Common Core State Standards in Reading and Writing: Connecting Standards to Practice

One-credit graduate course PRDV 71324
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Are you ready for 2021 ELA MCAS?
Test scores have dipped in recent years.

In this course we'll review and discuss the posted DESE recent released ELA MCAS sample tests, and provide strategies to help prepare students for the test.

New areas now are in student writing and reading questions, and with the Part A and Part B test format for close reading text evidence, and a long writing piece at each grade level. The newer writing type of a two-page "Text Based Essay" is challenging. This is a writing type of Argument, Essay or Narrative based on a reading passage.
Learn how to develop your school year's course by integrating Standards learning and these newly tested areas, for excellence in literacy development with all students.
By law, what is tested are the Massachusetts ELA Standards, which are identical to the Common Core Standards. However, the current MCAS test presents a more challenging test, and more challenging reading passages.
Learn how to integrate Massachusetts Standards learning into your teaching and how to prepare your students for the coming state tests, and to see test score results that will show that you've taught your students well!
This course presents the sample DESE released MCAS tests, plus new DESE posted materials. We'll interact and share ideas in this interactive "any time, any place" distance learning course that works well for busy teachers.

Required text: Standards Matter: The Why and What of Common Core State Standards in Reading and Writing, Katherine Scheidler, NewSouth Books, 2015.

See Instructor Profile, p.11

Course Description

Connecting Standards to Practice **provides information on the rationale for, and advantages of common national standards, and how the standards will help teachers help students learn. Participants will understand the ten Anchor Standards in reading and writing, and your grade level ELA Standards. Participants will review instructor-developed mastery teaching units and exemplary Common Core rubrics to guide and assess students' learning, and will understand performance assessment and mastery learning by creating their own teaching unit for their class, using on-line research and peer and instructor comments. Sessions include the Educator Evaluation criteria and new MA Accountability system based on annual student growth and level of performance.**

Course Goals

This course will:

- fully inform teachers on the Common Core Standards in Reading and Writing
- help course participants understand the rationale for Standards-based learning
- provide teachers with resources to develop Common Core teaching units
- create a learning community in which participants learn from exchanging ideas
- help participants accept feedback for teacher evaluation by using unit feedback

Course Objectives

Objectives are to

- help teachers develop deep understanding of their grade level CCSS expectations
- help teachers understand the "less is more" concept of mastery learning
- understand how to develop student growth through differentiating learning
- engage in collaboration with peers to design best practice CCSS learning
- assist participants on how to take advantage of online resources to help plan, instruct, assess and differentiate for Common Core Standards learning

Course Requirements

This course is a collaborative four-week online learning experience. Course material is arranged in modules and should be viewed in the order listed. All material is posted on the University eLearning platform Blackboard, posted in advance of the start of the course. Students may expect to spend three hours each week reviewing course material and participating on the discussion board to share and collaborate with other class members and the instructor. For course credit, participants will complete satisfactorily a mastery learning unit that they can use with their own students.

Course Schedule

Unit 1 Class Orientation, and Presentation of Standards rationale.
Present the ten Anchor Reading and ten Anchor Writing Standards

Objectives: This session is to get to know participants, means of instructor and participant communication, model preassessment and introduce the big picture rationale and advantages of MA Standards. Present the Standards.
Activities Class introductions and course overview

- Instructor presentation of protocol in discussions and positive critiques, maintain positive constructive tone, since we can't see you! (Attachment)
- Preassessment to see where participants are in MA Standards knowledge

Discussion Board (Unit I, #1): Please state here your teaching position—district, grade, and subject, and what you currently know of MA Reading and Writing standards.

