Educator's Voice

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Common Core Learning Standards

INSTRUCTIONAL SHIFTS IN ENGLISH LANGUAGE ARTS AND LITERACY

In this issue …

The Instructional Shifts which accompany the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* are explored. The Shifts can be summarized as achieving a balance of informational and literary texts in instruction; building knowledge primarily through text; building learning activities around complex, grade-appropriate texts; writing with use of evidence; focusing on text-based questions; and building academic vocabulary.

Authors offer descriptions of their experience with implementing these Shifts. Topics as varied as social justice research in high schools; high-quality professional development models; and the importance of School-Related Professionals in every educational endeavor, including implementation of the Standards, are presented.

Other authors explore game formats as a vehicle for addressing the Shifts in a systematic way (while maintaining the joy of learning); the use of poetry as a source of inspiration and engagement for learners, as well as the focus of a "close read"; and the importance of a shared school and district vision for English language learners during Standards implementation. A primary classroom teacher offers ideas for building a foundation for the Standards, and a technology education teacher and literacy specialist use complementary skills for addressing Standards. Authors offer practical strategies that can be used by a range of practitioners as they build their expertise with the Instructional Shifts.

Dear Colleagues,

NYSUT has steadfastly supported high-quality, rigorous student learning standards since the inception of New York state's standards movement in 1996. We support the Common Core State Standards and believe that successful implementation will greatly benefit our students. Implementing and integrating the Standards in a classroom, across grade levels, across content areas and in an entire school community (which of course, includes parents/caregivers) is a formidable task — particularly at this time of fiscal difficulties.

This volume of *Educator's Voice* focuses on the **Instructional Shifts** which accompany the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy*. These include: achieving a balance of informational and literary texts in instruction; building knowledge primarily through text; building learning activities around complex, grade-appropriate texts; focusing on text- and evidence-based questions and conversations; writing with use of evidence to inform argument; and building academic vocabulary — particularly transferable vocabulary needed to access complex texts across content areas. A more accurate phrase than Instructional Shifts might be Instructional Emphases, since many NYSUT members have been implementing one or more of these particular practices routinely as part of their teaching repertoires.

Successful implementation requires appropriate support through curriculum resources, professional development, instructional materials, time, and organizational structures needed for collaboration. NYSUT has and will continue to advocate for the resources that our students and their educators need. This is particularly critical for students such as those with disabilities and those learning a new language.

We are proud to provide a forum for teachers to share their expertise. These descriptions add to a growing library of best practices with Common Core Standards developed by and for teachers. NYSUT commends the talented teachers who have shared their work in this volume. These descriptions are testimony to the creativity, talent, and drive of their authors. Sharing is characteristic of our members — and so to our members, thank you for sharing, and most importantly, thank you for your tremendous contributions to student success. Your commitment to our students, families, and communities is inspiring!

Sincerely,

Maria Neira

Maria Neira
Vice President, NYSUT

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Common Core Learning Standards

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Common Core, Common Good, and Uncommon Student Engagement

SUMMARY

This teacher asks her students, "Are you learning, or are you just getting it done?" Issues of social justice are paramount to this author, and many of the Common Core Learning Standards in ELA focus on gathering accurate information from reliable sources. These students are engaged with projects related to improving their world. They track down the facts about human rights violations and point toward solutions — based on research and evidence.

"*A little bit of attention can go*

a long way." These are the words of Nicholas Kristof, editorial writer for *The New York Times*. Kristof doesn't know it, but he has been my co-teacher at Mineola High School for many years now. I've been incorporating his writing and videos into my lessons in order to help my high school ELA students connect what we read with the current state of our world. Making this connection isn't enough. Noted service learning expert Cathryn Berger Kaye tells us that once students recognize social injustice it is important to show that they have a choice (2010). They can be passive or they can take action.

Taking Action

The following is a description of how many of the instructional shifts needed for student attainment of the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA) can be implemented through projects related to social justice. This particular project was pursued with an 11th-grade Advanced Placement Language and Composition course — which means standards for this class would be based on "the next logical step up" from the college and career readiness baseline established by CCLS/ELA (p. 4). The approaches described below can be used across content areas and secondary settings.

As a class, we read *A Long Way Gone*, the true story of Ishmael Beah, who, at 12 years old, becomes an unwilling boy soldier. This occurs during the civil war in Sierra Leone. His village is attacked while he is not there. Amidst the violence and chaos of war, he and his brother end up wandering from village to village to survive. They commit acts, such as stealing, that they never imagined they could do. My students were quickly drawn to this engaging work of nonfiction. They developed a

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better knowledge of world history, and they became more appreciative of their relatively peaceful and comfortable childhoods. Upon completing the book, students were eager to take action.

Students worked in groups of four to gather information about a specific issue related to children's rights violations in different regions of the world. Research topics ranged from child soldiers in Uganda and Somalia to national and international child sex slaves to the impact of poverty on a child's education in the United States. Each group compiled their findings into a detailed outline that they used to organize a presentation on their topic. A rubric helped students understand the importance of each component of their research experience, and they had input regarding the weighting of different outcomes. The students' presentations took on substantial meaning because they not only presented to their peers, they also addressed the

Project Directions: Children's Rights Research

OVERVIEW

For the next few days, you will be working with your fellow students to change your world. You will research and design a campaign to call people to take action related to children's rights.

STEP 1: Research

Choose from one of the topics listed below. If there is another topic that you want to address, you can inquire:

- Sweatshops
- Child Soldiers
- Children as Victims of War
- Child Sex Slaves
- Toxic Stress Syndrome
- The Effect of Drugs on Newborns and Adolescents
- Poverty and Education in the US
- Child Victims of Domestic Abuse

Once your group has agreed upon an issue of concern, gather information from at least three sources — for example, Amnesty International at *www.amnesty.org*; Enough Is Enough at *www.enough.org*; and UNICEF at *www.unicef.org*

STEP 2: Formulate Your Campaign

- Outline your 12-15-minute presentation
- Create a PowerPoint or *Prezi* with an embedded video (3-5 minutes)
- Create a pamphlet or fact sheet for listeners to take away
- Create or find a petition on *www.change.org* to enable your audience to take action

STEP 3: Make Your Presentation

Please note that the "Listener Feedback Forms" will count as part of your final grade.

This is about more than just earning a grade. This is about changing the world!

Common Core, Common Good, and Uncommon Student Engagement

This activity addresses and builds beyond many of the Standards. A few of the most relevant are:

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

a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

a. Explore topics dealing with different cultures and world viewpoints.

Given that students were required to work collaboratively while conducting their research and to present their findings to a formal audience, all grade-specific standards for Speaking and Listening were met as well.

Presentations were enhanced by the development of a *Prezi* that the students designed to clarify their message. A *Prezi* is a presentation tool that is similar to PowerPoint; however, there is the ability to zoom in and out of content and to pan and rotate objects. This gives a *Prezi* more of a cinematic three-dimensional feel.

Writing from Sources

The Instructional Shift most clearly addressed through this research experience is *Writing from Sources*. Teachers:

■ Expect that students will generate their own informational texts (spending much less time on **personal narratives**).

■ Present opportunities to write from **multiple sources** about a single topic.

■ Give **opportunities to analyze, synthesize** ideas across many texts to draw an opinion or conclusion.

■ Find ways to push towards a style of writing where the **voice comes from drawing on powerful, meaningful evidence**. (New York State Education Department, 2012, p. 11)

school principal, the instructional leader for ELA, and the students in Dr. Vicky Giouroukakis' graduate education class at Molloy College.

Sources included both class-wide texts and those found during student research. The common texts that inspired the research were, as noted above, *A Long Way Gone* and several articles by Nicholas Kristof. The articles from *The New York Times* presented challenging common texts for my students. Most groups referred back to the details from these works during their presentations. Students were expected to:

- Analyze their sources

- Construct strong arguments as to why people should take action

- Base these arguments on evidence

- Incorporate powerful appeals to pathos through narratives of victims

- Consider their audience when deciding what evidence from sources to include in their writing and speaking

Outlines are very effective tools for helping students reach an exceptional skill level with Writing from Sources. My higher education partner and co-author, Vicky Giouroukakis and I reflected on the research process, and developed guidelines and methods for rigorous and purposeful research on a social issue. By working to find answers to the questions on the outline, students could ensure thorough investigation and clear, concise reporting of findings (see "Presentation Outline"). Outlines can also be particularly helpful with providing supports to students with unique learning characteristics, such as students with disabilities or those learning English. The emphasis of this outline was on the text and critiquing the nature of the source when addressing the questions (Giouroukakis & Connolly, 2012).

Presentation Outline

I. Introduction: State the basic facts.
- ☐ A. Who is being hurt?
- ☐ B. What is happening to them?
- ☐ C. Why is it happening?
- ☐ D. Where is this happening?
- ☐ E. When did this begin?

II. Provide more details to develop your reasoning (use your note-taking guide).
- ☐ A. Show statistics.
- ☐ B. Include an anecdote (this may be where you refer to a video).

III. Introduce the agency that you believe can effect the greatest change regarding this issue.
- ☐ A. What has this agency done?
- ☐ B. Why do you consider it trustworthy?
- ☐ C. What is the agency currently doing to address this issue?

IV. Call for Action: What do you want the audience to do? Explain.

V. Conclusion: End with a summary, clincher, an inspiring quote or fact.

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Listener Feedback Form

(Text in red added as a result of reflection)

Reviewer's Name _____

Students who presented to you: _____

Topic of presentation: _____

Please note any new information or striking statistics/anecdotes that students shared with you.

Did students draw on evidence from credible sources and communicate their sources to you?

In addition to conveying the main ideas of the global issue that concern them, did students provide you with information regarding simple steps that you can take to invoke change? Please explain.

1. How clearly did students convey the information to you?

Very clearly   Somewhat clearly   Somewhat unclearly   Unclear

2. How well did students convey their passion or concern for this topic?

Very clearly   Somewhat clearly   Somewhat unclearly   Unclear

3. Did they convince you that their passion was based on facts from reliable sources?

Other comments?

THANK YOU FOR YOUR TIME!

Public Presentations — More Than "A Little Bit of Attention"

As stated above, students presented to peers, administration, and pre-service teachers at Molloy College. Students offered nine presentations over the course of an evening that took us around the world and opened our eyes to a range of social injustice connected to children. Responses to the "Listener Feedback Form" from all who were involved as audience members were extremely positive. Not only were people impressed with the quality of the information and the creative use of technology, but audience members also commented at length on students' passion and dedication to the cause that they had researched.

Teachers Reflect on Standards and Shifts and Critique Their Work for Continuous Improvement

Every teacher needs to constantly critique her or his work. At left you will see the Listener Feedback Form. I noted in red some modifications I would make next time to put even greater emphasis on skills related to Writing from Sources.

Students Reflect on Standards

I provided students with a list of the College and Career Ready Anchor Standards and asked them to note which Standards this experience helped them to meet and exceed. Students indicated:

- The research component helped them to read for key ideas and details (R.CCR.1-3)

- They were able to integrate knowledge and ideas (R.CCR.7-9)

- They engaged with complex text (R.CCR.10)

- *Prezi* helped with their organization of information (W.CCR.4)

- They developed their awareness of the bias of some authors and jargon used in their sources (R.CCR.4-6)

- Most revised the "finished" presentation many times (W.CCR.5)

- They used focused questions (W.CCR.7), noting that the questions in the Presentation Outline guided their research and the development of their presentation

- The use of diverse media formats in speaking and listening "makes it interesting so that people aren't just hearing statistics" (SL.CCR.2)

While I believe this research experience took students beyond the Standards in several ways, the most striking — based on my observation as well as student feedback — is the way students assessed the rhetoric of their sources. By the time students took part in this research in late spring, they had developed a keen sense of author bias and a strong appreciation for authors' language and structure. They read for information that was important to include so as to convey the experience of children who are suffering and to support their calls for action. In addition, they assessed the rhetoric of text and media to find language and images that were exceptionally powerful and therefore supportive of their purpose, and they were wary of bias within their sources that could potentially weaken their presentation.

