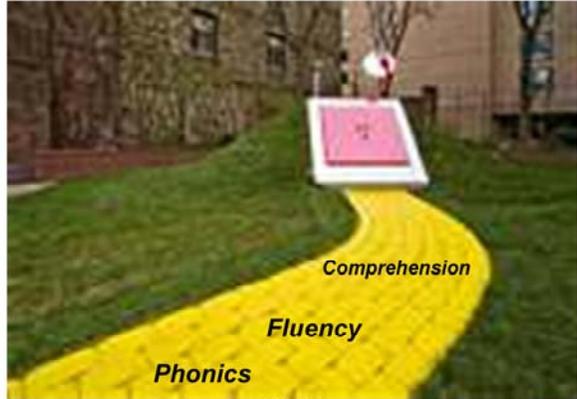


On the Road to Reading with the Common Core State Standards Comprehension



SNRPDR

Common Core State Standards



Divided into Strands

- Each strand has anchor strands
 - Each anchor strand contains the standards

Six Strands

Language
Speaking and Listening
Writing
Reading Foundational Skills
Reading Informational Text
Reading Literature

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Reading literature is the strand we will be investigating and looking deeper into.

The anchor strands include: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and the Range of Reading

Reading Literature



Anchor Strands

- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge
- Range of Reading

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Hand participants the Translation Document.

The instructor will facilitate a discussion based on our old standards and the new ones.

Which ones are similar and where is it vastly different? How do you see these standards being taught in your classrooms? What did you do last year and what will you keep for this year?

Taking a Closer Look at the Standards



Complete the Anchor Strand Activity

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Creating the Standard Sorting Activity: Using the forms labeled Sorting Activity. Make copies on cardstock. You will need one copy for every 2-3 participants. Next cut apart the first two sheets that contain the standards and the anchor strands. You can discard the anchor strand labels. Place one set of standards in each envelope. It helps to label the envelopes. Such as Standard Sorting Activity, Envelope 1, Envelope 2, etc. Then, write a 1,2, etc. on the back of the Standard cards. If the Standards get mixed up, this makes it easier to get them back in the correct envelopes for the next class.

Tell the participants to read the Standard and try to place it under the correct Anchor Strand and grade level.

If time is short, then put only the Standards from one of the Anchor Strands in each envelope. This way, the participants will only have to sort the Standards for one Anchor Strand.

How do the Standards increase in rigor as they go across grade levels? How is this preparing our students for the college or career path? There is a gradual increase in complexity and rigor. Higher level thinking skills also increase.

When discussing the Standard, Range of Reading, refer participants to Appendix A, page 8. Here is a chart that shows the different text complexity of each grade levels. Notice the lexile levels for each grade level have increased. In the participant packet, there is a correlation chart which shows the relationships between DRA levels, lexile levels, grade levels, etc. Give participants a chance to look it over if there are any questions. The last column shows the old lexile levels before the Common Core State Standards.

How do you currently teach reading strategies?



- Are students challenged and excited by their reading?
- Do they understand and think critically about what they read?
- Do students engage with and discuss important issues and ideas in literature?
- Do you model how to think aloud for students as a means of instruction?
- Do you give students time to practice using these strategies in their own reading?
- How do you create a learning community that promotes thinking in your classroom?

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The instructor will have groups discuss the questions on the slide. Use the Talking Chips Strategy to facilitate discussion.

Talking Chips Strategy: Each participant gets 3 chips (you can use the overhead chips in the math manipulatives or even just squares cut from construction paper). Place the participants in small groups. When a participant wishes to talk about the questions, they must throw a chip in the center. All participants must use all of their chips. For adults and students alike, this will give everyone an opportunity to share in the conversation. Shy students must say something and domineering students are curbed a little. Be sure to remind participants that they cannot just say "I agree." or "Yes" To throw a chip in the center, the statement must be substantial and in response to the conversations.

Mini-lesson



- Quick demonstration of a skill or strategy
 - Connection
 - Teaching Point
 - Teaching Component
 - Active Involvement
 - Link

- After the mini-lesson, students get their self-chosen books and settle in to read.

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The instructor will discuss the following information with the participants:

Research shows that explicit teaching techniques are particularly effective for comprehension strategy instruction. In explicit instruction, teachers tell readers why and when they should use strategies, what strategies to use, and how to apply them. The steps of explicit instruction typically include direct explanation, teacher modeling ("thinking aloud"), guided practice, and application.

The skill or strategy is a way for children to be challenged when they read. It should lift their level of reading work. Where do we find the skill or strategy? We use the Standards. "Strategies That Work" is also a great book when looking for ideas on how to teach the strategy lessons.

These skills and/or strategies are ones that they will be able to use in any reading they do. At home, in other content areas like social studies, science, and even math, they will use the strategies that have been taught in Reading Workshop

A sample lesson plan will be provided and modeled. The instructor will use the book "The Tiger Rising" by Kate DiCamillo in her plan and model.

