching Reading: Grades 3–5*. As you read this unit of study you will notice how it is aligned with the Common Core State Standards. If you have children reading Levels K–M, you might find this work a bit sophisticated, and you will likely want to refer to the launching unit in the third-grade curricular calendar.

### Rally Your Students around This Year’s New Goals

---

You are the leader of your class, and the leadership advice from Hattie pertains to you. Before the year begins, you need to decide how *you* will tap your readers’ talents and

energies, and rally them to a common cause. Each year, many of you launch both a reading workshop and a writing workshop. You will want *this year, this* reading workshop, and *this* writing workshop, to be full of new hope and promise. How will you do this? Just as your children need a clear vision of what a powerful reader looks like, you, too, will want to have in your mind a vision of what a powerful reading workshop looks like. So much of our teaching is related to the tone we set in our classroom, as much as the specifics of any particular reading strategy that we teach. *A Guide to the Reading Workshop*, from *Units of Study for Teaching Reading* is a valuable resource that provides help with creating a vision of what an effective reading classroom looks and feels like; it allows a box seat view of several classrooms where kids and teachers are actively engaged in teaching and learning about reading.

In the series *Units of Study for Teaching Reading*, Calkins and Tolan suggest that at the start of the year, you would be wise to put a spotlight on each kid composing his or her very own independent reading life, a life contoured according to that particular reader. You'd also be wise to begin the year with renewed emphasis on children turning around along the path to study themselves as readers. If a child lists five beloved books he or she has read (or heard read aloud), then the child can look back on that list and think, "What does this list of favorite books reveal about me as a reader? What do I feel passionate about as a reader?" If a child reads and collects Post-its or jottings in a reader's notebook, then that child can look back on what he or she has written, thinking, "So what sort of thinking do I tend to do as I read? How am I unique, among all these other readers?" Readers may be accustomed to conducting author studies, and we hope that at the start of the year you might consider asking kids to engage in reader studies.

### **Establish Partnerships that Will Support Conversation across the Year**

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During this unit, you will launch reading partnerships, telling readers that we do not travel alone through books. You'll also establish reading partnerships, which will eventually serve as the fundamental support for book clubs later in the year. You'll teach into the structure of partnerships in the third part of this unit, but you won't want to wait long to anticipate the work that readers will do in their partnerships. At the outset of this unit, you'll want to think toward the long-term partnerships that you will help establish and foster. As suggested in *Units of Study for Teaching Reading: A Curriculum for the Reading Workshop, Grades 3-5*, you'll want to create opportunities for partners to get to know each other in a special way, as readers. You will want to teach that partners pay attention to each other's reading histories, reading interests, and reading hopes. In teaching these important skills, you will teach partners to become a positive influence in another reader's life. Clarify also that each day readers will be doing some on-the-run writing, probably on Post-its. This writing will then be brought to the partner conversations. This writing work (brief though it must be) and the partner conversations (which will again be brief) are absolutely essential elements of a reading workshop. Classrooms often do not have enough duplicate books for partners to read in sync all the time, but even a little of



this is tremendously helpful. If partners can't read the same books, they can, and should, *swap* books. It is often helpful for readers to sit beside their partners during the reading workshop so the transition from reading to talking doesn't usurp valuable reading time (although sometimes this leads students to talk/read/talk/read throughout the reading workshop, which is not what you have in mind).

Partners can support each other in a variety of ways, and you'll want to let partners know they can often choose the work they'll do together. Readers will have placed Post-its in places where they had strong reactions to the text, and now partners can share and discuss these passages. Partner talk works well if one partner rereads a short passage aloud, one that elicited strong feelings in that reader, and then both partners can talk about why that reader reacted so strongly to that passage. After discussing the passage, it is helpful to reread it again, this time evoking more feelings in the read-aloud. Partners can also share books, retelling what happened so far and thinking about what might happen next. When partners do this retelling work, you can teach that we can skim the book as we retell it, holding the book as a concrete prop to scaffold a sequential retelling. Also, partners can summarize in big steps across an entire story, rather than retell in a fashion that inches across the text. If a partner retells his or her book, it is important for the other partner to really grasp the story and to be ready to ask clarifying questions. All of this work supports the speaking and listening standard for fourth graders outlined by the Common Core State Standards.

