

JOSSEY-BASS TEACHER

GRADES **K-12**

SARAH
TANTILLO

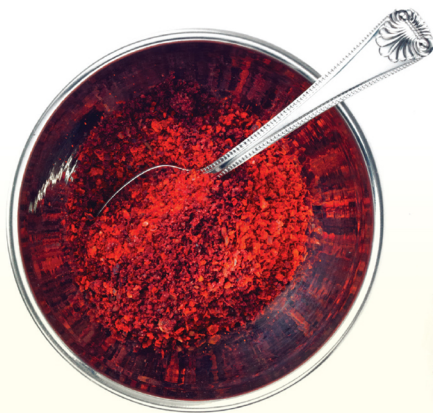


LITERACY

and the

COMMON CORE

RECIPES FOR ***ACTION***



JOSSEY-BASS™
A Wiley Brand

Literacy and the Common Core

Literacy and the Common Core

RECIPES FOR ACTION

Sarah Tantillo

With Illustrations by
Sandy Gingras

J JOSSEY-BASS™
A Wiley Brand

Cover images: Cinnamon photo by Andrew Hounslea/Getty; chili photo by David Arky/Getty; jalapeño and cilantro photo by Thinkstock. Author photo by Robert Goc.

Cover design: Wiley

Copyright © 2014 by John Wiley & Sons, Inc. All rights reserved.

Published by Jossey-Bass
A Wiley Brand

One Montgomery Street, Suite 1200, San Francisco, CA 94104-4594 — www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at www.copyright.com. Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at www.wiley.com/go/permissions.

Limit of Liability/Disclaimer of Warranty: While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

Certain pages from this book and all the materials on the accompanying online materials are designed for use in a group setting and may be customized and reproduced for educational/training purposes. The book and online materials are copyright © 2014 by John Wiley & Sons, Inc. All rights reserved. Reproducible pages and online materials are designated by the appearance of specific copyright information on each page:

This notice may not be changed or deleted and it must appear on all reproductions as printed. This free permission is restricted to limited customization of the online materials for your organization and the paper reproduction of the materials for educational/training events. It does not allow for systematic or large-scale reproduction, distribution (more than 100 copies per page, per year), transmission, electronic reproduction or inclusion in any publications offered for sale or used for commercial purposes—none of which may be done without prior written permission of the Publisher. Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

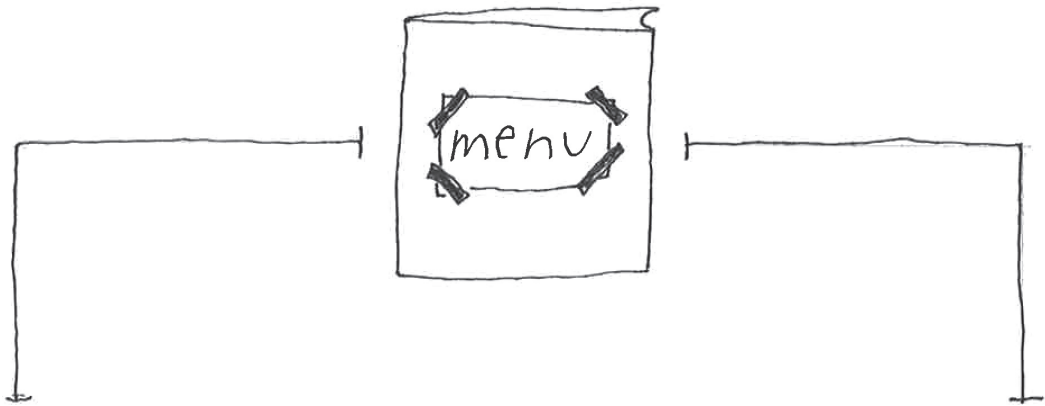
Wiley publishes in a variety of print and electronic formats and by print-on-demand. Some material included with standard print versions of this book may not be included in e-books or in print-on-demand. For more information about Wiley products, visit www.wiley.com.