- Review the posted Powerpoint by on Standards rationale (Attachment)
- View new teacher accountability criteria from DESE web site
- View DESE Powerpoint on the new school accountability, from AYP to PPI:
  http://www.doe.mass.edu/apa/accountability/default.html
  Major change now is Student Growth (not meeting Proficient), and using 4 years of data to assess growth so the student won't continue to fall behind
- Please see the attached file of a simple version of the Standards (Attachment)
- Locate the MA Framework for MA Standards, posted on the DESE web site.
  http://www.doe.mass.edu/frameworks/current.html
  Locate the key pages for the ten Reading Anchor Standards (p. 13) and ten Writing Anchor Standards (p. 23). This document will be your guide, which provides the expected learning level for each grade level. Locate the pages for your grade level in reading and writing. Mark these pages!
- View the MASCD.org web site for quick view of specific standards that include explanation http://www.mascd.org/resources/common-core-state-standards/
  This site allows you to just click on your grade level and see the grade level expectations for your teaching grade
- "Unpacking" the Reading and Writing standards.

Final Project

Your final project will be a teaching plan in which you create a unit with learning activities for mastery grade level learning of two to five Common Core Reading and Writing Standards. To make this activity useful, plan a unit that you will be teaching in the school year and really carefully plan it realistically taking material you know you'll be teaching. Also, take a reach and plan for something you expect will be hard for your students to learn. This is a good time to plan and receive feedback on your student learning plan!! Final Project is due no later than Feb. 11, 2015. View this rubric for final project of teaching plan, and to see how rubrics guide learning (Attachment)

Discussion Board (Unit I, #3): What have you learned that's new for you in the above Unit I readings?

For next session:
Read "Happy in a Standards World," Scheidler (Attachment);

***After viewing the PowerPoint on Standards Rationale, and reading the two articles above, **present in your own words a rationale for why Common Core standards are helpful for student learning and helpful for teachers. Post on Discussion Board**
Discussion Board (Unit I, #4): Why are Common Core Standards helpful for students and teachers.

Recommended reading

Read the important, excellent text Pathways to the Common Core: Accelerating Achievement by Lucy Calkins, Mary Ehrenworth and Christopher Lehman, Heinemann Press, 2012 $28

http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=lucy+calkins+pathways+to+the+common+core

Lucy Calkins is Director of the Reading and Writing Project, Teachers College, Columbia University. She has worked extensively in the field of developing students' reading and writing to develop students' literacy ability through engaging practice appropriate for the child.

In this important book, the authors take each aspect of the Common Core Reading and Writing Standards and the rationale for the standards, and unpack the Standards and describe how these can be taught. In addition, they present a perspective on best practice with standards.

Unit 2 Week 2 Reading and Writing, Common Core expectations, MCAS 2.0 tests

Objectives: Presentation on basic reading and writing understandings and concepts. Continue standards rationale and reading and writing standards to ensure common understanding. View CCSS expected reading and writing exemplars for each grade.
Activities:

- Reading Standards: The importance of background information for reading, learning vocabulary from context clues to unlock meaning, inference, literary analysis terms and skills. How student engagement affects reading ability. Examples in articles, short essays, on-line search for pieces without context. On non-fiction reading: "Why Should Children Read?" NY Times, Nov. 22, 2012 **(3rd piece down**) http://opinionator.blogs.nytimes.com/category/schooling/

- Mastery learning: Read article "What our Students Can Do: One Model" (**Attachment**) **Discussion Board (Unit II, #1): What Common Core standards in reading and writing are mastered in this student research project described in this article?**

- Read Reading and Writing Common Core Standards chapters, Scheidler www.kayscheidler.com (**Attachments**)

- Writing standards: Primarily the three different types of writing: How do these change from grade to grade? Where are good models of these types of writing? What is appropriate **for** each grade level?
  Review the national writing exemplars in DESE Framework Appendix C: http://www.corestandards.org/assets/Appendix_B.pdf

Review sample PARCC questions and model student writing for mastery learning:
http://www.parcconline.org/samples/item-task-prototypes#7 (sample questions)

Model PARCC test writing http://www.parcconline.org/samples/english-language-artsliteracy/grade-10-prose-constructed-response%E2%80%94sample-1-literary-analysis

- Read "Next Practice" Chapter, Scheidler, for new best practice (**Attachment**)

For Unit 3: Choose a framework for a unit on more than one and fewer than five reading and writing standards that either you want to teach or are related to your course. Post on Discussion Boar

Discussion Board question (Unit II, #2): What Common Core State Standards are you planning to create a unit on?