## **Part One: Making Reading Lives—Creating Reading Resolutions, Finding Just-Right Books, Reading Faster, Stronger, Longer, and Awakening Ourselves to Text**

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If the big goal of the year is to turn kids into avid, lifelong readers, then it is essential that from day one you create an environment that fosters a love of reading. As adults, we know that at its very best, reading is wonderful—it lures us to new worlds and allows us to live vicariously through characters we come to love, whose adventures we share. But reading can also be tedious—when the book we hold in our hands is too difficult, for example, or when it is about people and topics that just don't hold our attention. The very first thing you'll want to convey to children, then, is that *this year*, reading is going to be the very best that it can be.

Of course, each of us has our own unique experiences of reading and ideas of what makes reading go smoothly and what makes it drag. So you might begin by asking children to think back on times when reading was the best it could be and times when it was the pits, and then reflect on what made each of these times one way or the other. As children recall such times, suggest that they can create reading resolutions for themselves that draw on their experiences. That is, if one child recalls that the time he spent reading in the quiet of his grandmother's backyard was particularly special, he might decide to recreate a quiet reading spot for himself both in the classroom and at home. Another child may enjoy reading most when she has a stack of books by her

side or when she's reading about characters who are similar to her. Each child will have a specific sense of when reading works and when it doesn't, and these "times when" can inform the resolutions your children make.

As you lead children to talk about their reading histories and hopes, you will have lots of occasions to talk up goals you know will be important in the year ahead. Perhaps children will sketch pictures of one time or one book that really mattered to them, and then you will ask them to write or talk about these. You might ask kids: "What was it about that one reading time that made reading work for you?" and, "How can we be sure that reading is just as magical in the year ahead?" Channel these discussions so that you end up highlighting what you plan to emphasize during this first month of your year.

Once children are armed with new reading resolutions and class goals, you'll share the big news: "You're the boss of your reading life," you'll say. "You get to make the decisions." Of course this isn't entirely the case. You'll assess children informally during these first few weeks to match them to books, and then steer them toward ones they can read. But for children to feel invested in reading—and to come to be independent readers—it's essential that they feel a sense of ownership of their reading lives, that they feel they have agency—and that you support this. As children browse the books you've compiled in bins, you'll have a chance to encourage this independence. You might tell them that books aren't "one size fits all." Only they can know when a book fits them. "If a book doesn't feel right for you, choose another," you might say. Remind readers of ways to check that the books they select are just-right for them; they should be able to read smoothly, with expression, to read most words without stumbling and, above all, be able to hold onto the story.

Just as you build up children's autonomy as readers, you'll want to build up their reading identities. You'll quickly come to know what children especially love as readers, and also what they do well. The Common Core State Standards place great emphasis on independence—helping children become self-directed learners. The goal is to bring out the uniqueness of each reader, and then to build upon each reader's strengths, inclinations, and passions. The kid who loves mysteries may help decide which new mysteries to buy for the class and may promote mysteries with book-buzz talks. The child who loves a particular author may gather books by that author and create a basket for the classroom library. Your job will be to take each child's habits and interests, and forge those into resolutions. In part, this emphasis both on reflecting on one's own skills, strategies, and passions and on developing one's own identity as a reader is meant to muffle the effect of the reading assessment work, which puts focus on a student's reading level. More importantly, however, this identity work is also meant to help readers develop a sense of personal agency in reading.

You'll want to roll out the reading tools that accompany the work of this unit. The most obvious tool would be a reading portfolio of a Reading Life, a place where readers' "stuff" accumulates. In this portfolio, readers would keep their reading logs of titles, levels, pages, and minutes. You'll also want to ask kids to keep occasional stop-and-jots in this portfolio. For example, at the start of a string of minilessons on

determining importance, you might ask readers to stop-and-jot at three intervals during the read-aloud, recording what they regard as especially important. You would definitely want to collect the work each reader did that day (with the child's name on the work) and sort it. You'll want to ask yourself, "Who is particularly strong at this, and what exactly did those strong readers do?" and "Who seems to struggle with this, and what do those students tend to do when asked to determine importance?" You'll no doubt want readers to look between their work and the work of their classmates, asking similar questions. This sort of work needs to accumulate in a student's reading portfolio and be juxtaposed with similar work the student does several weeks later.