Library of Congress Cataloging-in-Publication Data

Printed in the United States of America

FIRST EDITION

PB Printing 10 9 8 7 6 5 4 3 2 1



Online Materials	ix
Acknowledgments	xiii
About the Author	xv
Preface: Why I Felt Compelled to Write This Book	xvii
Introduction: What Problems This Book Attempts to Solve, and How	1

PART ONE Basic Ingredients

ONE Strategic Planning to Strengthen Curriculum	7
Strategic Action Planning: How to Make Things Happen	7
How to Keep Track of the Standards	9
Curriculum Resources	11
Endnotes	13
TWO Schoolwide Approaches to Reading	15
What to Consider When Selecting Texts for K–12	15
Human Resources: The Varsity Reading Coach	18

Strategic Reading and Writing Class	24
Strategic Reading and Writing: Curriculum Overview Map	34
How to Get Two Thousand Students to Fall in Love with Reading	36
Endnotes	41
THREE Bridging the Gap When Students Are Not on Grade Level	45
What You Need to Know about Text Complexity	46
A Strategic Approach	47
How to Engage and Support Parents	49
Low-Hanging Fruit: Classroom Discourse and Vocabulary Instruction	51
Why and How to Maximize Cross-Content Connections	53
A Word to School Leaders	54
Endnotes	55
FOUR Unit Planning	57
The Big Picture	57
Annotated Curriculum Overview Map	60
Sample Curriculum Overview Map	61
Annotated Unit Plan Template	62
Sample ELA Unit Plan	65
From-Units-to-Lessons Logistics	69
Endnotes	71
FIVE Lesson Planning	73
Why Lesson Planning Habits Matter	73
Annotated Lesson Plan Template	74
How to Avoid Kidnapping Your Students: Rigorous, Purposeful, Measurable (RPM) Objectives	76
Objectives and Lesson Planning with the Metaphor of Your Choice	82
Designing Effective Do Nows	84
Using Do Nows to Strengthen the Four Key Critical Reading Skills	85
Some Truths about “I Do, We Do, You Do”	90
Exit Tickets	92
A Few Thoughts on Homework	93
Endnotes	96

PART TWO Appetizers

SIX First Bites of the Common Core	101
Which Standards Should We Start With?	101
Tasty Morsels for Staff Training	102
Outlining Your First Unit	104
Endnotes	106

SEVEN Close Reading Strategies	107
Quadrant Analysis as a Way to Boost Comprehension	108
Annotation Revisited: Why and How We Read	109
The Overlooked Skill of Skimming	111
What <i>Text Dependent</i> Really Means	114
The Most Important Skill You Could Possibly Teach	115
More Bites at Inquiry	124
Endnotes	126

PART THREE Entrées

EIGHT Argument versus Evidence: The Big Picture and Six Essential Steps	131
Argument versus Evidence: Step 1	133
Argument versus Evidence: Step 2	135
Argument versus Evidence: Step 3	136
Argument versus Evidence: Step 4	140
Argument versus Evidence: Step 5	142
Argument versus Evidence: Step 6	143
Endnotes	144

NINE Quote Sandwiches	147
The Recipe for Quote Sandwiches	147
Examples and Non-Examples of Quote Sandwiches	148
Drawing a Picture of “Context”	150
Endnote	151

TEN Open-Ended Response Writing	153
Common Problems and Solutions	153
What Is “RACER”?	154
A Handy Open-Ended Response Writing Rubric	155
Endnotes	157
ELEVEN Document-Based Questions for One and All	159
Topic-Driven Assignments versus Question-Driven Assignments	159
How and Why to Take the Document-Based Question Approach	160
Endnote	162
TWELVE How to Translate the ELA Common Core Standards for Actual Use	163
Step 1: Trajectory Analysis	163
Step 2: Unpack Standards and Design Objectives and Activities to Meet Them	166
Step 3: Compare and Contrast Standards for Literature and Informational Text	168
Models of Unpacked Standards: K–2, Grades 3–5, Grades 6–8, and Grades 9–12	170
Endnotes	179
<u>PART FOUR</u> Desserts	
THIRTEEN Appendix	183
Strategic Reading Time (SRT) Users’ Manual	184
Trajectory Analysis Charts for Reading Informational Text (RIT) Standards	233
Endnotes	243
Index	245
How to Access the Online Materials	255
How to Use The Literacy Cookbook Website	257

ONLINE MATERIALS

To access the online materials, please visit <http://www.wiley.com/go/literacycommoncore>

CHAPTER ONE

K–12 ELA Common Core Standards Tracking Spreadsheet
6–12 Common Core Standards for Literacy in History, Science, and Technical Subjects
Tracking Spreadsheet

CHAPTER TWO

Reading Interest Survey
The “Five-Finger Rule” Poster
Strategic Reading and Writing: Speed Dating with a Book
Strategic Reading and Writing: Reader Response Journal Assignments or Breakup
Letter to a Book
Strategic Reading and Writing: Weekend Date with a Book
Journal Writing Rubric
Strategic Reading and Writing: Book Commercial Project
Strategic Reading and Writing: Curriculum Overview Map
Strategic Reading and Writing: Ninth-Grade Unit Plans

