

# Reading, Writing, & Research: Strategies for Effective Instructional Practices for the Common Core



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## Writing:

### Building and Supporting the Foundations

- **Working from an aim**  
*The aim of the JPS pre-kindergarten-12<sup>th</sup> grade language arts curriculum is to facilitate and support the development of life-long learners who think critically and communicate effectively through written, oral and/or visual expression.*
- **Adopting primary tools that support workshop structure and the writing process**
  - ✦ *Write Source resources (since 1998)*
- **Using feedback from assessments to identify strengths and areas for growth**
  - ✦ *Post-assessments (Metritech, sfeldman@metritech.com)*
  - ✦ *Turn-it-in*
  - ✦ *Student work samples (collaboration days)*
- **Providing ongoing, focused professional development**
  - ✦ *Teachers' College Reading and Writing Project*
  - ✦ *Staff Development Workshops*

# Writing: Moving to Common Core



- **Identifying gaps**
  - Writing opinion and argumentation
  - Studying and creating original poetry
  - Writing across the curriculum areas
- **Providing resources**
  - *They Say, I Say* by Gerald Graff & Cathy Birkenstein (Norton, 2010)
  - Media collection resources
- **Providing professional development training**
  - Argumentation: Dr. David Joliffe, University of Arkansas ([djollif@uark.edu](mailto:djollif@uark.edu))
  - Writing across the curriculum: Rebecca Bascio, Staff Development Workshops ([leahdanziger@optonline.net](mailto:leahdanziger@optonline.net))
- **Collaborating and sharing successful strategies**
  - Point/Counterpoint in Argumentation using the Affinity Diagram

# Writing: Moving to Common Core



Table Discussions:  
Aligning to Common Core writing expectations

- What is currently in place?
  - What are next steps?



# Reading:

## Building and Supporting the Foundations

- **Working from an aim**  
*The aim of the JPS pre-kindergarten-12<sup>th</sup> grade reading and literature curriculum is to develop strategic, lifelong readers, who successfully read for a variety of purposes.*
- **Adopting primary tools that support workshop structure, the reading process, and foundations for reading**
  - ✦ *Comprehension Toolkit*
  - ✦ *Fountas and Pinnell Word Study*
  - ✦ *“Just right” reading selections*
  - ✦ *McDougal Littell Literature*
- **Using feedback from assessments to identify strengths and areas for growth**
  - ✦ *STAR reading (K-12<sup>th</sup> Grade)*
  - ✦ *Running records*
  - ✦ *Student work samples (collaboration days)*
- **Providing ongoing, focused professional development**
  - ✦ *Teachers’ College Reading and Writing Project*
  - ✦ *Staff Development Workshops*
  - ✦ *Stephanie Harvey Consulting*
  - ✦ *Harding Institute (7<sup>th</sup>-12<sup>th</sup> grade)*

# Reading: Moving to Common Core



- **Identifying gaps**

- Incorporating more informational reading at the secondary level
- Increasing comparisons and discussions across texts
- Modeling strategies for reading across curriculum areas
- Building more effective literacy blocks

- **Providing resources**

- *“Just right” reading resources*
- Media collection resources
- Collaboration time

- **Providing professional development training**

- Teachers College Reading and Writing Project:  
<http://tc.readingandwritingproject.com/>
- Jill DeGoede: <http://comprehendingreading.com/>
- Reading across the curriculum: Rebecca Bascio, Staff Development Workshops ([leahdanziger@optonline.net](mailto:leahdanziger@optonline.net))
- Harding Institute: <http://www.smartstepliteracylab.org/index.html>



# Reading: Moving to Common Core



## Building more effective literacy blocks

- Establishing a common expectation for the literacy block: 90 minutes
- Establishing a common language for all teachers and learners
- Providing choice and access to a wide variety of reading materials
- Implementing flexible media schedules
- Supporting independent reading at child's fluency level
- Providing time for actual reading
- Reading across the curriculum
- Helping students engage in "talk with peers" about reading and writing
- Involving students in guided reading groups; conferencing with students
- Incorporating shared-reading experiences and read-aloud time with teacher modeling
- Providing time for every child to write about something personally meaningful.

# Reading: Moving to Common Core



Table Discussions:  
Aligning to Common Core reading expectations

- What is currently in place?
  - What are next steps?





## Research:

### Building and Supporting the Foundations

- **Engaging media specialists**
  - Collection development i.e., text sets
  - On-line searching continuum of skills
  - Inquiry training participation
- **Providing ongoing, focused professional development**
  - Inquiry training with Katie Muhtaris and Lynette Emmons (Stephanie Harvey Consulting)
  - Book studies:
    - *Why Are School Buses Always Yellow?*, by John Barell (Corwin Press, 2008)
    - *Collaboration and Comprehension: Inquiry Circles in Action*, by Stephanie Harvey and Harvey Daniels (Heinemann, 2009)



# Writing, Reading and Research:

## A Planning Template

Unit/Area of Study	
Essential Understandings	
Multiple Resources Studied during the Unit 5-9 short texts (3 <sup>rd</sup> -5 <sup>th</sup> grades) + 1 extended text 3-5 short texts (6 <sup>th</sup> -12 <sup>th</sup> ) + 1 extended text	
Text Resources	Reading Targets
Writing to Learn Strategies (Ways students will record thinking about the texts):	



# Writing, Reading and Research:

## A Planning Template

### Extended Writing Experience

Is this the unit for an extended writing task? Yes No

If so, which mode will you use?

Argument/Opinion Information/Expository Narrative

How will you pace the writing? What mini-lessons will you teach/model for writing, revision, and grammar?

Technology Experience (s)

Technology Target (s)

Inquiry Focus (an opportunity to incorporate research objectives): What essential understanding is the focus of the inquiry?



# Research: Moving to Common Core



Table Discussions:  
Aligning to Common Core research expectations

- What is currently in place?
  - What are next steps?



## Writing, Reading and Research:

Aligning to the  
Common Core  
State Standards

What further questions may we  
answer?