As the part progresses, you'll continue to support children's independence, teaching them specific ways to grow as readers. You might, for example, teach them that readers who are aiming to read faster, stronger, and longer have little tips we can draw on to accomplish these goals. Some teachers give kids bookmarks that list tips such as: "Follow the words with my eyes, not my finger, while I read," or "Remember to read with feeling, so I hear my 'read-aloud' voice in my head" (for more examples, see Session IV of *Building a Reading Life*). You can also invite your readers to help set class goals, such as reading for a particular stretch of time each day, and aiming to read even more by a specific later date.

Of course, all the reading strategies in the world won't help if your children aren't engaged by their reading—and a large part of engagement comes from the way in which we choose to read a text. Just as readers make choices about what to read and where to read, they can also make choices about *how* to read. Spotlight for children the importance of reading alert to the text, ready to be moved by the story—and even a little bit swept away. You might tell children that some people read themselves to sleep. As they get tired, they read the same lines again and again. Their eyes start to close, they lose their grip on the book, and soon they are fast asleep. "Let's be the kinds of readers that do the opposite," you might say. "Let's be the kinds of readers that read ourselves awake!" You might demonstrate what it means to do the opposite kind of reading—to read on autopilot. Read aloud a bit of text, racing through the words and reading them with a blank face and little expression. Then model for children what it looks like when you read yourself awake. Read the same bit of text out loud with lots of expression and pause to react to the text now and then, sharing your excitement and your thoughts.

So, if you are reading *Stone Fox*, you might open the book and read these lines with a rambling voice: "It was now the middle of September. The potatoes they had planted in early June took from ninety to one hundred twenty days to mature, which meant they must be harvested soon." Then, you might pause to say, "Whoa! I was racing past the words. That wasn't even reading!" Reread the section of text, this time attentive to it, using gestures and pauses to emphasize that words aren't passing you by. For example, you might read the lines, "Little Willy pleaded with him. But grandfather repeated, 'No, no, no!' The situation appeared hopeless," and then shake your head sadly and sigh.

You might even pull out a Post-it and mark the spots in the text that call to you and teach children that they too should do the same, they should mark places that speak

to them, places where the text stands out and calls to them as though it was written in large, bold print. Then, they can meet with a neighbor to share those places, reading the section aloud and discussing why it called to them.

By the end of this first part, you want to see children taking control of their reading lives, thinking about their reading identities, tucking into books they love and reading these with passion. Be sure to celebrate moments when you see children doing this work.

## **Part Two: Making Texts Matter—Holding Tight to Meaning, Building Relationships with Books, Creating a Buzz about Books, and Choosing Texts that Matter**

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In the first part, you taught children to select just-right books, to choose books with words they can read, and stories they can hold onto. In this second part, you will want to build upon this work, emphasizing the importance of holding onto the story. Even in just-right books, readers hit confusing spots, losing the meaning. When this happens, we don't throw up our hands and give up. We don't just plow through without any sense of what we are reading. Instead, we recognize that we have lost the story, and we go back to the text to figure out what is happening. The Common Core State Standards note that fourth graders should "refer to details and examples in the text when explaining what the text says explicitly and when drawing inferences from the text."

At this point, children should be reading themselves wide awake, attending to the details on the page and building mental movies. Now you will want to teach them that they have to recognize the moments where they have gotten confused, the moments where the movie has gotten blurry. You might say: "Readers, our mental movies help us to know if we are following the story. When it's a clear picture, when we see it in high definition, we are holding onto what we are reading. When our picture gets blurry, like the cable is scrambling, we have lost the text. When this happens, we need to recognize it and we need to fix it."

You will want children to own several strategies in their personal toolkits of reading strategies, so that when they do encounter difficulty, they have a range of ways to handle it in a way that will be most successful in getting their reading back on track. Teach them that sometimes readers keep reading, thinking, "What's going on here?" and sometimes readers need to go back and reread to see if we missed something. Then, too, you might teach them that readers can slow down and look carefully at the details in the text.

Of course, you will want to teach children not only how to read well, but also how to love reading. You will want to convey to children that reading is more than seeing the words and holding onto the story. Reading is finding a way to make a story matter, and, to make a story matter, readers must open our hearts and our minds to the text, reading the text like it's gold. You might say: "Readers, when we approach a text, we have a choice. We choose the relationship that we have with a text. We decide if we will be a curmudgeon, reading the text in a cranky way, or if we will let the text matter,

reading it like it's gold." Open your read-aloud to a section and read part of it like a curmudgeon, yawning, looking around the room, and reading with a distressed voice, hemming and hawing as you go. Then, you might say, "Let me try that again," and return to the text, this time reading it as though it's gold, savoring every word, reading every word with gestures and facial expressions that reflect rapt attention. Grab your chest, shake your head, pause, and let the words linger in the air as your jaw drops.

