

Rtl/Common Core Committee

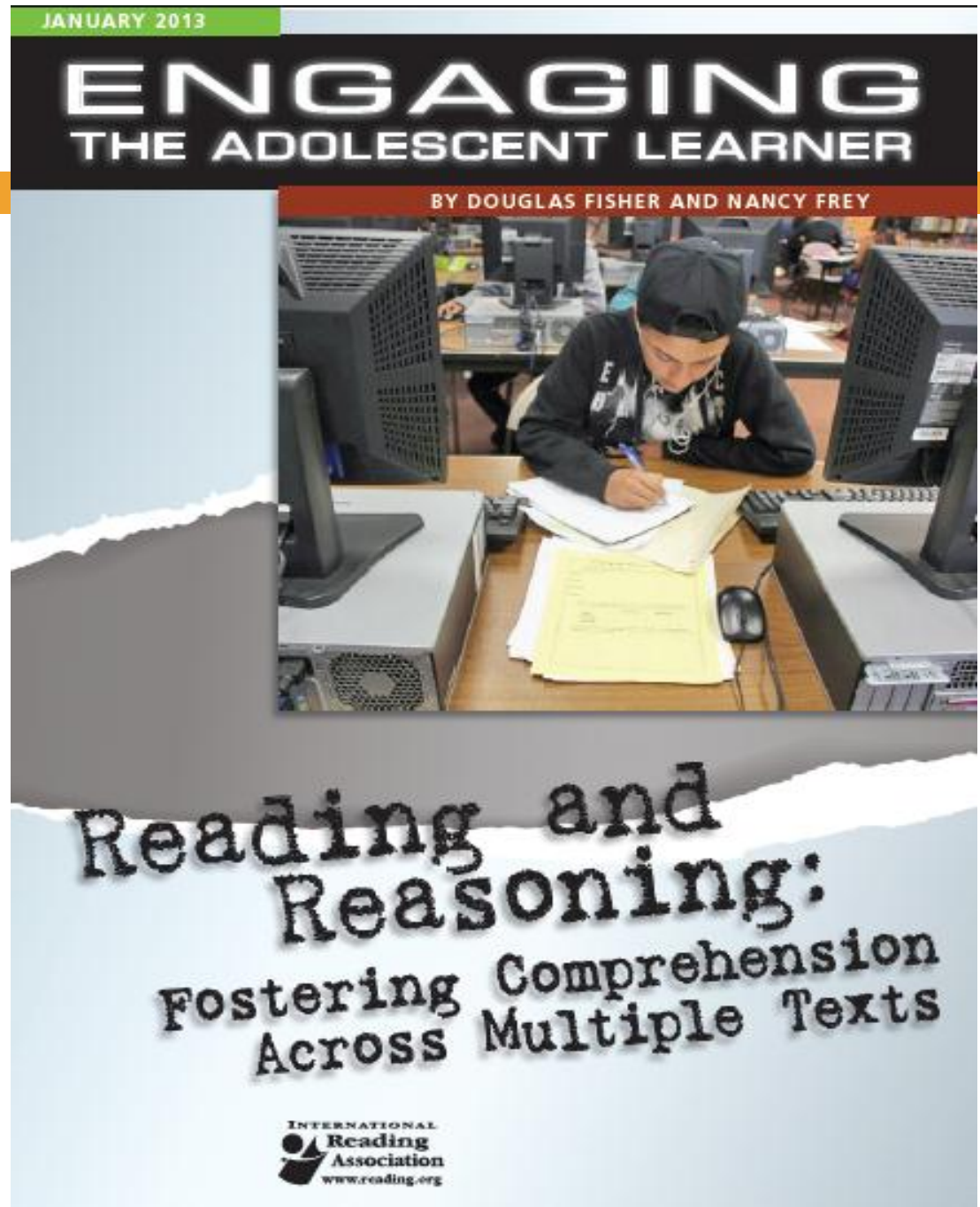
IRC Board Report
January 19, 2013



Resources
to Stay a
Step Ahead
of the
Stampede

IRA Members Only

<http://www.reading.org/Libraries/members-only/fisherfreyjan2013.pdf>



CCSS

December
*Reading
Teacher*



CLOSE READING IN ELEMENTARY SCHOOLS

Douglas Fisher ■ Nancy Frey

With some modifications, close reading is an instructional approach that can be added to the repertoires of elementary school teachers.