"Are You Learning, or are You Just Getting it Done?"

This research experience was effective and important for several reasons:

- Students were engaged in high-level research for which they were expected to meet rigorous expectations. They refined and expanded their skills in critiquing sources and sharing and integrating relevant facts.

> Students were engaged in high-level research for which they were expected to meet rigorous expectations.

Common Core, Common Good, and Uncommon Student Engagement

This was about more than "just getting it done."

■ Students developed their own social skills, confidence, and voice through participation in this experience. The incorporation of cooperative learning into the research process reflects the way that research is often conducted in today's world — in community rather than in isolation.

■ Students saw their work as meaningful and purposeful because it allowed them to advocate for change.

My students and I posted a sign in my classroom last year with the question, "Are you learning, or are you just getting it done?" This sign was the result of a conversation in which students shared the importance of deeper learning in school activities — not just getting good grades. After guiding students through this research process, viewing their passionate presentations, and reading students' reflections on this experience, I can say with assurance that this was about more than "just getting it done." The students met and exceeded the Standards by collaborating to create a powerful voice that called attention to issues that mattered to them.

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"*The Amazing Race*":
A Fun Approach to Implementing the Common Core Learning Standards in ELA

SUMMARY

Can depth of learning coexist with joy of learning?

These authors describe how a reality show format functions as a vehicle for addressing new learning standards and instructional shifts in a systematic way.

Rich activities with integrated curricula result in student engagement and progress towards standards.

Observers may think they've just happened upon a taping of the newest season of *The Amazing Race* reality TV show. Actually, they are joining a group of 26 enthusiastic third-graders at Lake Avenue Elementary School in the Saratoga Springs City School District. These students are at work with the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA) — immersed in a unit integrating social studies, literacy and mathematics.

> **"The world is waiting for you. Good luck. Travel safe. Go!"**
>
> **— Phil Keoghan**
> **The Amazing Race**

With the transition to the CCLS/ELA, developing creative ways to accomplish multiple learning goals has taken on unprecedented significance. These Standards emphasize a *cross-curricular focus* on English language arts and literacy skills — all in the service of ensuring that students are college and career ready upon graduation. Creative teaching with integrated curricula can be part of the solution.

Designing *The Amazing Race*

The CCLS emphasize depth of learning. However, depth requires increased time on task, and the scope of curriculum is great.

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Therefore, literacy learning cannot be accomplished during language arts block alone (Lemov, 2010). A way was needed to accomplish multiple objectives at once while expanding students' experiences with literacy across the curriculum. The focus of the unit was social studies — in this case, the study of Italy, past and present.

This unit was developed in response to a prior experience simulating the reality TV game show *Survivor* — piggybacking off an inspired idea from the ninth-grade history department at our high school. Students responded enthusiastically to our adventure with *Survivor*, and they requested a new challenge when it concluded. Thus, our *Amazing Race* was born.

New York State Learning Standards for Social Studies (Elementary Level) addressed in these activities:

Standard 2: World History; Key Idea 1 "study…examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives."

Standard 3: Geography; Key Idea 1 "Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography" (The University of the State of New York, 1996).

New York State P-12 Common Core Learning Standards for Mathematics (2011) reinforced during these activities:

3.MD.5 "Geometric measurement: understand concepts of area and relate area to multiplication and to addition."

3.MD.6 "Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units)."

Challenge Directions

For today's challenge your team will read informational articles about four cities, discuss the features of each city, and record any pros or cons you discover. Don't forget to refer to the map to consider *geographical* pros and cons.

1. Challenge: If you had to choose only **one** of these cities to spend a few days in, which one would it be? Prepare your argument with at least three strong points for your city and at least one against each of the other cities in the space below.

2. Be ready to debate/defend your decision with your team and teacher.

	Rome	Turin	Florence	Venice
Pros				
Cons				

Your Argument: _____

_____

_____

_____

_____

_____

_____

_____

The Amazing Race is a reality show that has aired on CBS since 2001. Teams race one another around the globe following clues and performing tasks. An outline of the activities of our *Amazing Race* are on the following pages. The activities took place daily over the course of three weeks, and demonstrate the Instructional Shifts associated with the CCLS/ELA.

As the activities began, the theme song for *The Amazing Race* beat from Smart Board speakers. Students were placed in heterogeneous groups of three. Each day, students were given different *challenges* focusing on social studies (i.e., Italy) and incorporating a range of CCLS/ELA skills: reading, writing, listening, and speaking. Geometry and measurement were also addressed and reinforced throughout activities. Each day's challenge followed a basic structure.

CCLS/ELA Standards Addressed in The Amazing Race

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

SL.3.1d Explain their own ideas and understanding in light of the discussion.

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

The Amazing Race: Italy

Students:

Analyzed maps and located specific cities.

Read about each city. A variety of reading materials were used. Throughout these activities, opportunities to integrate mathematics were continuously pursued. Students analyzed mosaics, using them to learn about area models, perimeter, and art concurrently.

Discussed the pros and cons of each city from a tourist's perspective.

Described attributes using content vocabulary.

Constructed arguments supporting their opinion about which of the four cities to visit if given three days and limited funds.

Organized their argument with text-based evidence on a template.

Debated with one another.

Shared their arguments with the teacher during a "Daily Check-in" (see page 17). This included briefly summarizing the text for the teacher and being given a card revealing whether they were "safe" or subject to the detours, roadblocks, or the coveted fast forward.

Detour — Student completes a different task than the rest of the class for the day.

Roadblock — Student completes an additional specific task before reaching the finish line.

Fast Forward — Student has a portion of the day's task removed from his or her list of duties, making it easier and faster to complete the day's challenge.

Instructional Shift in Evidence

■ *Focus on Evidence in Informational Texts*

■ *Complex Text and its Academic Language*

■ *Writing from Sources*

Before the transition to CCLS, this classroom was rich in a variety of children's books (both fiction and non-fiction), but the Standards push the deliberate search for robust and challenging materials even further. For example, in this unit on Italy, books with bold captions and bright pictures now sit alongside dense travel guides, historical pieces about the Renaissance, laminated texts about Italian cars from the manufacturers' websites, and dozens of other complex non-fiction materials.

Much of the discussion within groups and individually with the teacher allowed for ongoing written and verbal communication. Students were expected to provide text-based support for their responses. The teacher probed for textual evidence instead of tangential reference to the text in addition to connecting to prior knowledge.

The Amazing Race: Italy (cont'd)

Students completed the challenge, returning to the "course" as needed.

Groups were awarded points for crossing the "finish line" only when their work was checked as complete and accurate. The class referred to this as a "speed bump." They would return to their workstations to revise, discuss, and perfect their work until approved to retire for the day to write in their Travel Journals.

With groups humming along, the teacher had an opportunity to attend to individual student needs and offer additional supports.

Students were continuously assessed on their knowledge and understanding, and required to demonstrate mastery before moving on to more complicated tasks.

Instructional Shift in Evidence

■ *Writing from Sources*

■ *Providing Appropriate Scaffolding and Support*

■ *Complex Text and its Academic Language*

One-fifth of the students required Academic Intervention Services in reading and math, and like most classes there was a range of other academic and emotional-social characteristics. This meant that addressing individual needs was critical. Since the activities in our Amazing Race were inherently differentiated, through scaffolding, students took on higher-level activities once they were ready.

All students accessed increasingly complex texts while working in groups and with the teacher scaffolding to support skills. Although leveled texts were part of the daily routine during strategy groups and independent reading time, it was important to provide daily practice with challenging texts that asked students to push their limits.

The selections were brief, allowing for close readings. Even learners achieving at very high levels were challenged to understand new concepts, explore perspectives, and evaluate sources.

The experience of heterogeneous grouping allowed students who struggled with the content the opportunity to discuss and engage with texts. At times, this created productive tension.

The disequilibrium sometimes produced by these challenging materials led to many rewards. The beauty of the complex language inspired them. They cultivated a feeling of curiosity in exploring what they could gain each time they reread and discussed a passage that provided them a key to the daily task.

The Amazing Race: Italy (cont'd)

Students recorded and reflected on the learning in their independent Travel Journals.

Reluctant writers and students struggling with content were provided sentence starters to guide their entries such as:

"I'm convinced my suggestion for which city to visit is the best choice because…"

Others were able to write reflections and record what they had learned that day without such templates.

Instructional Shift in Evidence

■ *Focus on Evidence in Informational Texts*

■ *Complex Text and its Academic Language*

Our Amazing Race presented multiple writing activities. When students write across the curriculum, it enhances their engagement and also enables teachers to be more responsive (Calkins, Ehrenworth & Lehman, 2012).

Differentiated Instruction: Scaffolding for Success and Challenging All Learners

When students needed re-teaching of a concept, evidenced by a brief formative assessment, the teacher pulled those students into a homogeneous group for instruction. Leveled texts were also used to build background knowledge, basic vocabulary and increase the feeling of success for students when the "reach" material was exceptionally challenging. Differentiation was built into tasks when needed. For example, different outlines or organizers were used to support students: pre-labeled, partially labeled, and unlabeled.

Giving all students challenging text and expecting them to comprehend, analyze, and discuss it is doomed to failure unless they are provided with specific scaffolding (Calkins, Ehrenworth, & Lehman, 2012). As part of the shift to the CCLS/ELA, the *Daily Five* and

CAFÉ models for language arts block were utilized (Boushey & Moser, 2006; 2009). Both of these models are structured approaches to teaching and managing language arts instruction.

The *Daily Five* teaches students deliberate strategies for reading to self, reading to someone, listening to reading, working with words, and working on writing. While students participate in the *Daily Five*, the teacher runs strategy groups and individual conferences.

Individual conferences and assessments were based around *CAFÉ*:
Comprehension
Accuracy
Fluency
Expanding vocabulary

All of these components are possible to implement because of the explicit training students are given in independent group work, coaching, and increasing stamina. Students were familiar with

coaching from previous instruction and received more targeted instruction during focus lessons in how to coach one another. They were then guided to transfer these skills to the game-show challenge.

Enrichment opportunities were available to everyone, since the tasks embedded in *The Amazing Race* compelled students to engage with complex texts. With strategies such as "right is right" and "stretch it," the teacher ensured that students used technical and precise vocabulary (Lemov, 2010). For example, when a student correctly answered a probing question about Galileo's controversy with the church, he was asked another question to extend his thinking and test the accuracy of his understanding. This example of "stretch it" required the student to return to the text to support his next statement, causing him to reread and think more deeply.

Creating an Amazing Race *Climate* in School and Around the Dinner Table

Families are an important part of all of our activities. Parents/caregivers were informed about the project through a weekly newsletter. This provided parents with background knowledge on the project and raised great dinner conversation, as reported by parents during conferences. One parent reported that her son argued with her,

"I can't be out during math because I don't want to miss the game." We drew upon family members as resources for our studies. One student's grandparents visited the class and related their experiences growing up in a small town in Northern Italy.

We created an *Amazing Race* climate — related to our curricular theme. In addition to using the theme song from the show, Euros were awarded for:

■ Excellence of thought,

■ Completion of homework, and

■ Exceptional teamwork.

Euros were counted at the end of the unit to reward a team with a "Lunch Bunch" prize. Lunch Bunch is a time when students are invited to eat lunch in the classroom with the teacher.

It is not a race, but an Amazing Journey: Let's Go!

Assessment

Throughout the unit various assessments were used. Each day allowed multiple opportunities for the teacher to meet with groups for conversations about their learning. These dialogues provided insight into the acquisition of language, social studies and mathematical concepts. In addition, other formative assessments were used to track progress, including the entry quiz, the challenges, teacher observations, travel journals, and homework. These assessments also provided data about grammar, spelling, and sentence structure that drove instruction during the alternate language arts block. Language skills were assessed primarily through the daily check-ins and travel journals.