When you teach children that it is we who choose our relationship with a text, you are teaching them to be proactive and to feel optimistic as they build a reading life. Another way to achieve this goal is to teach children to recommend texts to each other, creating a book-buzz in the classroom. In the first part, you encouraged children to play off their strengths, contributing to the makeup of the library. Now, your library is brimful of books that children are eager to read, and you have experts about these texts in your room—use these wonderful resources to build agency and engagement. Teach your children that readers everywhere recommend books to one another. As suggested by the Common Core State Standards, you might also want to teach that readers summarize the text, read part of it aloud, and, above all else, that readers say why the book is special, and, in doing so, we entice others to choose those books from the library and read them as though they are gold. Of course, children will be apt to give the whole book away. You will want to teach them that when enticing a reader, we don't tell everything. Instead, we tell them just enough to make another want to read it.

With book-buzzes humming about the room, next you will want to teach children that readers stock our baggies with books we are excited to read, that readers keep a stack of books beside us, on deck, waiting to be read. Now that we have heard lots of book recommendations, readers may ask ourselves, "Who is good at recommending books for me?" Or, we think back on times we have found a great book and ask ourselves, "What did I do to find that book?" Then, too, we go to a section of the library, or to a basket in the library that is labeled with a topic, author, or genre we are interested in, and we look through the books it holds. To support this work, you will want to make sure that your library is accessible to children. Baskets should be clearly labeled, and you will want to create baskets that are leveled, as well as baskets that are unleveled. You might create a basket for award-winning authors, sports, or family issues. Enlist children to contribute their ideas about what baskets could be available in the library based on their reading interests. Ask kids what they think should be added to the library so they are eager to pull books off the shelves and create a collection of books that matter to them.

You will likely find yourself reminding children that as readers select books we are excited to read, as we select texts that matter to us, we must also make sure they are just-right for us. At times a text will be highly recommended, and we might be excited to read it, but we need to see if it is a just-right fit. As we mentioned in Part One, this means that a child can read a text smoothly, with expression, that he or she can read most of the words without stumbling, and hold onto the story. The Common Core State Standards suggest that students are able to "determine meaning of words and phrases as they are used in the text." Even in just-right texts, children will encounter words that are hard for them. For some children, a word will be hard because it is

unfamiliar, and they may have to sound it out. For others, the word is tricky because they do not know what it means. Teach children that when we encounter a word we do not know the meaning of, we can read forward, asking ourselves, "What might this mean?" Once we think we have a synonym for the word, we substitute the synonym and reread, asking ourselves, "Does that make sense? Could this word work?"

As the unit progresses, you will want to personalize your assessments. At the start, the main focus of your assessment was to match children to just-right reading levels. By now, that work should be done. Therefore, you will want to turn your assessment toward the big goals of the unit and the big goals that you believe are important for readers at this time of year. Up to this point in the unit, you will have focused on building reading engagement. So, take time to assess children's engagement as they read. Then, too, this unit—and this part in particular—has helped children to find texts that matter to them, texts they want to read like gold. Take time at this point to check in with that reading goal, asking yourself: "Are children reading books they are apt to like? Are they reading them faster, stronger, and longer than at the start?" Use the data that you gather to inform the work that you do. During the next part, you will launch reading partnerships. The information that you gather at this time can inform the partnerships you establish. You might think about each child's strengths and struggles and then pair them with partners who are apt to be supportive.

### **Part Three: Bringing Together Reading Lives, Texts that Matter, and Partners**

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Independent reading is, in fact, not independent at all. It is actually interdependent reading. Readers recommend books to others, we lend books to others, we talk about books with others. The books that often matter most to us are books we have shared. Conversations about books and the relationships we build with other readers through conversations are combed through our reading lives. You will want to teach your children that they, too, can foster relationships with one another, and they can hold conversations that will comb through their reading lives. You will want to teach them to share texts, to hold conversations with partners that mirror the internal conversations you want them to have with themselves as they read.