Small Group or Guided Reading



- Small group
 - Pick a group
 - Choose a focus strategy
 - Demonstrate the strategy
 - Students work in their own books on the specific strategy
 - Teacher listens and guides them

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The instructor will let the participants know the following information:

Small guided reading groups include 3- 5 students.

Here is where the teaching role may change a bit. The teacher demonstrates quickly (5 minutes) a strategy that everyone in the group needs. She then supports and scaffolds the reader into helping them read as independently as possible.

There is a specific focus on the skill.

Key Ideas and Details



- Making Inferences  Standard RL.4,5.1
- Character Considerations  Standard RL.4.3
- Character Connections  Standard RL.4.3
- Sum Summary  Standard RL.4.2

» From the Florida Center for Reading Research
www.fcrr.org

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If you look closely at the Standards for Key Ideas and Details, there are some key words that come into play.

Those words include inference, characters, and theme.

In the participant packet, there are strategies and lessons that address these Standards. Have the participants look over the lessons and strategies.

Participants should look for the lessons titled: Character Connection, Character Consideration, and Inference Innovations

Craft and Structure



- Venn Diagram or Double Bubble Map



Standard RL.4.6 or
Standard RL.5.3

- Point of View



Standard RL.4,5,6

- Story Element Ease



Standard RL.3.5

- Side-by-Side Stories



Standard RL.3,4,5

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In Craft and Structure the Standards are asking students to tell the differences of literature and compare and contrast points of view. A Venn diagram or Double Bubble Map are perfect for these tasks.

Also included in your packet are strategies on poetry, drama, prose and point of view.

This Anchor Strand also includes determining meaning of words and phrases as they are used in the text.

The strategies listed here are all located in the in the participants packet. Give them a few minutes to look them over. Have participants look at the lessons titled: Point of View Lesson and Side by Side Stories

Integration of Knowledge and Ideas



- Venn Diagram or Double Bubble Map



Standard RL.3,4,5.9

- Side-by-Side Stories



Standard RL.3,4,5.9

- Think-Aloud



Standard RL.3.7

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Integration of Knowledge and Ideas also compares and contrasts stories as it relates to themes and topics.

This Anchor Strand also has Standards that ask students to look at the visual or multimedia aspects of the literature enhances the story. A Think Aloud or Visualization may be the best strategies for this Standard.

The strategies listed here are all located in the in the participants packet. Give them a few minutes to look them over.

Have participants look over these lessons: Character Connection, Sum It Up Summary, Story Element Ease, and Compare Characters.

In groups of 2-3, have participants choose a lesson from the previous 3 slides and teach it to the group.

Range of Reading and Complexity of Text



Phonics
+
Fluency
+
Comprehension
=
Successful Reader

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When teachers combine effective Phonics instruction with useful Fluency strategies, it frees the mind to concentrate on comprehension.

When all of these elements come together, the students are on the road to being a successful reader.

What does it look like?

Modeled Lesson from . .



The instructor will teach a lesson using the story, *The Tiger Rising*. Make sure that participants have Post-It notes so they can take part in the lesson.

Next, the participants will use the strategies and activities presented in the previous slides to create their own lessons to go along with the Reading Literature standards

Once done, these lessons will be shared with the class.

This activity should take about an hour.



Toss Your Brain!

Think about all of the ideas, plans and strategies you have learned or reviewed during this course.

What one idea will you implement tomorrow in your classroom?

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Ask the participants to think about the question.

This is called “Toss Your Brain” because the participants will do exactly that, they will toss a brain! They will use their brains to answer the question.

Directions for “Toss Your Brain”

- Spread out and have participants form a circle around the room.
- The instructor answers the question first and calls out the name of a participant (we’ll name her Sally).
- The instructor then tosses the brain to Sally.
- Sally catches the brain and answers the question.
- In turn, Sally calls out the name of another participant (Betty) who is across the circle from her.
- Sally tosses the brain to Betty. Betty catches it.
- Repeat from Step 4 until everyone has an opportunity to catch the brain and answer the question.

Alternate (and very optional!!) Instructions

Warning: The Alternate Instructions raise the anxiety level of the participants and takes quite a bit longer. If you have time and can use the additional instructions below, explain to the participants that some of our students feel this way whenever we ask them to take a test, read out loud, or do a presentation. As teachers we have to help our students work through this anxiety. Using the Gradual Release Model, Components of an Effective Lesson, and Reading Workshop will help the students by offering the scaffolding they need.

- If the receiving participant does not catch the brain, the game begins again.
- Upon missing the brain, the brain goes back to the instructor. The instructor then tosses to the same participant (in the sample above, it was Sally).
- The game continues until everyone catches the brain or, upon missing it, the game begins again.