CHAPTER FOUR

Sample Grade 10 ELA Research Paper Unit
Annotated Curriculum Overview Map
Sample Grade 11 ELA Curriculum Overview Map

Blank Unit Plan Template
Sample Grade 11 ELA Curriculum Unit 1

CHAPTER FIVE

Annotated Lesson Plan Template
Blank Lesson Plan Template
Root of the Week Hypothesis Sheet: Cede/Ceed
Somewhere in the Darkness — Do Now

CHAPTER SEVEN

Characterization Methods: DDAT
Question-Inference-Evidence and Explanation Model Lesson Plan
Question-Inference-Evidence and Explanation Organizer Model
Question-Inference-Evidence and Explanation Organizer

CHAPTER EIGHT

How to Find the Topic Sentence
Story Detective

CHAPTER TEN

Punchy Insights Poster
Open-Ended Response Writing Rubric

CHAPTER TWELVE

Unpacking the Standards Organizer
Unpacking the Standards: RIT 6.1 Model
Grades K–2 Models of Unpacked Standards
Grades 3–5 Models of Unpacked Standards
Grades 6–8 Models of Unpacked Standards
Grades 9–12 Models of Unpacked Standards

CHAPTER THIRTEEN Appendix

Strategic Reading Time (SRT) Users' Manual

Trajectory Analysis Charts for Reading Informational Text Standards

Trajectory Analysis Charts for Language Standards

Trajectory Analysis Charts for Reading Foundational Skills Standards

Trajectory Analysis Charts for Reading Literature Standards

Trajectory Analysis Charts for Speaking and Listening Standards

Trajectory Analysis Charts for Writing Standards

Trajectory Analysis Charts Comparing Reading Informational Text versus Reading
Literature Standards

ACKNOWLEDGMENTS

This book is the result of intensive work in the field with many dedicated educators who generously invited me into their schools and taught me so much. Though I cannot name them all, a few deserve special mention.

I am particularly grateful to my friends, many of whom not only share my passion for this work but also make important contributions to it every day. Kristin Ehrgood and her colleagues at the Flamboyant Foundation provided information on their excellent parent engagement work. Allison Miller is an enthusiastic thought partner who is always willing to test my crazy ideas and share her own; I especially appreciate her efforts on the “Strategic Reading and Writing Class” materials. Also, *muchas gracias* to my Texas peeps, Clem Garza and Isabel Marichalar-Solis, for inviting me to work on the Strategic Reading Time challenge, and librarian Ana Perez, whose “Top 50” list is truly a gift. I also thank Mary Jo McKinley for her help with the title, Rich Kazanjian for his insights about what teachers need, and Cynthia Millinger for her input on the lesson plan template and the standards-unpacking process.

Several friends also provided invaluable feedback on early drafts. Rahshene Davis, Margaret Hayes, and Katy Wischow: I cannot thank you enough. And to the two anonymous peer reviewers: I would hug you if I knew who you were; your wise responses helped me more than you will ever know.

I also thank Ajaka Roth and Emmanuel George at Democracy Prep and Katie Holz-Russell at STRIVE Prep, who graciously shared their ideas and experiences regarding independent reading initiatives.

On the publication side of things, Kate Gagnon, Tracy Gallagher, Bev Miller, and Robin Lloyd at Jossey-Bass once again made this a pleasant experience, and I appreciate Dimi Berkner's marketing support. I bow to my friend Sandy Gingras for her thoughtful approach to a new set of illustrating challenges; I am so glad to have her witty contributions again (to see more of her work, check out her Website: <http://how-to-live.com/>).

Last but definitely not least, huge hugs to my family and friends for their constant encouragement and support.

ABOUT THE AUTHOR

Sarah Tantillo, author of *The Literacy Cookbook: A Practical Guide to Effective Reading, Writing, Speaking, and Listening Instruction* (Jossey-Bass, 2012) and creator of The Literacy Cookbook Website (<http://www.literacycookbook.com>), consults with schools (especially urban schools) seeking to improve student achievement. She taught high school English and humanities in both suburban and urban New Jersey public schools for fourteen years, including seven years at the high-performing North Star Academy Charter School of Newark, New Jersey, where she chaired the Humanities Department and her students achieved a 100 percent passing rate on the High School Proficiency Assessment for Language Arts and Literacy. In addition to teaching, she founded the New Jersey Charter School Resource Center and the New Jersey Charter Public Schools Association. She led the Resource Center from 1996 to 1999 and the association from 1999 to 2003. Since 2007, she has coached K–12 schools on literacy instruction, curriculum development, data-driven instruction, school culture–building, and strategic planning. She currently writes two blogs, The Literacy Cookbook (<http://theliteracycookbook.wordpress.com/>) and Only Good Books (<http://onlygoodbooks.wordpress.com/>). Tantillo earned her B.A. from Princeton University, her M.Ed. from Harvard University, an M.A. from Johns Hopkins University, and her Ed.D. from Rutgers University.