The adoption of the Common Core State Standards in English Language Arts has focused teachers on the practice of close, analytic reading. This has generated some debate as various stakeholders discuss the merits of this approach (e.g., Gewertz, 2012).

Close reading is an instructional routine in which students critically examine a text, especially through repeated readings. This practice has been used at the secondary and college levels (e.g., Richards, 1929), but specific research on the implementation of close

reading can consolidate this information to formulate opinions. The primary objective of a close reading is to afford students with the opportunity to assimilate new textual information with their existing background knowledge and prior experiences to expand their schema. The challenge is in not becoming so focused on background knowledge and prior experiences such that we end up spending little time on the textual information. Activation alone, although important, doesn't expand knowledge.

A second purpose of a close reading is to build the

RtI

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TO WHAT INTERVENTIONS ARE STUDENTS RESPONDING?

Marjorie Y. Lipson ■ Karen K. Wixson

Intervention is a central tenet of the various (multitiered) approaches used to implement Response to Intervention (RTI). It appears in Tier 1 core instruction in the form of differentiation, in Tier 2 in the form of supplemental small groups, and in Tier 3 and 4 instruction in the form of more intensive, often individualized support from specialist teachers. Although much is known about particular interventions, less is known about the specific features of interventions necessary for successful teaching and learning. In this column, therefore, we examine what we do know about intervention(s) and guide language and literacy professionals in thinking through this critical aspect of a systemic approach to improving literacy outcomes for all students.

used by Marie Clay in a 1987 article in which she argued that children should not even be considered for learning disability designation until high-quality and responsive instruction had been provided and failed to *accelerate* the child's progress. Certainly acceleration is a key feature of most definitions of intervention, and it represents quite a contrast to many older remedial models, which attempted to slow down the learning progress for students (see Allington & Walmsley, 2007, for a good description of this problem).

We are fond of the following definition of intervention, which was offered by the Rhode Island Technical Assistance Project (RITAP; www.ritap.org/rti/about/an-intervention-system.php). They argue that interventions are:



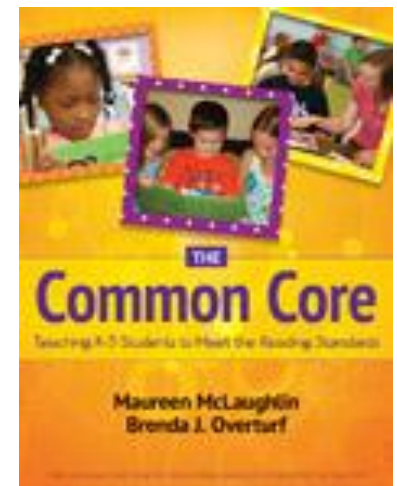
CCSS October *Reading Teacher*

THE COMMON CORE

Insights Into the K-5 Standards

Maureen McLaughlin ■ Brenda J. Overturf

The Common Core State Standards are becoming an integral part of our teaching. In this article, we offer insights into their structure and implementation.



Educational Leadership

December 2012/January 2013

Volume **70** | Number **4**

Common Core: Now What?



The Common Core Ate My Baby and Other Urban Legends

Timothy Shanahan

What the Common Core State Standards allegedly say and what they really say.

Educational Leadership

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Volume **70** | Number **4**

Common Core: Now What?



What Happens to the Basics?

Elfrieda H. Hiebert and P. David Pearson

Decoding and fluency skills still need to be taught, but it's equally important to engage students with compelling content.

Educational Leadership

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Common Core: Now What?



Art and Science of Teaching / Analyzing Complex Texts

Robert J. Marzano

How to teach students to identify relationships among ideas.