Unit 3 "Backwards Design," Teaching for Understanding, Understanding by Design, Differentiating Instruction, Rubrics to guide learning and assess learning, Engaging Student Learning Activities, Vygotsky's Zone of Proximal Development (teaching to the next best step for the student)

Giving and Receiving constructive criticism

Attached is a version of the Understanding by Design curriculum unit model **(Attachment)**

Attached is a version of the Understanding by Design curriculum unit model that we're using for this course, which is modified with the Assessment(s) at the end, and the Stage 3 Learning Activities presented second. **(Attachment)**

Normally the Understanding by Design (UbD) unit has the Assessment second (Stage 2), because we're developing learning activities to prepare students for the final assessment. In this course we're emphasizing learning activities, because teachers are finding this the important and most challenging area today.

This unit session is on creating an Understanding by Design unit plan and developing Differentiated Instruction, and providing and accepting peer and instructor feedback. We also want to know, What else is needed in support and information for participant to develop Understanding by Design (UbD) unit for mastery learning on selected Common Core Standards (CCSS) national Reading and Writing standards?
Please use Internet research on Common Core standards ideas to seek resources for new teaching and learning ideas. **(Attachment)**

Using the idea of "backwards planning" to design teaching units that are aimed to use your course content to teach the Common Core State Standards (CCSS):

The Understanding by Design model is designed to teach for understanding and have the goals of learning Common Core standards well through gearing learning activities toward a unit final assessment. This is explained more thoroughly in this file: **(Attachment)**

Discussion Board (Unit III, #3): After reading this file, please post either any point(s) you didn't understand, and/ or point(s) in the write-up that you particularly like in relation to this teaching plan report that pulls together varied facets of teaching best practice and planning.

Objectives:

Review initial drafts of final units teaching Common Core standards for mastery level. Introduce differentiation. Giving and receiving constructive feedback.

- Presentation of Understanding by Design unit model.
- **Understanding by Design**

- UbD template: http://blog.wsd.net/thpaskett/2011/08/30/understanding-by-design-lesson-plan-template/

http://www.orange.k12.nj.us/15502098152426393/site/default.asp

The Big Ideas of Understanding by Design

Understanding by Design creators Dr. Grant Wiggins, Harvard doctorate and formerly with the Brown University Coalition of Essential Schools and Dr. Jay McTighe, formerly of the Maryland state Department of Education, created and discuss in the video clips below the big ideas of Understanding by Design. This curriculum model has been the best model for teaching units used nationally for over thirteen years.

The model can be modified as useful.

In these brief videos below, Wiggins and McTighe discuss how the curriculum format is intended to, among other things, help students understand big ideas and understandings rather than just facts or information – which now are easily gleaned from the internet -- and also intended to use more student-centered learning to help students engage in learning so they aren't simply "empty vessels" to be filled, but help students to really understand a concept and Standard skill and understanding. Wiggins gives the example of his work as a coach where he didn't help a student understand the ideas of soccer, beyond just the skills. The videos are helpful because they show students engaged in work, with the teacher often sitting in the back of the room observing and assessing, a good visual image of a great classroom.

Teaching for understanding and Understanding by Design presentations by UBD author Grant Wiggins:

- http://www.youtube.com/watch?feature=endscreen&v=6Cagh0H7PPA&NR=1
- http://www.youtube.com/watch?v=-6NwMeCpm9w
- http://www.youtube.com/watch?feature=endscreen&v=WsDgfC3SjhM&NR=1
- http://www.youtube.com/watch?v=XShVw_afetQ&NR=1&feature=endscreen

- **Activity** Research online Essential Questions that are related to enduring understandings in reading and writing, such as What makes a book a classic? If a friend betrays us, is she still our friend? What constitutes a tragedy, compared with a misfortune? Is Steve Jobs a hero? Is Willy Loman (of the play Death of a Salesman) a tragic figure, or just a pathetic person? Post on the discussion board two essential questions that you find that are good essential questions that meet the criteria of being connected with enduring understandings and big ideas, not factual, informational questions. **(Attachment)**

  Discussion Board (Unit III, #4): :What are two examples of good Essential Questions?