The best way to start reading partnerships is to make time and space for kids to get to know each other as people, as readers. You will want to teach your children that readers pay attention to each other's reading histories, reading interests, and reading hopes—and by doing so, we stand a chance of being a good influence in another's reading life. You might begin by teaching children to interview each other, to ask questions of their reading partners, questions that will help them gain insight into each other's histories, interests, and hopes. Partners might study each other's reading logs and ask, "How much do you read at home or at school? Are there times when you read more or less? Why do you think that is?" Then, too, partners might ask, "What goals do you have for yourself as a reader? What are you doing to meet those goals?" or, "When books tend to be a perfect fit for you, what do those books tend to

be like?" Remember that the interview is a time to listen and to learn, to get to know your partner much like you know your best friend. Therefore, it will be critical for your readers to listen intently, let the person being interviewed lead, and to ask follow-up questions when they wish to gather more information. Children might jot notes on the important things they learn about their partners so they can hold onto and refer to that information in future meetings.

With a strong relationship established, partners will begin talking about books they are reading. You will want to teach children that partners often begin their conversations by telling each other what happened in the book they read. This helps partners to catch up—as they have not been reading the same book, they have also not shared the same experience that day. Then partners may share how they felt and what they thought about the events in the text, pushing their thinking about their reading.

When emphasizing retelling, remember that this level of comprehension is *necessary* but absolutely *not sufficient* for success in reading. Most children who struggle on state tests are readers who read too slowly, children who keep their noses so close to the ground that they can only retell in a very literal, bit-by-bit fashion, often without even grasping the sequence of the whole story line. Therefore, you may teach children that readers use retelling to help us grasp the whole of the story, to see the big picture of the story. The Common Core State Standards note that fourth graders should describe in depth and both explain what the characters are like and determine the story's theme.

One way you might teach children to retell is this: start at the beginning of the story and take big steps through the time line of events, telling only the key parts of the text. That is, readers step over the details and small events, and touch down on the big, important events. So, if you are retelling *Stone Fox*, you might say: "Willy and his dog, Searchlight, can't wake up Grandfather. Willy gets Doc Smith, who tells him his grandfather is depressed. Willy finds out his grandfather owes a lot of money in taxes. Willy and Searchlight enter a sled dog race to try to win the prize money to save the farm and his grandfather."

Then, too, you might teach children to conduct "synthesized retellings," in which we start retelling the section we read last and then reference prior parts of the text to synthesize all the pertinent information we have read. You might say: "Readers, at times we start retelling at the beginning. At other times, we start retelling the part of the book we just finished reading. When we do this second kind of retelling, readers start out only retelling the section we just finished reading. Whenever our retelling gets to a part that has meaning that comes from earlier in the story, we add a reference to that earlier bit into our retelling to bring in the relevant background. So, as you go through the retelling, you pull together all the big important parts of the story."

You will want to emphasize to children that when making a reference to prior text, readers speak parenthetically. We want our partners and ourselves to know which information came first. So, if you are demonstrating a synthesis retelling with *Stone Fox*, you might say, "In Chapter 8, Willy rode his sled to the edge of the town on the day of the race. He stopped—amazed to see so many spectators. (This is the race he entered so he could get money to save the farm from tax collectors and his grandfather from depression.) Willy saw that one of the people who had come to cheer him on was

Doc Smith. (Doc Smith is the person who told Willy he was nuts to try to find a way to help his grandfather pay the tax money.)” Of course, as you do this, you will want to alter your voice so that they can hear the parenthetical comments and throw your arm backward to emphasize that you are accessing information from earlier sections. Then, too, you will want to be sure to highlight that when doing this kind of retelling, readers constantly go back and forth between the past and the present. That is, there is not one reference to prior text, but multiple references to critical information from earlier sections. After all, we do this work to make meaning of the whole book, not only that one chapter.

As children grow stronger at retelling, you will see partner talk grow stronger as well, because both the reader and the partner will have a strong understanding of the text and will be able to more deeply discuss their thoughts and feelings about that text. To support this work further, you will want to teach children to listen well. That is, you will want to teach them to be still when someone is speaking, to allow time for partners to share all thoughts, to nod their heads to show they understand, and to ask questions when they are confused. It can be helpful for children to see this in action, and so you will likely want to demonstrate this for the class. You can select a child to be your partner and model listening to him as he speaks in front of the class. Then, partners can practice what they have seen you do in both the lesson and their conversation that day and in future days.