Teacher Reflection: Future Improvements

As we continue to strive toward the ambitious goals of the CCLS, each year offers new opportunities for improvement. The CCLS recognize the important role of writing. Therefore, future units of this nature will incorporate increased writing opportunities to communicate the students' responses to analyzing text. Students may be encouraged to pursue opportunities through submitting selections from their portfolio for publication to print and online children's magazines.

In the future, units like this will also involve families at an even greater level. Materials will be shared to encourage exploration outside of school. The classroom website will be updated to include key academic vocabulary, book titles and Web resources families could pursue together. Opportunities to present the unit at the end of the race may also be added.

Concluding Thoughts

The shifts in instruction demanded by the CCLS can seem overwhelming and challenging. However, when approached with an understanding that this is a *process*, teachers can create new experiences and provide previously unimagined opportunities for cross-curricular learning. As this tectonic shift related to the Common Core Standards continues to quake, teachers are finding more ways to improve instruction and activity design and move closer to realizing these goals. The world of the Common Core is ours to explore. It is not a race, but an Amazing Journey: Let's Go!

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Classroom Partners: How Paraprofessionals Can Support All Students to Meet New Standards

SUMMARY

School-Related Professionals are important team members in every educational endeavor, including implementation of the Common Core Learning Standards. This author presents steps that teachers can take to build stronger partnerships with teaching assistants as the team engages with the Instructional Shifts and new Standards.

Ms. Rodriguez is a veteran fifth-grade teacher who — along with her colleague and friend, Ms. Kassab, a literacy specialist — faces the challenges of addressing the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA). She was notified that she would be working with a paraprofessional this year. When Ms. Rodriguez shares the information, Ms. Kassab smiles broadly and informs her that now she is not alone. She has a classroom partner to help her students succeed with the new Standards — she and her students are lucky!

The Hidden Skills of the Paraprofessional

What Ms. Kassab knows is that School-Related Professionals such as teaching assistants are quite varied in their backgrounds and talents. You will find some who are licensed science, medical, and engineering specialists in their native countries; others have business backgrounds. One may coach a student soccer team and another Little League Baseball. In my work with paraprofessionals, I have met individuals with 20 years of newspaper production technology expertise, as well as individuals who speak several languages. These are talents and skills that can benefit the students and the teacher.

Building a Classroom Partnership

Teaching assistants provide support to individual students or groups of students. Oftentimes they are utilized in supporting students with disabilities, but are also of great benefit to all students, including English language learners and students who have difficulties with learning but may not be

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receiving special education services. This may include re-teaching a previously learned skill; providing academic, social and emotional support; and helping students with personal care. This article offers suggestions to consider as you and your paraprofessional partner focus on the Standards and build a stronger classroom partnership in the process:

1. Get to know your classroom paraprofessional partner.

Have a conversation with the paraprofessional. What is the person's background? You may learn that the person is pursuing a teaching certificate, and holds an advanced degree in the Ukraine. Share your goals and ideas for units, lesson plans and projects. Develop a shared mission. Express how you look forward to working as a team. This is just the beginning to the discussion of how you can work together to help students meet the Standards.

2. Advocate that your paraprofessional partner have access to professional development activities that are offered to teachers — particularly those related to the CCLS.

As noted by a 2012 American Federation of Teachers Resolution addressing the role of paraprofessionals and school-related personnel (PSRPs) with the Common Core State Standards, "the CCSS necessitate in-service training and professional development for teachers; likewise, the CCSS necessitate the same for PSRPs… so that they are able to responsibly provide assistance to students and teachers..." In addition, this resolution notes the role that technology will play in common core assessments (as well as in teaching and learning), and that this will require new levels of expertise for many school personnel (*http://www.aft.org/about/resolution_detail.cfm?articleid=1646*).

> UDL is a model applicable to all students, and can be particularly helpful for students with disabilities, English language learners, and students with unique gifts and talents.

Here are some specific ideas for you to consider:

- Ask whether professional development activities at the district, school, or team level will include paraprofessionals. Remember, your paraprofessional partner is a member of your professional learning community.

- When CCLS materials are disseminated, make sure your paraprofessional partner receives a set.

- When possible, let those facilitating professional development activities know that paraprofessionals are in attendance, and that their expertise and perspective can be elicited.

- If you are not able to attend as a classroom team, inquire about whether attendance can be staggered if activities are offered more than once.

3. Explore the use of Universal Design for Learning (UDL) as a classroom team.

According to the Common Core State Standards Initiative website, under *Application to Students with Disabilities*, the principles of Universal Design for Learning (UDL) are described as necessary for success (2012).

UDL principles focus on students being provided 1) multiple ways of accessing content, 2) multiple ways of expressing what they know or create, and 3) multiple ways of engaging with content. UDL is a model applicable to all students, and can be particularly helpful for students with disabilities, English language learners, and students with unique gifts and talents. Information regarding the principles for Universal Design for Learning can be found at National Center On Universal Design for Learning (*http://www.udlcenter.org/*).

Using the UDL guidelines, discuss how you might use each team member's individual talents (e.g., the arts, drama, movement) to provide all students with options related to the principles above. For example, work together on illustrations and graphic organizers that can clarify and support learning of key vocabulary.

Good Communication + Teamwork = Student Success

- All education professionals must work together for student success.

- Everyone plays a vital role.

- Paraprofessionals are essential team members.

- Respect and communication are crucial.

— *AFT School Tips: Creating a Classroom Team, p. 2*

Use multiple approaches to foster student interest in activities related to the Standards and ownership of learning projects. Tap into the paraprofessional's ability to circulate around the room and support individuals as the classroom teacher initially leads and models the task. Discuss how you and your partner can conference with students as they self-assess and reflect on their work.

4. Make sure that all team members know about student accommodations and modifications, and are fully aware of annual goals included in each student Individualized Education Program (IEP). Many of these goals will now be based on the CCLS.

Paraprofessionals need to be aware of goals, modifications, and accommodations for students with disabilities with whom they work directly. As with all team members, they also need to clearly understand the critical confidentiality requirements for such information. Special education teachers, in particular, can advocate for their paraprofessional team members to attend ongoing professional development opportunities related to students with disabilities (e.g., unique learning characteristics, suggested strategies). This will help these individuals understand

the instructional supports that will be critical to success with the Standards.

5. Develop tools that you and your paraprofessional partner can routinely use with students, and discuss them together — even if it's only for 2 minutes at the end of a busy day.

A range of tools and strategies that are directly related to the Instructional Shifts and the Standards can be used *routinely*. Here are three examples:

■ **Academic Vocabulary**
As noted by the International Reading Association, "Implementation of the CCSS requires that teachers identify academic vocabulary and phrases in instructional texts and support students' learning of such vocabulary" (p. 3). Paraprofessional partners can

You can provide templates for graphic organizers and your paraprofessional partner can use them as needed with groups or individual students.

be encouraged to focus on the specific vocabulary you have identified from a particular text as they rotate around the classroom or work with groups or individual students.

Using the insights of Allen (2007), vocabulary can be addressed in context by demonstrating and modeling for students. Students can be directed to use background knowledge, word parts knowledge (prefixes, suffixes, and root words) and text clues (surrounding words, visuals, tone, endnotes/footnotes/sidebars).

■ **Text-Dependent Questions**
Paraprofessionals can assist you by working with students to continually reference back to the text in

responding to your text-dependent questions. As a team, you can develop your own set of tools that you use with groups or individuals: "Where do you see that in what you read? Could you point to it?"; "That's a good point. Where's the evidence for that? Is that in your reading?" Reciprocal teaching can be a helpful strategy for teaching students to focus on the text. Reciprocal teaching is a structured dialogue between students and teacher, each taking a turn in the role of dialogue leader. Strategies include questioning, summarizing, clarifying and predicting (Palinscar & Brown, 1984).

■ **Use of Graphic Organizers**
You can provide templates for graphic organizers and your paraprofessional partner can use them as needed with groups or individual students. These could be related to Shifts, such as *Writing from Sources* and *Text-based Answers*. Graphic organizers are available in many of the materials found on the New York State Education Department EngageNY website, such as the *Paragraph Writing Graphic Organizer* or the *Topic Expansion Graphic Organize*r (*http://engageny. org/resource/grades-3-5-ela-curriculum- appendix-2-graphic-organizers*). Other organizers that are helpful with many CCLS-related projects would be timelines, calendars (highlighted

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Active Listening Strategies

"**Encourage** — Being encouraging shows you're interested in what the other person is saying and keeps the other person talking when he or she might be shy or reluctant..."

"**Clarify** — Clarifying includes asking who, what, why, when and where questions. Clarifying helps you get clear information from the other person and understand his or her point of view, so you can find a solution that works for both of you. Ask questions if you don't understand what the other person is saying or if you need more details."

"**Validate** — Validating recognizes the other person's dignity, efforts and opinions."

— *AFT School Tips: Creating a Classroom Team, p. 2*

with project dates), and double entry journals (a note-taking technique with two columns — information from the text on the left and notes such as questions, reactions and predictions on the right).

6. Acknowledge the contributions of all team members.

It is critical to recognize every member of the team for what she or he has contributed to the classroom learning community and increasing student achievement. In addition to acknowledging all team members (in casual conversation as well as in meetings), it is important to help members connect to others. If a paraprofessional is new to your team, help her or him connect to other members who are key to student achievement in English language arts — in particular, speech language therapists, reading specialists, and librarians.

Final Thoughts

Former American Federation of Teachers President Albert Shanker (1985) noted proudly:

> **Interviewers often ask what I'm proudest of. There are many things that come to mind — helping to build a great union… helping teachers win a solid voice in their own destiny, playing a role in the American labor movement, speaking for freedom here and everywhere in the world.**
>
> **But if I had to pick one thing, I'd say it's this: organizing classroom paraprofessionals and negotiating for them not only better salaries and benefits (including, finally, pensions) but a career ladder that enables each of them to go to college and, by virtue of their own hard work, to become teachers… and join the struggle of teachers to improve their profession.**

Shanker passed away long before the development of the CCLS, yet his prescience in recognizing the vast untapped capacities of paraprofessionals is testimony to the accuracy of his vision for teacher and paraprofessional partnerships. Paraprofessionals can be a tremendous asset in our common mission to ensure that all students meet new and more challenging Standards.

Plan Together

"Planning together keeps you productive and motivated.

While the teacher may be the person to initiate a plan, the paraprofessional should feel free to give input and suggestions.

Planning weekly schedules and daily activities can make both your lives easier."

— *AFT School Tips: Creating a Classroom Team, pp. 4-5*

Share Feedback

"Feedback builds a working team. While the teacher takes the lead in the classroom, both teacher and paraprofessional should have the chance to share feedback. Feedback cuts down on confusion, duplicating tasks and resentment between paraprofessional and teacher. You may find a 'tune-up' checklist like the one below to be helpful.

Sample Tune-Up Checklist:

■ Are we meeting frequently enough?

■ Are we sharing information about student performance, behavior and growth?

■ Do we need to work further on defining job roles, setting goals and evaluating students?

■ What areas would we like to see improved?

■ What areas can we congratulate ourselves on?

■ Are we treating each other as co-workers rather than supervisor and subordinate?

■ Do we each feel free to offer suggestions or bring up problems?

■ Are we both fulfilling our job descriptions so that neither of us is over-burdened or underutilized?"

— *AFT School Tips: Creating a Classroom Team, p. 7*

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Structuring Professional Development to Build Expertise with Common Core Learning Standards

SUMMARY

High-quality professional development opportunities are key to continuous improvement in teaching. New York state teacher centers provide professional development on a range of topics including the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy*. This author describes a process for assisting educators in deepening their understanding and use of best practices with the Standards and their accompanying shifts in instruction.