For this course, the instructor has modified the Understanding by Design format so that Learning Activities are more prominent. This is because today teachers are seeking learning activities that will help them have students learn the new standards, and because such student-centered learning activities are key to helping students learn and understand and over the years understand and build competence in demonstrating ability with the standards.

- View the attached instructor-developed UbD unit plans. **(Attachment**

In summary, here are the three versions of the Understanding by Design template for unit planning:

Templates:

1. The original and traditional format **(Attachment)**
2. The format we're using in this course **(Attachment)**
3. A simplified format, stressing student learning activities **(Attachment)**

Activities:

- Presentation on differentiating instruction.
  - Read excerpt "What is Differentiated Instruction?" By Carol Ann Tomlinson http://www.readingrockets.org/article/263/
  - Read online "Making a Difference: Carol Ann Tomlinson explains how differentiated instruction works and why we need it now" *Ed Week*, 2008 http://www.edweek.org/tsb/articles/2008/09/10/01tomlinson.h02.html
  - Post your own examples of how students can learn the same concept of skill in different ways.
    Discussion Board (Unit III, #5): Give one example of how the same Common Core Standard can be taught (learned) in different ways for different student learning styles or achievement level (Differentiating Instruction)

Rubrics: Multiple Advantages

Rubrics are now commonly used to set out the clear expectations for students to follow and for assessing student work. When rubrics are phrased in "kid-friendly" terms, students can understand them and use them to check their own work and to use to assess a peer's work. Importantly, when a student uses a rubric to assess another's work, we have a win-win, double win situation of taking the assessment burden off the teacher's workload while at the same time helping the student to understand what he or she should be doing in his or her own work. Third, it assists on a one-to-one basis in providing feedback to the peer.
Time spent in developing a good purposeful goal-related rubric that one can re-use is time well spent. Also, when the class as a whole helps to develop the rubric for a task, students are invested in the rubric and have more ownership and understanding of the rubric items.

Attached are good examples of rubrics: **(Attachment)**

For final session : Participants develop their final project units and send to instructor no later than Wednesday of the last week for discussions at final session. Based on peer comments and instructor comments, this participant developed Understanding by Design unit is revised for final course credit.
This final teaching plan must meet the course rubric elements of "Good" in each area in order to receive course credit.

Unit 4 Week 4 Final posting and critiques of Understanding by Design Mastery grade level teaching plan on Selected Common Core Standards in Reading and Writing, that will demonstrate effective student learning.

Final postings of teaching plans that include the course ideas as a demonstration of learning to model performance assessment

Collegial review of participant unit plan teaching drafts We will discuss on-line the completed teaching units of 2 or 3 Common Core Standards mastery level learning Review participant unit drafts to assist with improving the teaching unit, adding differentiation and scaffolding and advanced learning for varied learners, giving and receiving constructive feedback in a positive way.

What have we learned? Presentation of final revised units for teaching Common Core Reading and Writing standards; participants demonstrate that they can provide constructive ideas to peers for unit improvements, and accept and use constructive comments.

Objective: Participants show they have learned the course content by presenting to the participants and instructor final unit plan project. Final units are posted for viewing. Participants will each receive written comments on their final units from the instructor. Grades will only be given when teaching plan is satisfactorily completed, based on course rubric provided.

Activities:
First please e-mail your final unit to Kay for comments. In order to be able to complete your final unit by our final session, please e-mail to me by Wednesday, so you'll have the time to make any needed modifications or additions.
Then, after receiving the instructor's response, revise and post your final unit on the Discussion Board. Each course participant will then post in response two positives and two "suggestions" on your final unit plan. You don't *have* to use these suggestions to revise your final unit, but you may.

If you make modifications to your final teaching plan, then re-post your final plan.

Please try your best to have your final plan posted no later than our final session. Participants, please post your final "Positives" and "Suggestions," because the instructor must submit your final grade within a short deadline period!

The final completed units are then posted for all participants, to share as suggested ideas for their own work in teaching Common Core Reading and Writing standards, and adapt to their own grade level and content area.

