

Implementing the Common Core Learning Literacy Standards in the Middle Grades

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Important Information



- The development of this webinar, as a part of the SUNY Teacher and Leader Education Network Professional Development Webinar Series was supported by Race to the Top funding granted by the New York State Education Department through the SUNY Teacher and Leader Education Network Faculty Development MOU Project.

More Important Information



- This Webinar is being recorded for future use.
 - The recorded webinar and any corresponding materials will be made available to those who registered to the webinar directly, via e-mail, once it is made available to the greater public via the S-TEN Online Repository. An informational e-mail will be sent out to all S-TEN affiliated campuses soon after on how to access the information via the S-TEN Online Repository.

Agenda



- The role of standards in teaching
- Quality Middle Level Education
- Are the Literacy CCLS appropriate for middle grades students?
- Studying the implementation of the standards with teachers in an inclusion classroom

The Role of Standards in Teaching



- Curriculum is composed of many things.
- Academic standards only describe what students should know and be able to achieve at particular benchmarks.

Quality Middle Level Education



- A philosophy and mission that reflect the intellectual and developmental needs and characteristics of young adolescents (youth 10-14 years of age).
- An educational program that is comprehensive, challenging, purposeful, integrated, relevant, and standards-based.

Quality Middle Level Education



- An organization and structure that support both academic excellence and personal development.
- Classroom instruction appropriate to the needs and characteristics of young adolescents provided by skilled and knowledgeable teachers.

Quality Middle Level Education



- Strong educational leadership and a building administration that encourage, facilitate, and sustain involvement, participation, and partnerships.
- A network of academic and personal support available for all students.



Quality Middle Level Education

- Professional learning and staff development for all staff that are ongoing, planned, purposeful, and collaboratively developed.

Essential Elements of Standards-Focused Middle-Level Schools and Programs
<http://www.p12.nysed.gov/ciai/mle/mleessentiaelements.html>



**ARE THE LITERACY CCLS
APPROPRIATE FOR MIDDLE
GRADES STUDENTS?**

The CCLS



- The ELA standards examine literacy across the curriculum, illustrating a vision of a reader as “an active, engaged reader endowed with agency” (Pearson, 2013, p. 237).

Are the standards challenging?



- Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (CCSS.ELA-Literacy.RL.8.7)
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (CCSS.ELA-Literacy.W.7.8)

Are the Standards Integrative?



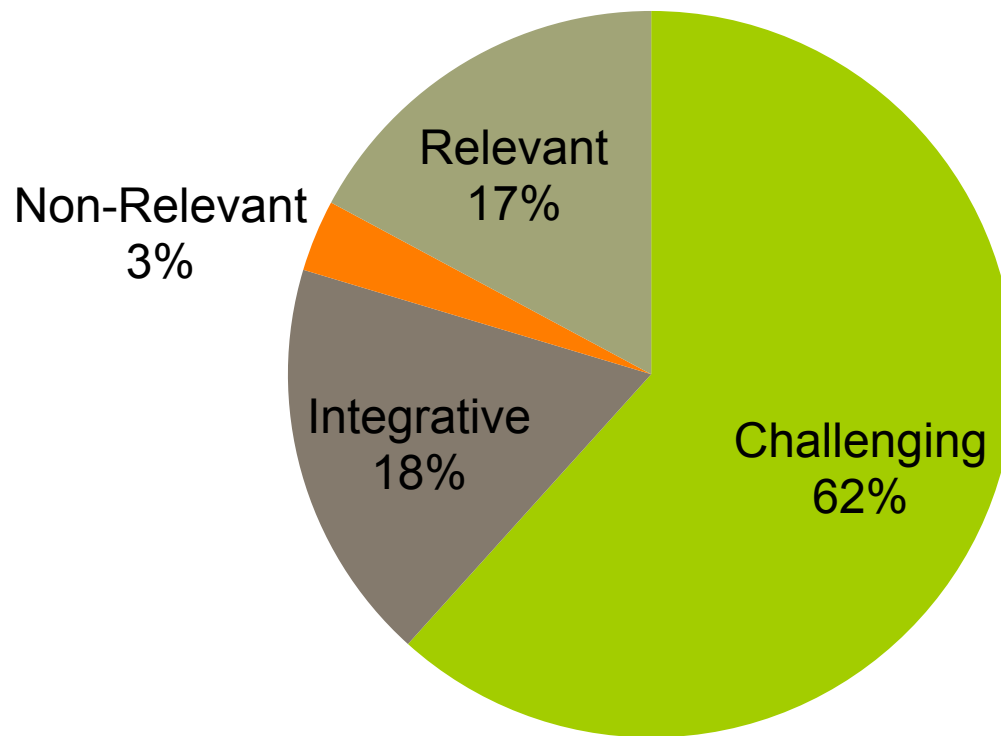
- The Speaking and Listening and writing standards depend upon the reading standards across the disciplines.
 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (CCSS.ELA-Literacy.W.7.2).