Reading Today The Common Core

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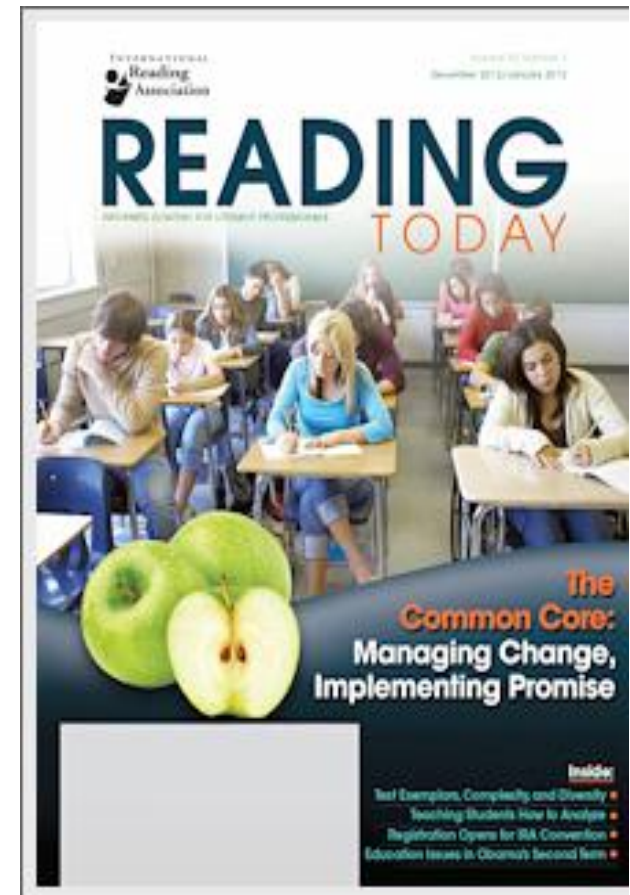
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ISBE - CCSS



ILLINOIS ESSENTIALS SURVEY

Capture the Core

A Publication of the Illinois State Board of Education
Statewide System of Support Content Specialists

3rd Grade

JANUARY 2013

- http://www.isbe.state.il.us/communication_core/htmls/news.htm

Improving Schools 5Essentials at a Time

By: UChicago Impact

Illinois 5Essentials Survey

Beginning February 1, educators and students across Illinois will have an opportunity to participate in the Illinois 5Essentials Survey: *Organizing Schools for Improvement*. This survey was designed to provide a detailed portrait of the inner workings of a school from an organizational perspective.

"The State Board has long understood that test scores alone do not offer the full picture

of a school's performance. The University of Chicago, on behalf of the Illinois School Board of Education,

5Essentials

The Illinois 5 Essentials Survey identifies five indicators that lead to important student outcomes, including improved attendance and larger test score gains.

The five indicators that positively affect school success are:

certified teachers, students in grades 6 through 12, and parents will be asked to participate in the 15 minute survey. Respondent identities and individual responses will be kept completely confidential.



Illinois 5Essentials Survey

Organizing Schools for Improvement



Your voice is **Essential!**

The Illinois 5Essentials Survey will give teachers, students, and parents an opportunity to voice their thoughts about their school.

The survey will be administered February 1 through March 31, 2013.

Research has found that schools strong in:

- **Effective Leaders**
- **Collaborative Teachers**
- **Involved Families**
- **Supportive Environment**
- **Ambitious Instruction**

are more likely to improve student outcomes.

Your participation in the survey helps to pave the way for your school's improvement!

For more information about the Illinois 5Essentials Survey, visit:
illinois.5-essentials.org