The intent of the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA) is to give practitioners a foundation on which to guide students in constructing deep understanding and skill with reading, writing, speaking, and listening. Historically, it has been common practice for educational systems to relegate the instruction of literacy skills to English language arts classes or instructional blocks. Moving forward with CCLS/ELA means embracing the principle that all subject area teachers and specialists are also instructors of literacy skills. No, we are not doing the reading teacher's job — we are however, focusing on the appropriate literacy skills which best fit our particular content area.

This article will present ideas for those planning ongoing professional development — across content areas — related to the CCLS/ELA and their accompanying *Instructional Shifts*.

Ongoing Professional Development is Critical to Success

Research has clearly demonstrated that if we expect our young students to be able to apply new learnings in various ways at various times, we need to support the process of how they can "own" their knowledge and use it when necessary. Knowing the skill you need, at the moment you need it, means that you have integrated new learnings with prior knowledge and can implement new skills successfully. Likewise, for adults, the design of professional learning activities needs to provide support "along the way."

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Children and adults benefit in a similar way from a guided model of instruction as opposed to simply offering information on a one-time basis.

Focusing on the Instructional Shifts in Professional Development

The six Instructional Shifts required by CCLS/ELA are below:

	Shifts in English Language Arts & Literacy	
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) primarily through text rather than through the teacher or other activities.
Shift 3	Staircase of Complexity	Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time, space, and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students continuously build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

From EngageNY.org of the New York State Education Department. *Instructional shifts for the common core.* Retrieved from *http://engageny.org/resource/common-core-shifts*

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This gradual release of responsibility supports participants in becoming independent in their abilities to make connections with prior knowledge and expertise and incorporate new information into their teaching practice.

At the Kenmore Staff Development Center, we have utilized an approach referred to as the Gradual Release of Responsibility Model (GRR) when planning professional development related to the CCLS/ELA and the Shifts. The GRR Model is a particular style of teaching which was originally discussed by Pearson and Gallagher (1983), and is the foundation of a work by Fisher and Frey (2008) entitled *Better Learning through Structured Teaching*. The purpose of this model is to shift the responsibility for learning from the instructor to the students, or in the case of professional development, from the facilitator to the participants.

Discrete stages are followed which are designed to facilitate understanding of new content. New information is introduced. This is followed by structured guided practice and opportunities for collaborative learning. The final stage of learning culminates with the participant engaging with the information independently. The stages are essentially, as the authors state, "I do it," "We do it," "You do it together," and lastly, "You do it alone."

As noted by Fisher and Frey, individuals do not develop high levels of skill from just being told how to complete tasks. A high skill level is often the result of having models, feedback, support, and many practice opportunities.

This gradual release of responsibility supports participants in becoming independent in their abilities to make connections with prior knowledge and expertise and incorporate new information into their teaching practice. Below is an example of the four stages of this model — with some adaptations for this application of the GRR model:

The "Focus Lesson": Introducing the New Information

During this first stage, referred to as the Focus Lesson, the facilitator introduces the concepts or skill to be learned. This may include discussion of the "purpose for learning" along with modeling some thinking strategies which demonstrate how the participants might make connections between prior knowledge and expertise and the new content. The facilitator clarifies: this is what we are exploring, this is why, and these are the expected outcomes.

Skill: Developing **Text-dependent Questions** (Related to Instructional Shifts 4 and 5)

New information for participants (key points):

- The questions we ask of students should cause them to interact with what they have read and to gather evidence and insight while providing **supporting evidence**.

- Good questions require **deep inquiry**. They should move students beyond questions like: "What is the main idea?" or "What are three supporting details?"

- Questions should **motivate** students toward further investigation.

The facilitator may model reflection regarding the concept or skill:

"I taught reading for a number of years and it was my practice to introduce my students to the study of biographies. I felt there were many valuable lessons which could be gained from learning the life, struggles, and accomplishments of individuals who came from similar backgrounds to my students. I would ask questions pertaining to how students would assimilate these struggles into their own understandings, but I think I fell short on not crafting my questions to require them to use textual references to support their answers. I needed to ask questions in which my students could cite examples from the text. In other words:

- Did this person feel that her struggles shaped her life?

- How do you know that?

- Where do you see that in the text?"

Participants are given Planning Questions to guide their development with this skill. These are drawn from the principles of *Understanding by Design* by Grant Wiggins and Jay McTighe. The theme of their work is that instructors need to identify the desired outcomes for learners, and plan instruction which will lead learners to acquire the new knowledge. This is best accomplished by identifying what learners will know, understand, and do to demonstrate competence. Therefore, when our purpose is to teach participants how to write text-dependent questions, we model the planning that must occur. The Planning Questions are:

- What is the essential learning for this reading?

- What will my students have to demonstrate to indicate their understanding?

- Which vocabulary words are embedded in the reading and will need to be understood to acquire the content?

When our purpose is to teach participants how to write text-dependent questions, we model the planning that must occur.

Structuring Professional Development to Build Expertise with Common Core Learning Standards

- What types of text-dependent questions can I ask that will lead my students to the essential learning?

- How can I scaffold the questions to provide encouragement for students to take some risks with sharing their thinking?

Guided Instruction and Practice: "We do it"

During this interactive stage, the instructor begins the shift from direct instructor to that of facilitator. Participants are strategically grouped (in this case by grade level, not subject/content area) to further their ability to interact, collaborate, evaluate and assimilate new information. Reviewing content from different subject lenses helps participants to clarify that literacy instruction varies in accordance with the lens that is needed for the reading. It also helps identify that content vocabulary varies but strategies to reinforce that vocabulary could be similar.

To familiarize participants with the GRR model, a video of the model in use is viewed. Participants are asked to pay close attention to student engagement. Following this, participants:

- **Discuss their observations** from the video about **Releasing Control to Students** and identify what they could replicate in their own plans.

We often hear participants admit that they struggle with releasing control to their students and that much of the learning in their classroom is dependent on them. It is not uncommon to struggle with releasing control for learning, yet that is what we must do to fully engage our students. Therefore, the "release of responsibility" becomes a necessary component of lesson design.

- **Identify how students read, write, speak, and listen in their content areas.** Each participant reflects on how literacy unfolds in her or his classroom. We have found this to be a very meaningful activity. It helps point out differences in approach which may occur when introducing vocabulary and new material to students. We remind participants that predetermining essential vocabulary is critical when planning instruction which embodies the literacy shifts.

- **Work with text and draft text-dependent questions.** Participants are provided with "informational reading" excerpts from their content area to give them Guided Practice with relevant content. These readings are selected based on the grade levels of the enrolled participants. Participants work with the Planning Questions and are reminded that the ultimate goal

is that their students should have to **use** the readings (or text) as a resource to answer the questions. In other words, what evidence from the text supports the students' thinking? The Planning Questions also require that participants identify a culminating activity for their students — that is, what students will do to demonstrate what they have learned.

During this guided instruction and practice stage, the facilitator **frequently** checks for understanding and provides prompts when necessary to assist participants in making connections.

Collaborative Learning: "You do it Together"

In this stage, participants are given more opportunities to explore their thinking with one another. They solve problems with their peers based on common new information. This is when participants begin to create with others — moving beyond looking to the facilitator.

Participants are asked to develop a lesson outline for each of their readings. Participants plan instruction as well as critically review each other's outlines and text-dependent questions to determine if they fulfill criteria. The expectation is that their questions will be ordered in a manner which will guide their students to demonstrate

Template for Lesson

- Provide title of text.

- Provide background information to clarify understanding of lesson you will teach.

- Identify the standards addressed in your plan.

- Identify the core understandings and key ideas of the text. This is the essential learning which students are expected to know and understand.

- Describe how the lesson will be introduced along with the purpose for learning.

- Identify vocabulary words which are connected to key understandings and ideas.

- Explain how the vocabulary will be introduced.

- Create a coherent sequence of text-dependent questions which are carefully structured to build toward deep understanding and analysis. These questions should provide a guide for learning.

- Describe how students will be prepared to answer questions using reference information from the text. All questions should keep the students engaged with the reading.

- Identify portions of the reading which might present difficulty for students and how the teacher will scaffold learning. This should include specific strategies that will be used with students with Individualized Education Programs, as well as any unique scaffolding for students who are English language learners.

- Create a culminating assessment around the key ideas or key understandings.

competency (through the execution of the culminating activity). Lesson plan outlines are written on chart paper to make sharing easier, and each group presents their work. The facilitator and participants provide feedback, which further solidifies understanding of how best to write text-dependent questions.

Allowing students to self-assess and openly discuss their thinking increased interaction and made the content livelier.

Independent Work: "You do it Alone"

The final stage is to structure independent practice in which participants use the new information, know where to access additional information, and develop greater expertise with the CCLS/ELA. Participants create and implement a lesson which highlights a shift to greater use of text-dependent questions. When rejoining the group at a later date, they may model for the group and request feedback. This can lead to a cycle of building greater levels of refinement with this skill. (See lesson template, p. 33.)

We maintained contact with participants over the several week period in which they worked on their lessons. We created a blog for participants and were able to address individual questions as well as provide guidance as needed. Participants submitted lesson plans prior to our final session. At that session, participants discussed their personal reflections about how students responded to their lessons.

Their feedback was excellent. Many participants discussed how they were excited about certain topics in their content and assumed their students were equally enthralled. However, they could not validate this because they were too much in control of the learning. Shifting responsibility for learning allowed them to facilitate student understanding in a more meaningful manner. Additionally, many participants recognized the importance of actively engaging students as learners. Allowing students to self-assess and openly discuss their thinking increased interaction and made the content livelier.

Implementation Sustained Over Time

At a time when there is an infusion of simultaneous mandates, we need to be continuously mindful of the principles of good instruction for ourselves as well as our students. The GRR Model for professional development, or variations on it, can foster teachers' and other team members' abilities to successfully implement these changes. In a follow-up evaluation, more than 80 percent of our participants felt they were able to implement major objectives taught in the workshop in a regular sustained fashion. Samples of comments include: "I was able to find activities in literacy that help my students become more self-directed learners" and "The questions being asked are more open ended, and the students are asked to elaborate more on their answers." The Instructional Shifts will cease to be shifts as they become teacher routines — an everyday part of how teachers think, plan, and instruct. High-quality professional development is key in this transition to new standards and new routines.

New York State Teacher Centers

Throughout New York state, 130 teacher centers provide professional development to meet the needs of the constituents they serve. Professional development programs created by teachers, for teachers provide delivery of information which participants can assimilate and immediately use for improved instructional practice. Teacher center trainings correlate with NYS initiatives and the Regents Reform Agenda. The mission of teacher centers is to provide meaningful training as a result of ongoing collaboration with higher education and a vast network of public and private partnerships.

Find your local teacher center at www.teachercenters.org

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Technology Education and Literacy Teachers Collaborate for Success with Common Core Standards

SUMMARY

Collaboration among teachers is vital to addressing the Common Core Learning Standards in English Language Arts and Literacy. A technology education teacher and literacy specialist implement the Standards using complementary skills and embracing a common mission. The outcome is student-created digital Author Studies. Students demonstrate principles of effective website design and in the process enhance their abilities to write and speak grounded in evidence from texts.

Technology skills are key to success in the 21st century. Collaboration between technology education teachers and literacy specialists can lead to powerful outcomes with the implementation of the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA). One example of such collaboration at Ditmas Intermediate School 62 is offered here.

IS 62 is a neighborhood school in Brooklyn. More than 20 percent of the students are from very diverse backgrounds. New immigrants/newcomers represent 15 percent of our population. Our school receives Title 1 funding. The focus of this description is a sixth-grade technology class and the activity is related to building website design skills. The technology education teacher coordinated his planning and implementation with the literacy specialist to enhance learning. This activity was drawn from the technology education teacher's objectives related to Math, Science and Technology Standard 5 (Technology Education) in addition to a range of standards from CCLS/ELA. This collaboration allowed the technology education teacher to address his website design objectives through content related to ELA — that is "Author Studies" in a digital format.