Are the standards relevant?

- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples (CCSS.ELA-Literacy.WHST.6-8.2.C)

Graphic Representation of Findings

Overview of Main Codes



For more information:



Wilson, N. S., Meyer, C.K., and Ramirez, L.A. (2014). Do the CCSS support developmentally responsive teaching of young adolescents? *American Reading Forum Annual Yearbook* [Online]. Vol. 34.

Wilson, N.S., Ramirez, L. & Meyer, C. (2015, March). *This We Believe and the Common Core: How closely do the tenets of This We Believe align with the Common Core ELA standards?. AMLE Magazine, 2, 7.*



STUDYING THE IMPLEMENTATION OF THE STANDARDS WITH TEACHERS IN AN INCLUSION CLASSROOM

Context



- Professional Development School (PDS)
- Inclusion Matters: Partnering for Authentic Change in Teaching (IM:PACT)

The Dilemma



- How can we create and implement specially designed instruction so that all students will access the grade level curriculum

Protocols



- “goal is to help participants manage dilemmas in their practice more effectively”
- “imagine alternatives to ordinary habits of working together, learning, and leading.”

McDonald, Joseph P.; Mohr, Nancy; Dichter, Alan;
McDonald, Elizabeth C. (2013-09-15). The Power of
Protocols: An Educator's Guide to Better Practice,
Third Edition (School Reform) (p. 2). Teachers
College Press. Kindle Edition.

Step 1: Observation



- Opened the door for conversations about
 - Articulation
 - Organization of the teaching block
 - Team teaching
 - Data collection
 - Academic language of the Common Core learning standards

Step 2: Consultancy Protocol



- Framing the dilemma
- Clarifying questions
- Probing questions
- Discussion
- Presenter's Reflection
- Debrief

McDonald, Joseph P.; Mohr, Nancy; Dichter, Alan; McDonald, Elizabeth C. (2013-09-15). *The Power of Protocols: An Educator's Guide to Better Practice, Third Edition (School Reform)* (p. 2). Teachers College Press. Kindle Edition.



RESULTS OF THE CONVERSATIONS

Discussion of Shifts



- Students read a true balance of informational and literary texts.
- Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
- Students constantly 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.

Discussion of Balance



- Our position is that students should have numerous opportunities to engage with complex, grade-appropriate fiction and nonfiction texts in both whole-class and small-group settings and that students need to comprehend these texts in a deep way.
- <http://www.heinemann.com/fountasandpinnell/supportingMaterials/fountasAndPinnellTextComplexityWhitePaper.pdf>

Instructional techniques




- Supporting LLI and Guided Reading while using the modules
- Using manipulatives to support module lessons
- Data collection techniques to track student up take of module skills
- Using technology for skill reinforcement

Revising the Teaching Block



- Beginning of the year
 - 4 groups 4 rotations
 - Students based on progress monitoring scores (AIMS web)
- Middle of the year
 - 3 groups 3 rotations
 - Students based on weekly data collection



Focusing on Academic Language across the disciplines: Math

- “Draw an **area model** to **represent** the following **expressions**. Record the **partial products vertically** and solve.”

Lessons Learned



- The English Language Arts CCLS are challenging yet appropriate when teachers are provided with support.
- The collaborative protocol supports teachers' implementation of new curriculum.