## Celebration

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You will want to end by celebrating the rich work your children have done across the month, helping them to savor all they have experienced and take ownership of all they have learned. Your aim during the celebration will be to invite children to pack their identity kits and their strategy toolkits so that they go forward into the upcoming unit with a sense of personal agency, convinced that they can author reading lives that matter. Teach children to think back on the unit, recalling memories they want to hold onto forever. Children can look back through logs and Post-its and think back on the read-aloud, their conversations with partners, and their independent reading books. Then, they can talk with a partner, discussing how they have changed and what they want to remember as they continue to read. Then, too, they might think about the big discoveries they made about themselves as they read during this unit. After a few minutes of discussion, children can write down what they want to hold onto, recording their memories and hopes on paper so they are not fleeting. You might choose to have children share what they wrote as a class to end the celebration.

## Additional Resources

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The biggest work, the work that unites and underlines everything you will do as a teacher of reading in this upcoming year, is to help all your students become avid read-



ers. Remember that the end-of-the-year benchmark for third grade is Level P, meaning that even with a little bit of slide over the summer, your new fourth graders will come to you ready to read books like *Encyclopedia Brown*, *Geronimo Stilton*, or *Time Warp Trio*. Of course, there may be a number of children who actually come back to school ready to read even harder books—perhaps they read during the summer, or attended a summer program, or simply grew in age and maturity. We invite you to adapt some of the teaching points below by referring to later units of study to find strategies for children doing work at higher levels.

On the other hand, if you have had a chance to look over your children's reading levels from third grade, and you know that you have a large number of students who ended third grade reading below grade level, you will need to make plans for doing some intense catch-up work. In fact, if you have children reading Levels K–M, you should refer to Unit One in the third-grade curricular calendar for appropriate work for those students. You will need to match up kids to books as best you can until you've had a chance to conduct formal running records so that you can begin supporting readers through book introductions, coaching, guided reading, and small-group work. The sooner you begin this work, the better. You may need to revisit some of the teaching points from last year's third-grade units, maybe even borrowing some of the charts from third-grade classrooms if you can, to help kids remember all of the great work they did at the end of last year.

If you are concerned about your children's reading levels, you might want to do extra read-alouds, perhaps two or three sessions each day instead of one, highlighting strategies like predicting and then revising or confirming predictions, stopping and thinking as you read, retelling important parts of the text, thinking about character motivations and how they react to problems. You may want to use shared reading to model how readers use a combination of strategies for figuring out unfamiliar words, never relying on just one, and model strategies for reading fluently and expressively. You can then revisit those shared reading texts during reading workshop with small groups of children who need the extra support so that they can catch up. You will probably want to provide as much time as possible for independent reading, too, if you are concerned about your students' reading levels—perhaps extending reading time by structuring your workshop so that children read as long as they can, then take five minutes to talk with partners, then return to reading independently for another stretch of time. Perhaps you'll even provide a second time for reading each day, borrowing five to ten minutes from other parts of your day, or recruit parents or after-school care providers to ensure that extra reading is also happening outside of school.

The teaching points listed below are provided as a guide, based on the book *Building a Reading Life* from the *Units of Study for Teaching Reading, Grades 3–5*. You may want to adapt these plans, depending on the particular needs of your own fourth graders. If you decide to forge your own pathway, think about how to make the parts of your unit seem coherent and logical, so that readers feel as if they are on a pathway that will inevitably help them emerge as more powerful and independent readers and thinkers.

## One Possible Sequence of Teaching Points

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### Part One: Making Reading Lives

- “Readers don’t just read, we also build reading lives for ourselves. To do this, we stop to reflect, ‘When was reading the pits for me?’ and ‘When was it the best it can be?’ And then we figure out how these times can help us learn how to change our reading lives for the better.”
- “People who take care of themselves—as athletes, as musicians, and as readers, too—know that it is important to sometimes stop and say, ‘From today on, I’m going to . . .’ and then we name our hope, our promise, our New School Year’s resolution. After that, we try to let it change how we live in the future.”
- “Reading researchers have found that all of us need tons and tons of ‘high success’ reading in order to grow as readers. We need tons of time to read when we are not fussing over hard words, when we are not stopping and starting and stopping again, when we don’t need to furrow our foreheads. We need lots of mind-on-the-story reading. Today I want to teach you to recognize the kinds of books that are at our own personal level—ones we can read smoothly, with accuracy and comprehension.”
- “Today I’m going to teach you a few tips that you can use to become readers who read faster, stronger, and longer. Readers take off the brakes as we read, picking up our reading pace a bit at times, so we can take in what we are reading more fully—both the details and the whole.”
- “We need to guard against just whipping through the words, reading on auto-pilot. Instead, we need to pay attention, making sure we are reading in such a way that we let the words matter.”