Discussion Board Unit 4, #1: What is your final project teaching plan? (Please post)

Communication skills are a key factor in an online class. It is important to write clear and concise statements when you communicate online. Remember the person reading your comments does not see your expression or hear your tone of voice. Take advantage of the environment and prepare your comments in Word before posting them online or sending an email to your classmates or instructor.

Recommended Readings:

DuFour, R., DuFour R., Eaker, R. (2010) Learning by Doing: A Handbook for Professional Learning Communities at Work, second edition. Bloomington IN: Solution Tree Press.
Dweck, C. (2006) Mindset. NY: Ballantine Press.
Rhee, M. (2013) Radical: Fighting to Put Students First, NY: HarperCollins Press.

Instructor Profile

Dr. Katherine Scheidler taught English for over twenty years, and served as English Department Chair in an urban high school, Providence, RI.

Her doctoral degree is from the School of Education, Boston University; she holds graduate degrees from the Harvard University Graduate School of Education, and a Master's in Teaching English from Brown University.

Dr. Scheidler served as clinical professor, Brown University Education Department, teaching Methods of Teaching English to Brown seniors and MAT students, and supervised all Brown University English student teachers in fifteen different area middle schools and high schools, concurrently with high school English teaching.

Dr. Scheidler has also served as Assistant Superintendent for Curriculum, Instruction and Assessment in Hopkinton and Canton, MA, and K – 12 English Language Arts Curriculum

Director with school districts of high level demographics in Marblehead and in Hamilton-Wenham, and also Curriculum Director in districts of high low income and diverse populations, including K – 12 ELA Director, Everett Public Schools, a large urban district adjacent to Boston.

Dr. Scheidler has taught courses in curriculum and instruction for The Education Collaborative, Dedham, in conjunction with the Boston University teacher licensure program, and with the National Faculty, Lesley University, Cambridge, MA, teaching curriculum courses in the Master's in Literacy program for elementary teachers. She has published articles in the National Council of Teachers of English *The English Journal*, and *The Teachers Journal*, Brown University. Current articles include *"Living Happily in a Standards-Based World*," and 'Seeing *What our Students Can Do: One Model."* She provides school and district consultant work on understanding and implementing Common Core State Standards.

Scheidler is author, *Standards Matter: The Why and What of Common Core State Standards in Reading and Writing*, NewSouth Books, 2015.

Grading Criteria

Participants will post weekly comments on the course items to the Discussion Board and respond to peer comments for interactive on-line class discussions, which include the instructor's comments (30%). Participants will show evidence of having read the course materials (30%). The Final Project of a teaching unit that is acceptable to the provided criteria planned for mastery of 2 – 4 grade level reading and writing Common Core Standards is 40% of the course grade.

Course Expectations Participation in all assignments and on-line course discussions are required. Late work is not accepted, due to our rapidly moving, short course: We don't want you left behind! Readings and tasks stated at the syllabus end of session unit must be done for the next session. The final project must be submitted when due, so thinking for your final project at the start of the course will help you complete it when due. **Please** ask the instructor for any assistance you may need! Call or e-mail! If you are new to Blackboard or online courses, please review the Blackboard student tutorial or download the PDF file before you begin the course. By

logging into Blackboard, you agree to the Acceptable Use Policy which covers academic honesty.

This on-line course provides you with a great deal of material – you may well already know some of this material, so it will be a good review of best practice in that case.

Please e-mail the instructor at kscheidler@framingham.edu if you're having any trouble with the course expectations. I can help you! The purpose of this course is to help your understanding of what your teaching grade level Standards are, and how to help your students learn the Common Core State Standards well, and prepare for PARCC tests.

The Framingham State University Blackboard Help people are Excellent! Simply call the Help Support phone number any time, any day for superb help for this on-line course: 866-361-8970.

A new module begins each Sunday.
Please complete weekly assignments no later than the following Sunday.

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Shedding some light on integrating state ELA standards into your teaching, and helping your students with the MCAS 2.0 ELA state test, for your success as a teacher!