Author Studies as Website "Content"

An "Author Study" is an activity where, under the guidance of teachers, the students read several literary or

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informational texts by the same author and compare and contrast the following over the author's body of work:

- Style

- Purpose

- Message

- Craft

- Language

Author Studies can take various forms.[1] We made a decision to develop Author Study websites through the use of Weebly, a free Web authoring site. Weebly incorporates drop-and-drag features, contains pre-made designs, and allows for blogging and a host of other possibilities. (See *http://www. weebly.com/*)

Steps in Author Study Project

In the description of activities in the technology class that follows, you will find several of the CCLS/ELA Instructional Shifts at play. In particular, there are many steps where the

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Mathematics, Science, and Technology/Standard 5

Technology Education

Technology: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Key Idea 3: Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Performance Indicator 2: Students will use a computer system to connect to and access needed information from various Internet sites.

New York State Education Department. *http://www.p12.nysed.gov/cte/ technology/standards/computer.html*

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teacher instructs and designs student activities related to:

- Writing from sources

- Writing and speaking grounded in evidence from texts

- Building academic vocabulary

1. Identifying authors and types of books. Students are asked to share their favorite authors (unassigned by the teachers). They offer many familiar popular American and British authors.

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[1] This activity is built on research completed by Rose Reissman (the literacy teacher on the team) and Mark Gura detailed in *Teaching with Author Web Sites, K-8* (Corwin, 2010). In addition, this project was informed by the work of Carol Jago in *With Rigor for All: Meeting Common Core Standards for Reading Literature* (Heinemann, 2011).

Technology Education and Literacy Teachers Collaborate for Success with Common Core Standards

As a result of student diversity, some authors popular in countries such as Pakistan and Uzbekistan are given. After reviewing the distinctions between "literary" and "informational" texts, students are asked to determine whether the author's works are primarily informational or literary.

2. Critiquing existing sites. Students are given a Web design rubric by the technology education teacher. They are instructed about elements of effective Web design. Students are asked to critique an existing Author Site based on the rubric as a preparation activity for building their own author "fan site"

(see Critiquing Websites — Features to Consider). The technology and literacy teachers discuss how to evaluate websites for reliable data. Students were taught to determine whether a site was: selling a product, set up by fans, authorized (by author or his/her estate/publisher), and other characteristics that can help determine the accuracy of the information.

3. Engaging in *Author Info Scavenger Hunt*. As a practice activity in gathering information on their author, students were given an *Author Info Scavenger Hunt*. For example, students might be asked to find and show the Uniform Resource Locator (URL) for sites which give: baby pictures of author, author's account for how the book title was determined, or games related to the book. As teachers rotate around the classroom, students share what they have found and teachers offer immediate feedback.

4. Outlining their Author Study "fan site." Students write a plan for their own "fan sites" using effective website design components and the vocabulary of professional website builders. Students outline the sources of information (online and print) they will use for content, their design for a game or blog or guestbook, and perhaps a PowerPoint or video they would import into their sites. This plan is reviewed with the teachers.

Critiquing Websites — Features to Consider

Web Design Style

Is the site fast-loading and dynamic?

Does it offer vibrant images?

What is the quality of the sound/music effects?

Are all features functioning?

Does it use "dissolves" (i.e., moving gradually from one picture to another)?

Is the home page captivating?

Does the home page use tabs effectively?

Content

Is the content accurate?

Is the content interesting?

Does content include features such as games, guestbook, blog or other interaction opportunities?

5. Developing their site. With their approved plans in hand, students are introduced to Weebly. The technology education teacher circulates among the students as they begin their site development and is available to offer instruction and guidance, and address questions.

6. Publishing their work. Students publish their password-protected sites online and receive additional feedback for revising and editing from both the technology education teacher and the literacy teacher.

Sharing with Multiple Audiences as a Method for Developing CCLS Speaking and Listening Skills

Students share their Author Study sites in multiple ways with multiple audiences. For example, students:

- Present them to the class. They discuss their site design goals and challenges they encountered.

- Prepare an Author Study podcast as a part of an International Society for Technology in Education (ISTE) Literacy Special Interest book study on author sites.

- Present to Teacher Candidates at York College. Candidates asked many questions and this experience was very validating for the participating students and exciting for both students and candidates.

The students involved in this project are by definition "authors" and own their sites. They have a vibrant dynamic online product they can revisit, and collect multi-sector visitor feedback. They have a notch on their "middle school" Web designer and achievement resumes.

CCLS/ELA Addressed in Author Study Website Project

Many Standards are addressed in this activity. A few of these include:

RL/RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL/RI.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others….

SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

RST.6.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context…

WHST.6.1 Write arguments focused on discipline-specific content.

Technology Education and Literacy Teachers Collaborate for Success with Common Core Standards

In the 21st century, technology and literacy skills are pivotal to career success.

Parent/Caregiver Engagement

We have received many comments from parents/caregivers and some visited their child's sites and those of other students. Next year, we plan to have a family Author Site team-building workshop and inaugurate sites developed by students and parents as teams. Primary language is not a barrier since often Author Sites can be found in the parent's primary language. Translation software is another available tool. In addition, school translators can support the technology education teacher and literacy teacher in expanding this project.

Formative and Summative Assessments

In addition to the ongoing use of the rubric, other means of formative and summative assessment include: student self-assessment on rubric, teacher determined assessments of the design components for the sites, student reflections on their success as presenters (face to face as well as podcast) through a Speaking and Listening rubric developed by the literacy teacher, written feedback from presentation participants, and student spoken and written final statements about their evaluations of their website designs and their future plans to build additional sites. (By the time this question was asked, many students had already begun building additional websites on their own.)

Collaboration as a Key to Addressing CCLS

Teachers of all content areas share a goal of preparing students for college and meaningful careers that will assure their success as citizens and as individuals. In the 21st century, technology and literacy skills are pivotal to career success. In addition, this collaboration enfranchises students as readers, writers and discussants of texts (print and digital), which has value in many domains of life. We highly recommend this type of collaboration across standards, content, and areas of teaching expertise.

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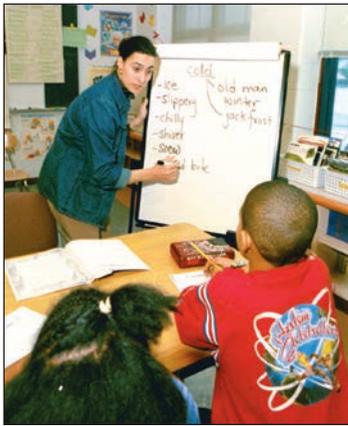
Strategies to Assist English Language Learners in Accessing the Common Core Standards

SUMMARY

A shared school and district vision for English language learners is necessary as the implementation of Common Core Standards unfolds. These authors describe various strategies for scaffolding student learning, each relevant in student access to new Standards. They highlight the importance of collaboration and commitment regarding outcomes for students who are learning English as a new language.

The New York State

P-12 Common Core Learning Standards for English Language Arts & Literacy (CCLS/ELA) offer a number of advances or shifts in instruction for the teaching of English language arts across the content areas. First and foremost, they were developed to ensure that all students are college and career ready by the end of 12th grade. With this in mind, they contain sets of Anchor Standards in reading, writing, speaking and listening, and language that are consistent across all grade levels and promote an integrated model of literacy. However, as indicated in the introduction of the CCLS/ELA document, the methods, materials, and instructional interventions necessary to foster academic growth with students who are English language learners (ELLs) are not specified.

As a result of the work of the New York State Bilingual Common Core Initiative, teachers working with ELLs will find new terminology and resources for addressing the needs of their students. The *New Language Arts Progressions* (NLAP) — formerly known as English as a Second Language Learning Standards — and the *Home Language Arts Progressions* (HLAP) — formerly known as Native Language Arts Learning Standards

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— are being developed to align with the NYS Common Core Learning Standards at every grade. The NLAP and the HLAP will be used to provide a framework for much of our teaching. The New York State Education Department has indicated that curriculum modules will be created to support the Progressions. The curriculum modules can be used to develop district curricula. [1]

In this article, the authors (ESL teachers in collaboration with higher education colleagues) will describe strategies that can be used with English language learners to support student achievement of the CCLS/ELA and build teacher expertise with the Instructional Shifts.

New Terminology!

New Language Arts Progressions	Formerly English as a Second Language Learning Standards
Home Language Arts Progressions	Formerly Native Language Arts Learning Standards

New Levels!

5 Levels of Language Progressions (Entering, Emerging, Transitioning, Expanding and Commanding)	Formerly 4 Levels (Beginning, Intermediate, Advanced and Proficient)

From *EngageNY.org* of the New York State Education Department. *New York State Bilingual Common Core Initiative.* Retrieved from *http://engageny.org/resource/new-york-state-bilingual-common-core-initiative*

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[1] These documents have been influenced by the Council of Chief State School Officers' 2012 publication, *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards.*

Strategies to Assist English Language Learners in Accessing the Common Core Standards

clarification and instructional guidance for an ESL student. This teaching model, and accompanying instructional strategies, support and build students' language proficiency and content knowledge.

In this co-teaching model, both teachers work with all students. This team is strong and positive and models for students how to be respectful and work with each other. This collaboration has assisted students in being more successful in all areas of their educational experience, from the classroom to the sports fields. The ongoing support of the Collaborative ESL Team builds students' self-esteem, and has increased their involvement in varied aspects of the school community.

English as a Second Language – Collaborative Model

Through this period of transition with new tools and frameworks related to students who are English language learners, sustained teacher collaboration around the Standards and Instructional Shifts is critical. In the Collaborative ESL Program at Sagamore Middle School in the Sachem Central School District, students who are English language learners not only attend ESL classes, they also have an ESL instructor in each of their content area courses. A co-teaching model allows for immediate

Providing Appropriate Scaffolding

As noted in the NYS Bilingual Common Core Initiative's *Teacher's Guide to Implement the Bilingual Common Core Progressions*, determining what specific scaffolds will be needed by individual students will be key to attaining the Standards. Scaffolding has been defined as "the support offered students so that they can successfully engage in activity beyond their current ability to perform independently..." (Council of Chief State School Officers, 2012, p. 48).

Preliminary performance indicators in the Progressions have scaffolding explicitly built into them, based on five levels of proficiency in the new language: Entering, Emerging, Transitioning, Expanding, and Commanding. The scaffolds are removed over time as students progress. Examples of scaffolds specified in the Progressions include glossaries, sentence starters, and rubrics. We have found the following types of scaffolding very effective in our work:

Realia. "Realia" is the use of actual objects and items brought into a classroom as examples or as aids to be talked or written about and used in teaching (Richards, Platt & Platt, 1992).

Realia can be employed in several ways. For example, realia can be used to aid the students' comprehension of difficult vocabulary. Bringing in an object or visual representation allows students to connect what they already know with what they are learning — allowing for a deeper understanding of vocabulary and concepts. Students are better able to extract meaning from what they are reading in the classroom. (This is connected to CCLS Instructional Shift: Building knowledge in the disciplines through text.)

Graphic Organizers. Graphic organizers are a research-based strategy that can support learning and are referenced widely in the samples of Progressions. Students can use graphic organizers to find appropriate and relevant information from the text and record the information they have found. (This is connected to CCLS Instructional Shift: Focusing on text-based answers.)

Strategies for Building Vocabulary. Research suggests that direct vocabulary instruction helps activate a student's prior knowledge and comprehension of content. "Students' comprehension will increase by 33 percentile points when vocabulary instruction focuses on specific words important to the content they are reading" (Stahl & Fairbanks, 1986 as cited in Marzano, 2004, p. 68). Visual word walls are an effective technique used to scaffold vocabulary development. They are an organized display of key terms that include visual representations. Words for the word wall are continually added throughout a unit of study. Visual word walls foster independence in reading and writing tasks by increasing and building vocabulary. To provide consistency, similar visual word walls can be placed in both the ESL and content area classroom. In addition, we have found great value in

The scaffolds are removed over time as students progress. Examples of scaffolds specified in the Progressions include glossaries, sentence starters, and rubrics.