### Part Two: Making Texts Matter

- “Readers sometimes pause when we become confused in the text we’re reading. We’ll be reading along and then the text turns a corner and suddenly we’re not quite sure what’s going on. It’s as if the film breaks in the mental movie we’re making. When that happens, readers say, ‘Huh?’ and we continue reading, asking, ‘What’s going on?’ The details sometimes help, and sometimes we need to reread.”
- “Readers must choose what our relationship toward books will be. We can be a curmudgeon toward books, or we can let books matter to us, reading them like they’re gold.”

- “Strong readers create a buzz about books we love. To do this, it helps to tell others the sort of readers who will like a book, to summarize the book, to read a little bit aloud to those others, and above all, to tell them why the book is special.”
- “Today I want to teach you that readers make sure we always have a stack of books beside us—and that the books are ones that can turn us into the readers we want to be. To find books that are just-right for us, we need systems that can help us find those books.”
- “Today I want to teach you that the best readers are like the monster tractors that climb over the hurdle of the hard word, and read on, never taking a detour from the trail of the story.”

### **Part Three: Bringing Together Reading Lives, Texts that Matter, and Partners**

- “Today I want to teach you that having a reading companion makes all the difference in the world. And reading friendships start with people getting to know each other in a special way—as readers. We pay attention to each other’s reading histories, reading interests, reading hopes—and by doing so, we stand a chance of being a force for the good in another reader’s efforts to author a reading life for himself, for herself.”
- “You know what, readers? I’m realizing now that reading a book is a lot like going to the movies—a lot of the fun part comes after reading time is over, when you get to talk about what you’ve read.”
- “Readers often retell our books (up to the part where we’re reading) as a way to lay the story out for others so we can talk it over. But we also retell our books as a way to lay the story out for ourselves so we can think it over. And that process of retelling and rethinking keeps the whole story primed in our minds.”
- “I call this third kind of retelling (and of recalling) a ‘synthesis retelling,’ because although you start out just retelling the section you just finished reading, whenever your retelling gets to a part that has meaning from earlier in the story, you add a reference to the earlier bit into your retelling, almost using parentheses to bring in the relevant background. So as you proceed through the retelling, you have to synthesize, fit together, all the parts you’ve read that are pertinent.”
- “When we are reading and also when we are listening to other readers’ ideas, we need to make sure that we’re listening with our minds and hearts open. We don’t want to listen like curmudgeons. We want to listen reminding ourselves that there are deeply brilliant ideas about to be made, ones that just need a little listening to grow.”