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Urban Education Institute



Visit illinois.5-essentials.org

5Essentials
<http://www.isbe.net/performance/html/5essentials.htm>

Fisher & Frey Youtube videos

- <http://www.youtube.com/user/FisherandFrey>



Close Reading, Grade 10

Close Reading, Grade 4

Teaching Annotation,
Grade 6

...and others

Instructional Leader

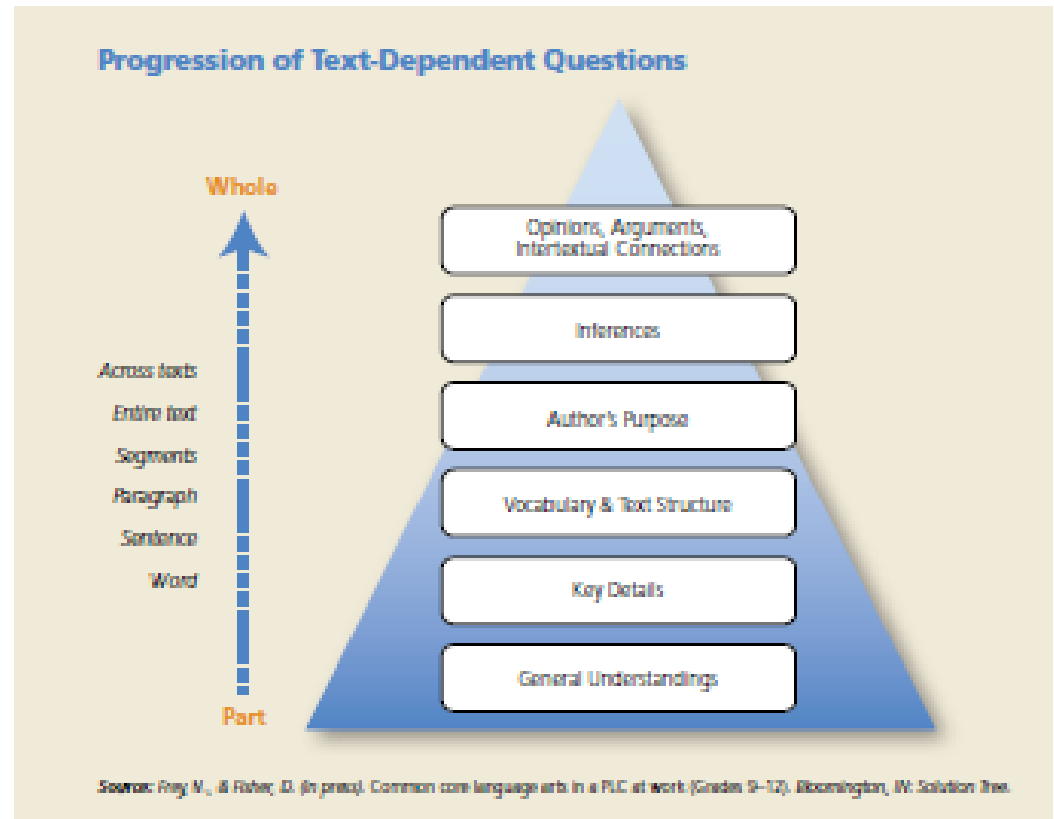
National Association of Secondary School Principals

Text-Dependent Questions

By Douglas Fisher
and Nancy Frey

http://www.nassp.org/tabid/3788/default.aspx?topic=Instructional_Leader_0912

Figure 1



SPOTLIGHT

On Digital Literacy in the Common-Core Era

Editor's Note: As states and districts plan for the Common Core State Standards, educators are left to wonder how digital literacy fits into the standards. This Spotlight focuses on how to incorporate digital literacy, explores public-private efforts to close the digital-skills gap, and looks at some competency-based and technology-driven programs, attempting to give students a head start on common-core assessments.

Published August 22, 2012, in Education Week

COMMENTARY

The Common Core's Digital-Literacy Gap

By Paul Benwell

Just the other day, I perused my district's proposed curriculum map for sophomore English. Nothing too surprising, with plenty of mentions of textual analysis, thesis writing, and literary elements.

If it were 1990, it'd look okay. Unfortunately the Common Core State Standards and the related ACT Quality Core standards—on which our curriculum is based—come up way short with regards to digital literacy. This leaves many educators without enough direction, and too many district curriculum maps failing to embrace essential components of literacy today. Combine these new standards with schools' continued emphasis—for the time being, at least—on traditional pen-and-paper end-of-course assessments, and teachers are hardly in a great collective position to promote, create, and implement lesson ideas that are appropriate for 2012.

Adult literacy in 2012 means being able to synthesize information from multiple online sources to write a blog post or substantive email. It means analyzing which online tools will best serve your communications purpose. It means making smart decisions about what information is useful online, and how to curate and filter the endless stream of data coming in. It means reviewing your digital footprint.



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www.edweek.org/go/spotlights