Strategies to Assist English Language Learners in Accessing the Common Core Standards

The entire school community — administrators, teachers, parents, and students — needs to collaborate in developing a comprehensive plan of action.

the Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2008). SIOP is an instructional framework which focuses on content and academic vocabulary and increases comprehension for English language learners during instruction. (This is connected to CCLS Instructional Shift: Building the academic vocabulary necessary to access complex texts.)

One-Pagers. Student-created "one-pagers" are similar to a review sheet. One-pagers contain all of the concepts and/or facts needed to be successful during a learning activity or unit. During each reading assignment, the student decides (with an appropriate amount of support from the teacher) which information is important. As the student identifies key ideas within the reading assignment, he or she writes them down on one piece of paper that is used throughout the unit. During this process students can utilize the information on the one-pager to help them complete assignments and prepare for examinations. (This is connected to CCLS Instructional Shift: Writing from sources).

Content Area Support Form. Determining appropriate scaffolding is complex. A "Content Area Support Form" can be used to improve communication among team members who

are not able to participate in a co-teaching model (Lucas & Hagan, 2012). Some ESL teachers are in more than one building each day, which makes communication with every classroom teacher challenging. The utilization of a teacher-created form by both the classroom and ESL teacher can aid in communication for upcoming content.

Looking Forward

With the implementation of the CCLS, teachers will need to discover and experiment with different instructional strategies to meet the needs of English language learners. Although educators do have concerns that need to be addressed, the CCLS can be seen as an opportunity for the examination of classroom practices and curricula to support favorable academic outcomes for students who are English language learners.

The question of instruction to help English language learners meet the CCLS is complicated, and solutions for moving students toward successful outcomes require more than simply identifying the best strategies. The entire school community — administrators, teachers, parents, and students — needs to collaborate in developing a comprehensive plan of action.

Following are some essential features to consider for such plans (Dove & Honigsfeld, 2013):

1. A shared vision for English language learners that all school members embrace and work toward making a reality.

2. A commitment to collaborative planning, instruction, and assessment to make academic content comprehensible and support the language and literacy development of English language learners.

3. Resources and professional development for teaching the necessary scaffolding methods English language learners need to access rigorous content.

4. Resources and professional development for explicitly instructing students in literacy and general learning strategies.

5. A delineation of content or topics necessary for English language learners that may be missing from Standards or curricula.

Successful implementation of the CCLS not only requires that teachers develop and apply appropriate methods and strategies to support the achievement of English language learners, it also requires that school administrators be actively involved in the process. Building leaders and other administrators must support a shared understanding of what is needed for English language learners. Collaborative teaching requires time, resources, and commitment at all levels.

It is these system-wide structures that allow the instructional supports listed above to be successfully delivered to students.

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Close Reading *and* Personal Connection: The Power of Poetry

SUMMARY

Literary forms such as poetry are important and vital elements of the curriculum. This author describes how poetry can be used to inspire and engage learners. It is a form of text that can serve as the focus of a close read, similar to other texts. She offers examples of text-dependent questions that can be used in conjunction with questions that seek personal connections and expressions.

At a time when the Common Core Learning Standards are front and center in terms of educators' time and attention, and the focus is on emphasizing informational text, the importance of the arts in obtaining and sustaining student engagement cannot be neglected. Poetry as an art form can elicit deeply personal expression, energize the classroom environment, and contribute to a range of educational goals. And yes, students can benefit from a close reading of this type of text as well as simply letting the sense of a poem spark their imagination for creative writing or discussion. There is value in both.

The *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA) address poetry in multiple standards. For example, students will:

"Interpret, analyze, and evaluate narratives, poetry, and drama, artistically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations." (p. 47)

"Create poetry, stories, plays, and other literary forms…" (p. 57)

Curran (2013) notes that the anchor standards found in the CCLS/ELA call upon students to demonstrate many skills that are enhanced through the use of poetry — such as making inferences, analyzing themes, interpreting words and phrases, and assessing how point of view shapes a text. The CCLS/ELA Instructional Shifts related to staying *deeply connected to the text and responding to ideas presented in the text* are demonstrated in the following description. Poetry can be used as the focus of a *close read* as well as a jumping-off point for personal expression and exploration. Poetry can impact students' attitudes about themselves as valuable, creative and engaged learners.

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Lindamichelle Baron, Professional Staff Congress

Nurturing the Creative Spirit Within

As a very young child, I would often play with words and ideas — simple rhymes written in iambic pentameter. Children often believe, as I did, that the primary function of poetry is as a place to hold rhythms and rhymes rather than to communicate ideas. My early attempts at poetry gave no indication that I would one day grow into an individual who would be a published poet. "I have a cousin named Gerard/I think his ears are very odd" and "My mother is the best/better than all the rest" gave no hint of my inner wishes, hopes or talent. They were simplistic rhymes.

Flash forward to a time when growing emphasis (overemphasis, some would argue) is being placed on what can be measured by standardized tests of achievement. How do we reinforce the joy of living a literate life, so that students are better able to face the challenges of the range of skills described by the Standards? How can we demonstrate that the arts, valuable in and of themselves, are also a way for celebrating our accomplishments and coping with our difficulties — whether they be

in or out of school — with our friends, families, and communities.

The majority of educators standing in front of secondary school classes today are not facing self-identifying readers, poets and writers. Even if a minority of students do see themselves as creative artists (writers, poets, media makers), most are disconnected from contemporary classics and even from compelling young adult works. Beyond the literacy consequences of this disconnection in terms of addressing the Standards and standardized test demands, these adolescents are at a crucial juncture in terms of their evolving self-definition as adults in relationships, in work, and in society. They require an accessible syntax to concretize emotional turmoil as they forge ahead to define themselves.

My quest as a teacher, consultant, poet, professional developer and educator of teachers is to develop approaches that bring students the joy of living a literate life. Given my own development as someone who uses poetry as the vehicle for self-definition, I have found ways to create opportunities for others to do the same. Poetry as

Poetry can be used as the focus of a *close read* as well as a jumping-off point for personal expression and exploration.

Close Reading *and* Personal Connection: The Power of Poetry

How do we reinforce the joy of living a literate life, so that students are better able to face the challenges of the range of skills described by the Standards?

pedagogy can be used by any teacher to help move students from disconnected readers to excited, engaged and reflective individuals. My goal is to have students find the joy in creative expression through the arts, so that they begin to create for themselves, in the classroom and beyond.

Most disaffected students do not grow up experiencing literature as I did. With that in mind, I authored a poem dealing with one student's negative literacy experience:

Life, Literacy, and . . .

When he walked into the library,
it was so big and clean and beautiful
he felt like he was going to
receive his lottery prize.

But when he found the book the teacher had assigned,
There were so many words he had never seen before
he felt like someone had reached into his pocket
and stolen his prize-winning ticket.

The library became a giant locked safe
With all the riches of the world
Stored alphabetically, on the shelves.
But he didn't know the combination.

He handed the librarian the book
with his library card tucked inside.
Transaction completed,
she handed both back with a smile.

But when he thought she wasn't looking
He scratched an obscenity on the counter
in large letters
and put the book
he knew he was never going to read
on top of his disappointment . . .

And left.

— *Lindamichelle Baron*

I use this poem to directly engage and "speak to" students — particularly students who struggle with literacy skills. Teachers can, of course, choose from an infinite range of topics and themes which directly speak to the specific student population experience. Here is how I proceed:

Step One: Reading and/or Enacting a Poem as Dramatically as Possible

With a poem such as the above, students can be selected to "act out" the scene, playing the student and the librarian. I read it with as much street cadence as I can muster as a female senior citizen from another world. Interestingly, the poem seems to give me "street cred" as far as my student audiences, who do not care about my credentials as a literacy educator. It is the poetry that is seemingly connected to their world view that allows them to hear me.

Step Two: Close Reading

Students are asked to think about the adolescent's perspective. This is the *close reading component*: "a careful and purposeful rereading of a text. It's an encounter with the text where students really focus on what the author had to say, what the author's purpose was, what the words mean, and what the structure of the text tells us" (Fisher, 2012).

I might ask text-dependent questions. These questions require the student to refer explicitly back to the text (Student Achievement Partners, 2012). For example:

- Which words or lines provide any information about the adolescent in the poem?

- What does the text tell us about him? What do the words tell us about his thoughts about reading?

- What does the individual in the poem tell us is *important* to him?

- Do the words *tell us directly* or do we infer?

Infer is a difficult word, so this moment will present an opportunity to teach or reinforce past teachings about important academic vocabulary (Instructional Shift 6: Building Transferable Vocabulary). This word is both abstract and crosses curriculum areas.

With these close reading questions, I may add some that are not — that is, they are geared to engaging the student at a personal level:

- What questions or thoughts come to your mind as a reader and listener?

- Have you had a reaction to feeling like you can't do something that you want to — something that's important to you?

Teachers can, of course, choose from an infinite range of topics and themes which directly speak to the specific student population experience.

> Poetry has the power to connect students over a broad spectrum of prior experience.

Step Three: Rereading and Exploring

The poem is read again, and students are asked to discuss its nuances with each other. I guide their discussions with one or two broad questions. They talk with each other about their own questions and thoughts. Through this student discussion, the reluctant students begin to identify aspects of the personally applicable position, arguments, and actions of the poetry persona. Students are drawn into a discussion and conversation about the viewpoints of the adolescent in the poem.

Then I explain that the author of the poem is a female educator over 40 who loves reading and trains teachers and students in literacy. I ask:

- Why do you think the author decided to write a poem about a student who leaves his library book behind and scratches an obscenity on the counter?

Other questions might be pointing to solutions:

- What are some ways a student can talk to a teacher when feeling frustrated?

- What would help you build your skills and confidence as a reader and writer?

I address students who are not habitual readers or writers. Some of these students are deliberately and proudly "oppositional" to the traditional literacy exercises and test-driven curriculum. While they may be disconnected from the curriculum, through this poem and others — they become engaged. What I've noticed, as I work with students who are considered to be achieving at a low-level, is that questions aimed at the higher levels of Bloom's Taxonomy are often more effective. For example: What was the librarian's likely reaction when she lifted up the book and found the obscenity? How might she have reacted if the student had shared his issue with her? I am inevitably surprised, every time, by students' responses to poetic expression.

Step Four: Writing

Students are asked to write their own responses — in prose, argument, dialogue or poetry format. Some deliberately choose to react from two or more perspectives: student, librarian, teacher and even custodial worker who has to remove the obscenity. Within an hour or so, this profile of an angry young library user has created a community of literacy issue conversationalists. From here we can shift the conversation to engaging with building literacy skills for both personal expression and success in life.

Poetry has the power to connect students over a broad spectrum of prior experience. Young people can talk to us in authentic, creative voices and engage in intellectual discourse when we provide the opportunities. They can call on their insights, intellect and enthusiasm. When we provide the opportunity in the classroom, they will respond from the depth of who they are. It's doable and achievable for all — one student-relevant poem at a time.

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Common Core in the Primary Classroom

SUMMARY

A primary level teacher shares his experience working with the Instructional Shift of asking *text-dependent questions* during a read-aloud. This Shift can be implemented in developmentally appropriate ways that can set a foundation for future student success.

The article is written to help primary level teachers understand and utilize the Instructional Shifts that underlie the *New York State P-12 Common Core Learning Standards for English Language Arts & Literacy* (CCLS/ELA). The New York State Education Department emphasizes six Instructional Shifts (see Shifts in English Language Arts & Literacy). I will describe how I approached developing text-based questions to accompany a read-aloud lesson for my kindergarten students (Shift 4). Text-based questions have answers that are found in the text itself or inferred from statements in the text. While this Shift needs to be implemented in a developmentally appropriate way for children of this age, the early grades can set a foundation for the development of critical thinking skills.