## Common Core State Standards Resources

Online Resources	Notes
<a href="http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html">http://www.ccsso.org/Resources/Digital_Resources/Common_Core_Implementation_Video_Series.html</a>	Common Core Implementation Video
<a href="http://vimeo.com/tcrwp/albums">http://vimeo.com/tcrwp/albums</a>	Teacher's College Reading Writing Video Albums- Common Core Lessons
<a href="http://www.achievethecore.org">http://www.achievethecore.org</a>	Tools, Articles, and Teacher input about implementing the Common Core
<a href="http://www.nassp.org/knowledge-center/topics-of-interest/common-core-state-standards">http://www.nassp.org/knowledge-center/topics-of-interest/common-core-state-standards</a>	The principal and counselor role in leading the common core
<a href="http://engageny.org/common-core-curriculum">http://engageny.org/common-core-curriculum</a>	Common Core Curriculum written in New York State
<a href="http://www.livebinders.com/shelf/search?search=&amp;terms=Common+Core&amp;type=3">http://www.livebinders.com/shelf/search?search=&amp;terms=Common+Core&amp;type=3</a>	Common Core resources from a variety of states and individuals
<a href="http://www.azed.gov/azcommoncore/files/2013/02/accs-myths-and-facts.pdf">http://www.azed.gov/azcommoncore/files/2013/02/accs-myths-and-facts.pdf</a>	Myths and Facts from Arizona
<a href="http://www.isbe.state.il.us/common_core/htmls/news.htm">http://www.isbe.state.il.us/common_core/htmls/news.htm</a>	Common Core Newsletters from Illinois
<a href="http://dese.mo.gov/documents/CCSS-Communications-Toolkit.pdf">http://dese.mo.gov/documents/CCSS-Communications-Toolkit.pdf</a>	DESE Common Core Communications Toolkit
<a href="http://www.azed.gov/azcommoncore/azcommunications/">http://www.azed.gov/azcommoncore/azcommunications/</a>	Arizona Common Core Communications Toolkit
<a href="http://www.smarterbalanced.org">http://www.smarterbalanced.org</a>	Smarter Balanced Assessment Consortium, included sample test items
<a href="http://nationsreportcard.gov/science_2009/ict_tasks.asp">http://nationsreportcard.gov/science_2009/ict_tasks.asp</a>	NAEP science interactive computer tasks released items
<a href="http://readingandwritingproject.com/resources/assessments/performance-assessments.html">http://readingandwritingproject.com/resources/assessments/performance-assessments.html</a>	Common Core Performance Assessments created by New York Teachers College
<a href="http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html">http://www.ccsstoolbox.com/parcc/PARCCPrototype_main.html</a>	PARCC sample assessment tasks
<a href="http://www.p12.nysed.gov/assessment/common-core-sample-questions/">http://www.p12.nysed.gov/assessment/common-core-sample-questions/</a>	New York State Common Core Sample Questions
<a href="http://www.ascd.org/ascd-express/vol8/807-video.aspx">http://www.ascd.org/ascd-express/vol8/807-video.aspx</a>	Dan Meyer explains how to create real world math tasks

<a href="http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm">http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnitsStudentWork/default.htm</a>	Searchable Common Core math library from New York
<a href="http://moodle.wentzville.k12.mo.us/file.php/917/Smarter-Balanced-Preliminary-Test-Blueprints.pdf">http://moodle.wentzville.k12.mo.us/file.php/917/Smarter-Balanced-Preliminary-Test-Blueprints.pdf</a>	SBAC preliminary test blueprints
<a href="http://moodle.wentzville.k12.mo.us/file.php/917/Draft-ELA-ALDs-and-College-Readiness-Policy1-4_copy.pdf">http://moodle.wentzville.k12.mo.us/file.php/917/Draft-ELA-ALDs-and-College-Readiness-Policy1-4_copy.pdf</a>	SBAC ELA Achievement Level Descriptors
<a href="http://moodle.wentzville.k12.mo.us/file.php/917/Draft-Math-ALDs-and-College-Readiness-Policy.pdf">http://moodle.wentzville.k12.mo.us/file.php/917/Draft-Math-ALDs-and-College-Readiness-Policy.pdf</a>	SBAC Math Achievement Level Descriptors
<a href="http://www.literacydesigncollaborative.org/wp-content/uploads/2013/03/CCSS-LDC-Template-Tasks.pdf">http://www.literacydesigncollaborative.org/wp-content/uploads/2013/03/CCSS-LDC-Template-Tasks.pdf</a>	Template for creating Common Core science and social studies tasks
<a href="http://map.mathshell.org/materials/index.php">http://map.mathshell.org/materials/index.php</a>	Math lessons and formative assessments
<a href="http://educore.ascd.org/default.aspx">http://educore.ascd.org/default.aspx</a>	ASCD educore tools for implementing the common core
<a href="http://www.mathedleadership.org/ccss/index.html">http://www.mathedleadership.org/ccss/index.html</a>	NCSM math CCSS resources
<a href="http://www.cgcs.org/Page/244">http://www.cgcs.org/Page/244</a>	Parent road maps to the CCSS
<a href="http://insidemathematics.org/index.php/home">http://insidemathematics.org/index.php/home</a>	Math lessons and videos of instructional practices aligned to standards for mathematical practice
<a href="http://www.illustrativemathematics.org">http://www.illustrativemathematics.org</a>	Math support materials for CCSS
<a href="http://edudemic.com/2012/10/library-of-congress-unveils-massive-common-core-resource-center/">http://edudemic.com/2012/10/library-of-congress-unveils-massive-common-core-resource-center/</a>	Non-fiction social studies CCSS materials from Library of Congress