Implementing the Instructional Shifts is a Process

My goal is to explain how the process of focusing on this Shift unfolded for me, and how working in depth and detail with a few lessons helped me become more fluent with this Shift. While planning is an important element of all teaching, it becomes increasingly important when working with the CCLS/ELA.

Starting with Standards and Objectives

The lesson being described is from our unit on farming, and the focus of the lesson was a read-aloud of the popular book: *No, No, Titus!* by Claire Masurel (1997). The CCLS/ELA put significant emphasis on a balance between informational and literary texts. While the focus of this read-aloud was a work of fiction based on a farm, a range of materials (literary and

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informational) representing a range of difficulty levels was used throughout the unit. The standards and objectives that guided my planning for this particular lesson are found on the next page.

Shifts in English Language Arts & Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) primarily through text rather than through the teacher or other activities.
Shift 3	Staircase of Complexity	Students read the central, grade-appropriate text around which instruction is centered. Teachers are patient, and create more time, space, and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence-based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students continuously build the transferable vocabulary they need to access grade-level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

From *EngageNY.org* of the New York State Education Department. *Instructional shifts for the common core.* Retrieved from *http://engageny.org/resource/common-core-shifts*

Common Core in the Primary Classroom

Standards and Objectives

This activity was developed with the following Standards as guides:

With prompting and support, ask and answer questions about key details in a text. **(RI.K.1, RL.K.1)**

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. **(RI.K.3)**

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **(W.K.2)**

With prompting and support, identify characters, settings, and major events in a story. **(RL.K.3)**

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. **(SL.K.2)**

Use words and phrases acquired through conversations, reading and being read to, and responding to texts. **(L.K.6)**

Objectives:

During a read aloud of the story *No, No Titus!* the students will answer text-based questions about the story with a focus on characters and setting.

During a read-aloud of the story, the students will make inferences based on information in the text.

After listening to the story, the students will demonstrate understanding of targeted vocabulary.

After listening to the story, the students will paint a picture of a farm, include two characters from the story and write a sentence using words that describe a farm.

Developing Text-dependent Questions for a Read-Aloud

Kindergarten teachers use read-alouds extensively. As noted in the *Instructional Practice Evidence Guide For Common Core State Standards*, "In Kindergarten and 1st grade text dependent and text specific questions should primarily be focused on read aloud texts" (*Achievethecore.org*). My goal was to use the read-aloud as a time to practice increased use of text-dependent questions and to orient students back to the text. (There were many other opportunities after the read-aloud and throughout the day for varied discussions and sharing experiences.) With a text from a reading series, the teacher is provided with many sample questions, but as I looked at developing skill with this Shift, the questions I planned changed extensively. I spent a lot of time thinking about what a good text-based question was, and I also needed to be aware of attention spans and the developmental needs of my students.

My planning for this was methodical and deliberate. I kept the Standards in the forefront of my thinking. Below are examples of questions. Some of the questions are literal — the answer is found on the page. Some of the questions require some degree of inference. All of the questions are *directed to the reading*.

Summary of Storyline and Examples of Questions

The farmer welcomes a puppy, Titus, to his new home and tells him the farm needs a guard dog. Titus wants to be a good guard dog but isn't sure what he's supposed to do.

Literal questions:
Where does the story take place?
(On a farm)

Who is new to the farm?
(The puppy)

The school bus comes for the children and goes "HONK, HONK." Titus wonders if his job is to go to school. But, no, that's not what he is supposed to do.

Question that requires inference:
Why do you think the author capitalized all of the letters in "HONK, HONK" and "WOOF, WOOF"? (*So when you read it, you make the sound or read it louder. It adds excitement to the story.*)

The farmer is plowing the fields on a tractor and Titus wonders if *that* is his job.

Literal questions:
What is the farmer doing?
(Plowing the fields)

What does the farmer use to plow the fields? *(A tractor)*

Questions that require inference:
What was Titus trying to do?
(Plow the fields)

Why? *(He is trying to find out what his job is on the farm)*

The farmer's wife is milking the cows. Is that his job? The cat was chasing mice. Is that his job? The chickens are laying eggs. Is that his job? "No" is always the answer. He crawled into his doghouse.

Literal question:
What does Titus say on most of the pages? *(Woof, woof)*

Questions that require inference:
What is he trying to say? *(That he wants to do what the other characters are doing)*

Does Titus feel that he is a good farm dog? *(no)*

What in the story tells you that? *(He crawled into his doghouse and went to sleep)*

Question that seeks to build vocabulary:
The author says that he "crawled" into his doghouse. What is another word, or words, that could be used in its place? *(Walked slowly, dragged himself)*

> I spent a lot of time thinking about what a good text-based question was, and I also needed to be aware of attention spans and the developmental needs of my students.

Common Core in the Primary Classroom

He sees a fox approaching the chicken coop and barks. He found his job. He's a good guard dog. The farmer, his wife, the children, and all the animals shout "Hooray" and tell Titus he is a good watchdog.

Literal question:
Who are the characters on these pages? *(Farmer, his wife, children, cow, cat, fox and chickens)*

Question that requires inference:
Why are they yelling "hooray, hooray"? *(Because they are happy that Titus is a good watchdog)*

Classroom Set-up and Materials

■ The Block Area offered building materials and a variety of toy farm animals, a silo, a barn, various farm equipment and many other toy models that you would see on a real farm.

■ The Computer Center was set up with Sheppard software (educational software found at *http://www.sheppardsoftware.com*). Students interacted with farm animal games while working on basic readiness skills for mathematics and language arts.

■ The Writing Center had a word wall with key vocabulary with pictures related to the farm theme. Students could use this space to label their own pictures, write stories or complete picture starters of farm scenes.

■ The Social Studies table had a large map of a farm and the students were able to place animals, characters, and farm equipment on the map pretending that they were "in charge" of the farm.

■ The Reading Area had a variety of books about farms, animals on a farm and materials and equipment that may be seen on a farm. *Touch and Feel Farm* (DK Publishing, 1998) is a favorite due to the kinesthetic features of the book.

Planning for Vocabulary Development During Read-Aloud and Learning Centers

Key vocabulary words for the unit and the lesson were determined and reinforced during the read-aloud as well as in learning centers. The classroom environment includes various centers around the classroom (see Classroom Set-Up and Materials). These centers are crucial in the development of background knowledge and awareness of the theme or topic. Centers are an effective way for teachers, specialists, paraprofessionals, parents and other volunteers to engage students. As stated in the Introduction to the CCLS/ELA, "The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school" (2011, p. 2). School personnel and volunteers can circulate and discuss the key concepts and vocabulary.

The teaching role is very important at centers. While to a visitor, this looks like fun and play, this is a time when the teacher is increasing vocabulary development by interacting and facilitating conversations with the students about the theme. This also is a way to build and reinforce background knowledge that may be lacking in some children due to disability or limited experience with what is being studied. Centers are a great setting for interactions related to learning a new language.

Personnel such as the special education teacher, occupational therapist or physical therapist are encouraged to push into the classroom to deliver services to students with diverse needs while reinforcing the concepts related to the unit.

Prereading can be offered at centers. A variety of books on farms as well as many pictures and posters are in place. Models of the culminating activity of a painting of a farm were available as needed for individual students. When writing the sentence, flash cards with key vocabulary were provided if required. And of course, since all centers have text of some sort, they can also be the setting for use of text-based questions.

Assessment

As Copple and Bredekamp state, "Assessment of children's development and learning is essential for teachers and programs in order to plan, implement, and evaluate the effectiveness of the classroom experiences they provide" (2009, pp. 21-22). The objectives that are written for a lesson need to be accurately assessed so you know if learning has been achieved by your students.

Students were assessed in several ways. The teacher gains important information during the read-aloud about student comprehension given individual responses. Students' paintings of a farm (e.g., tractor, silo, chicken coop, barn) showing at least two characters from the story were also reviewed. A checklist was kept on a clipboard for the week, and as the students were working at centers and on their paintings I was able to assess student learning related to the objectives. Notes and comments were recorded to assist me when sharing results with other educators, parents/caregivers or when filling out progress reports. The students were expected, with supports as needed, to:

■ Include two main characters

■ Paint a picture of a farm setting

■ Write a sentence describing a farm

Reflections on Planning and Implementation

While it is crucial to assess your students throughout the delivery of the lesson it is equally important for you as a professional to evaluate your planning and implementation of the lesson. As I planned, I was concerned about whether my students were going to stay interested in the story if I stayed "close to the reading," as opposed to inviting the conversation to go in many directions. At the primary levels,

> A checklist was kept on a clipboard for the week, and as the students were working at centers and on their paintings I was able to assess student learning related to the objectives.

Common Core in the Primary Classroom

students *love* to tell stories. They *love* to elaborate on their experiences. While telling stories and sharing experiences **are** important, I created opportunities for these interactions during other times — such as after the read-aloud, when students were in centers or at their seats engaging in activities. This practice also helped the students to focus their thinking. Their attention was not lost in response to a classmate sharing a lengthy story during the read-aloud.

I also found that planning the questions in advance, as opposed to developing them during the teaching process, allowed me to be more focused. As a result of making this investment of time in planning, the skill became routine in subsequent lessons, and the planning more streamlined.

Recommendations

Every teacher in our state is in the process of developing knowledge and skill with the CCLS/ELA since literacy is related to every area of a school's curriculum. As a primary teacher, I would recommend the following to other primary teachers based on my experience thus far:

1. Focus in detail on a few lessons where you invest time in the systematic development of a series of text-dependent questions. This investment will pay off as the planning and delivery of instruction related to the CCLS/ELA becomes more routine.

2. Appreciate that you are beginning to teach your students a process to utilize as they become readers. Our job as professionals is to help students internalize self-questioning strategies through the reading of text.

3. Collaborate actively with all school personnel who are in your setting, as well as parents and caregivers, so that you have a shared understanding of targeted vocabulary and key concepts and can reinforce each other's teaching.

Going through this process has made me more cognizant of making conscious shifts in my daily instructional practices. As I continuously build my skills as a professional, my students will achieve greater success.

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Glossary

A Glossary of Key Terms **can be found in** *Appendix A: Common Core Standards for ELA/Literacy: Supporting Research and Glossary* **which is available from engageNY at http://engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy**

Abbreviations:
The Standards documents use the following abbreviations. They are presented in the order in which they appear in the document:

CCR — College and Career Readiness Anchor Standards

Grades K-5

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
RF	Reading Standards: Foundational Skills
W	Writing Standards
SL	Speaking and Listening Standards
L	Language Standards

Grades 6-12

RL	Reading Standards for Literature
RI	Reading Standards for Informational Text
W	Writing Standards
SL	Speaking and Listening Standards
L	Language Standards
RH	Reading Standards for Literacy in History/Social Studies
RST	Reading Standards for Literacy in Science and Technical Subjects
WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Academic vocabulary

The explicit teaching of vocabulary words and different "tiers" of vocabulary. This relates to decisions teachers make about which words to target, and how to guide students in using particular words.

Close read

A focus on facts and details in the text, including structural elements and rhetorical features.

Common Core Learning Standards

The Common Core State Standards (CCSS) Initiative was a joint effort by the National Governors Association Center for Best Practices and the Council of Chief State School Officers in partnership with Achieve, ACT, and the College Board. The outcome was a core of state standards in English language arts (ELA) and mathematics for grades K-12. The adoption process required states to adopt the CCSS and add up to 15 percent more standards based on an individual state's needs. This has resulted in the *NYS P-12 Common Core Learning Standards for English Language Arts & Literacy* and the *NYS P-12 Common Core Learning Standards for Mathematics.*

Gradual Release of Responsibility Model (GRR)

An instructional model in which the responsibility within the learning process gradually shifts from the teacher to the student. The goal is to mentor students in becoming capable thinkers and learners. GRR has been cited as an effective approach to improve writing and reading comprehension, as well as literacy outcomes for English language learners.

Graphic organizer

A graphic organizer is a visual representation of information (e.g., concept map, mind map, flow chart, Venn diagram).

Instructional Shifts

The Instructional Shifts, as presented by the New York State Education Department, are aligned with Common Core Learning Standards. The Shifts for English Language Arts and Literacy are: balancing informational and literary texts, building knowledge in the disciplines, staircase of complexity (students encountering grade-appropriate complex text), focusing on text-based answers, writing from sources, and developing academic vocabulary.

Glossary

Prezi

A presentation software and storytelling tool. Prezi allows the user to zoom in and out of their presentation media.

Realia

Real-life objects used during teaching to improve student understanding. A foreign language teacher, for instance, might use realia to help students associate words with the objects themselves.

Reciprocal teaching

A structured dialogue between students and teacher. Each takes a turn in leading the dialogue using strategies such as questioning, summarizing, clarifying, and predicting.

Scaffolding

Structuring a task in a systematic way so that the student is given the proper amount of support to be successful at each step. The level of support is reduced as the student builds the necessary skills.

Sheltered Instruction Observation Protocol (SIOP)

An instructional framework that focuses on content and academic vocabulary and increases comprehension for English language learners.

Sheppard Software

A source of free, online educational games and activities. Subjects range from geography and math to health and science.

Staircase of complexity

Students encounter appropriately complex texts at each grade level. The goal is to develop language skills and knowledge needed for success.

Text-dependent questions

Questions that students can only answer by referring back to the text they are reading, determining what the text says, and making logical inferences from it.

Universal Design for Learning (UDL)
A research-based educational framework that guides the development of flexible learning environments and curriculum to accommodate individual learning differences.

Weebly
A free Web-authoring site that allows users to create their own Web pages by dragging and dropping content from a variety of sources. Weebly can be used for creating classroom websites, student e-portfolios, and websites for projects.

Word wall
An organized collection of words displayed in the classroom to teach children to recognize and spell high-frequency words.

Resources

NYSUT Collection of Lessons and Video on Common Core Learning Standards
NYSUT

www.nysut.org/

The lesson plans and accompanying videos on this site feature teachers interacting with students in activities related to acquisition of the Common Core Learning Standards. Teachers demonstrate incorporating the Instructional Shifts into their practice, discuss their understanding of the Shifts, and describe what has worked as well as the challenges.

Share My Lesson
American Federation of Teachers and TES Connect

htttp://www.sharemylesson.com/

Share My Lesson, developed by teachers for teachers, is a site where educators create and share their work. This platform also provides an online community for collaboration. Topics include all aspects of the Common Core Learning Standards as well as advice and guides. Share My Lesson was developed by the American Federation of Teachers and TES Connect, the largest network of teachers in the world.

NEA Common Core State Standards Toolkit
National Education Association

http://www.nea.org/home/46653.htm

This toolkit addresses six areas related to understanding and implementing the Common Core State Standards: (1) Common Core State Standards Overview; (2) Curriculum and Instruction; (3) Professional Development; (4) Assessment and Reflection; (5) English Language Learners; and, (6) Students with Disabilities. Resources can be downloaded and customized for handouts, presentations, and background information.

New York State Teacher Centers Network

http://www.nysteachercenters.org/

The New York State Teacher Centers Network is an important and effective vehicle for professional development related to State Education Department initiatives such as data-driven instruction, Common Core State Learning Standards, and teacher/school leader effectiveness. Visit their website to learn more about professional development opportunities that integrate classroom-based assessments with the CCLS and teacher evaluation/development requirements.

EngageNY.org
New York State Education Department

http://engageny.org/

This site is developed and maintained by the New York State Education Department (NYSED) to support the implementation of several initiatives, including the New York State P-12 Common Core Learning Standards. Examples of content include curriculum materials, performance tasks, video, and assessment guidelines and materials developed by NYSED and their partners.

The Parents' Guide to Student Success
National Parent Teacher Association

http://pta.org/parents/content.cfm?ItemNumber=2910

These two-page parents' guides, available in English and Spanish, have been developed by the National Parent Teacher Association for each grade level. Each guide provides an overview of expectations for that grade in mathematics and English language arts/literacy — based on the Common Core State Standards. A rationale for Common Core Standards is offered, along with examples of what the student would be working on during the year and ideas for parents and caregivers related to learning activities.

A Guide to Creating Text-Dependent Questions for Close Analytic Reading
AchievetheCore.org

http://www.achievethecore.org/downloads/Guide%20to%20Creating%20 Questions%20for%20Close%20Analytic%20Reading.doc

This resource offers a definition as well as steps for creating text-dependent questions. Steps guide the teacher to identify the core understandings and key ideas of the text, start small, target vocabulary and text structure, address tough sections head-on, develop coherent sequences of text-dependent questions, identify the standards that are being addressed, and create a culminating activity.

Resources

The Instructional Practice Evidence Guide for Common Core State Standards.
AchievetheCore.org

http://engageny.org/resource/tools-to-guide-the-collection-of-evidence-of-shifts-in-practice

The Instructional Practice Evidence Guide is a tool for addressing the key Shifts in ELA and is available at three levels (K-2, 3-5, 6-12). The guide lists different types of evidence of the Shifts being utilized (e.g., whether questions and tasks attend to the academic language in the text; whether the teacher consistently expects and requests evidence and precision; if writing tasks reflect a balance of persuasive, explanatory or informational, and narrative tasks).

Understanding Language
Stanford Graduate School of Education

http://ell.stanford.edu/

This site focuses on language, literacy, and learning in the content areas. Teaching resources that exemplify best practices for English language learners are offered. These correspond to Common Core State Standards in English Language Arts and Mathematics and to the Next Generation Science Standards. Examples of themes include responding to the variation among students learning a new language, the importance of collaboration, and how culturally specific values and practices intersect with some skill areas in the Standards.

CAST (Center for Applied Special Technologies)

http://www.cast.org/index.html

CAST is an educational research and development organization which focuses on Universal Design for Learning. UDL "provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone" — with an emphasis on flexible approaches that can be customized and adjusted for individual characteristics. All students can benefit from UDL, particularly learners with diverse characteristics (e.g., physical, sensory, and learning differences; those considered gifted). UDL is referenced in the Common Core State Learning Standards/Application to Students with Disabilities available from *http://engageny.org/resource/common-core-application-to-students-with-disabilities*

Literacy Implementation Guidance for the ELA Common Core State Standards (2012)
International Reading Association Common Core State Standards Committee

http://www.reading.org/Libraries/association-documents/ira_ccss_guidelines.pdf

The International Reading Association has providing this document to address specific literacy issues in relationship to the Common Core State Standards. The focus of this paper is on issues related to the Standards that have proven particularly challenging or confusing. The intent is to support implementation as well as represent literacy leaders' perspectives on best practices and interpretation of Standards.

Promoting Social-Emotional Development and Physical Well-Being

Educator's Voice is NYSUT's Journal of Best Practices in Education — a series dedicated to highlighting research-based classroom and school/district-wide strategies that make a difference in student learning and development. The theme for our next volume, to be published in spring 2014, is *Promoting Social-Emotional Development and Physical Well-Being*.

Authors must be active or retired members of NYSUT or an affiliate (e.g., United University Professions, Professional Staff Congress). If there are multiple authors, at least one author must be a current or retired NYSUT member.

The Editorial Board encourages articles by individual authors, teams of P-12 educators, and higher education faculty working with educators in P-12 schools. We encourage those in roles such as school counselor, social worker, school psychologist and school nurse to submit proposals — as sole authors or in collaboration with colleagues.

Examples of topic areas include:

- Prevention and intervention related to harassment, bullying, and discrimination

- Teaching problem-solving and communication skills

- Creating *community* in the classroom and school

- Developing and implementing after-school programs

- Engagement with families and caregivers

- Mentoring

- Wrap-around services/community schools (i.e., schools that house and offer multiple services for students and families) or other examples of collaboration between schools and community-based providers

- School or district-wide approaches (e.g., models for comprehensive school counseling programs)

Promoting Social-Emotional Development and Physical Well-Being

EDITORIAL GUIDELINES

Grade and Content Area:
Author(s) can describe practices in any grades (P-12) and affiliated with any content area. For example, a fourth-grade teacher and special education teacher may address their approaches as a teaching team; a high school social studies teacher may co-author a manuscript with the school psychologist, a kindergarten teacher in partnership with a university professor may discuss their approaches. Authors may wish to make connections between their descriptions and *Educating the Whole Child-Engaging the Whole School: Guidelines and Resources for Social and Emotional Development and Learning (SEDL) in New York State.*[1]

Audience:
Teachers, school-related professionals, pupil personnel services providers, union leaders, parents, administrators, higher education faculty, researchers, legislators, and policymakers.

Deadline for Proposals: June 19, 2013.

Rights:
Acceptance of a proposal is not a guarantee of publication. Publication decisions are made by the Editorial Board. NYSUT retains the right to edit articles. The author will have the right to review changes and if not acceptable to both parties, the article will not be included in *Educator's Voice*. NYSUT may also retain the article for use on the NYSUT website (*www.nysut.org*) or for future publication in *NYSUT United.*

Article Length:
Approximately 2,000 words (or 7-8 double-spaced pages plus references).

Writing Style:
Authors are encouraged to write in a direct style designed to be helpful to both practitioners and to others committed to strengthening education. Education terms (i.e., jargon) should be defined for a broad audience.

Manuscript:
American Psychological Association (APA) style with references at end of article. (Graphics may be submitted. Please do not submit copyrighted material unless you obtain and provide permission from the publisher.)

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[1] This document is available at *http://www.p12.nysed.gov/sss/sedl/*

Promoting Social-Emotional Development and Physical Well-Being

CONTENT GUIDELINES

Authors are asked to share:

■ The context for the reader (e.g., class approaches, whole school approaches)

■ Description of your approaches

■ Sources for your approaches and research as applicable

■ How cultural competence was demonstrated in your teaching approaches

■ Outcomes for students, and a description of how you determined outcomes

■ How you brought parents and caregivers in as partners in your endeavors — or a description of how you plan to in the coming year

■ How the diversity of your students informed your work (e.g., students with disabilities, students who are English language learners, other students with unique learning needs)

■ What you might modify in the future

Promoting Social-Emotional Development and Physical Well-Being

Name of Author(s) _____

If multiple authors, please list all names, and identify one author as primary contact person_____

_____

Article working title_____

_____

Please check all the categories of affiliation with NYSUT that apply to the primary author/contact person:

❑ 1. I am an active teacher member of the following local _____

❑ 2. I am an active SRP member of the following local_____

❑ 3. I am an active higher education member of the following local/chapter _____

❑ 4. I am an instructor of the following NYSUT Education & Learning Trust course_____

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Please provide a statement/outline describing how you plan to address each specific "Content Guideline" and any additional information that you intend to incorporate in your manuscript. Also, please provide:

Current position of author(s), including district, grade(s) and content area:_____

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Primary author's name, address and phone number: _____

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Summer contact information, if different:_____

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Information can be submitted electronically by June 19, 2013, to:

edvoice@nysutmail.org

Or mail to:

NYSUT Research & Educational Services
Attn: *Educator's Voice*
800 Troy-Schenectady Road
Latham, NY 12110

Deadlines for Volume VII:

June 19, 2013	Proposal submission deadline
July 1, 2013	NYSUT responds to proposal
Aug. 31, 2013	Completed article submission
April 2014	Publication

NOTES:

NOTES:

NYSUT Education & Learning Trust

The Education & Learning Trust is NYSUT's primary way of delivering professional development to its members. ELT offers courses for undergraduate, graduate and in-service credit, partnership programs that lead to master's degrees and teaching certificates, and seminars as well as professional development programs for teachers, school-related professionals, and members from the health care community.

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The 21st Century Classroom: How Problem-Based Learning with Technology can Transform Student Learning in the Digital Age

The Role of Data, Assessments and Instruction to Raise Student Achievement

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