P R E F A C E

Why I Felt Compelled to Write This Book

One day after I'd been consulting in schools for more than five years, I was sitting in the back of a classroom when I suddenly realized that although principals usually bring me in to support their schools' literacy instruction, almost invariably what I end up helping them with is *instruction* instruction. In too many schools to count, I've seen hard-working teachers struggling to design effective objectives, lesson plans, or unit plans. And I have tremendous empathy for them because I have been in their shoes. When I entered the field in 1987 through the Alternate Route, the "training" I received was like eating from an empty plate; in fact, I lost fifteen pounds in the first two months of school.

Teaching is challenging and complicated, but it should not be a complete mystery. We know many of the skills that are required, and stacks of great books have been written on this topic; among them are *The Skillful Teacher* by Jon Saphier and Bob Gower, *Teach Like a Champion* by Doug Lemov, and *Understanding by Design* by Grant Wiggins and Jay McTighe. So, one might ask why I am adding to the pile. Here's why: I believe that curriculum and instruction should go hand in hand, with teachers improving both their curricula and their teaching practices simultaneously. With the advent of national standards, we now have an opportunity to clarify how to help students meet these new standards and strengthen teaching and curriculum development skills at the same time.

The Common Core Standards offer the potential to transform the field if we take full advantage of them. Although the standards are not perfect and they present some thorny implementation challenges, they also offer numerous benefits. Philosophically, they compel us to examine our existing curricula and determine what must be improved—and improvement is always a good thing. On a practical level, they clarify what must be accomplished in every grade in literacy and math. No longer can teachers honestly claim not to know what they are expected to teach. For many years, in my home state of New

Jersey and in others, the standards were framed as, “By the end of fourth grade . . .” or “By the end of eighth grade . . .” and so on. That sketchy framework put undue pressure on some teachers and left others to wonder what their responsibilities were. The gaps made it difficult to design meaningful vertical articulation plans with colleagues. Now, thanks to the Common Core Standards, teachers can say to their students with confidence, “By the end of this year, you will be able to . . .”

Moreover, because these standards are national, educators can share ideas and best practices across state lines and—over the Internet—in the blink of an eye. New resources emerge daily to support these efforts. This national push, in my view, strengthens the professionalism of our profession: teachers and school leaders can make contributions to what is now truly a national dialogue. Instead of focusing exclusively on our own individual states, now everyone is on the big stage together. I can’t speak for anyone else, but I find it quite inspiring that we can work together to help colleagues and students all around the country.

As grand as that notion may seem, this book represents my modest attempt to make life a little easier for everyone—teachers, school leaders, parents, and students—as we all strive to prepare students for college and the careers they most desire.

Literacy and the Common Core

Introduction

What Problems This Book Attempts to Solve, and How

How can we teach lessons that meet the Common Core Standards when our curriculum isn't "there" yet?

I hear this question practically every day, and indeed, this problem is one that we all need to solve. Even the highest-performing schools regard their curriculum as a work in progress (actually this is one reason that they are high-performing). Although some panicked folks view the situation as “trying to fly a plane and build it at the same time,” I prefer to think of it as trying to cook a decent meal for hordes of hungry citizens. It’s important work, it’s urgently needed, and we don’t want to produce garbage. To properly serve the masses, we must design a careful plan for the whole meal, but we also need to send out some appetizers ASAP.

This book is for teachers and school leaders who understand that in order for schools to move forward and implement the English Language Arts (ELA) Common Core Standards effectively, we must all collaborate—from subject to subject, grade to grade, and school to school. The old “us versus them” (whether it’s administrators versus teachers or schools versus other schools) approach has never really worked, and in this situation, it would be disastrous. Transforming curriculum and instruction to meet these standards is a heavy lift. It won’t happen unless we all bend our knees, count in unison, and lift.

In sum, this book explains how school leaders and teachers can approach the ELA Common Core Standards strategically and systematically. It provides guidance on how to design units, lessons, and objectives to meet the standards; it offers practical strategies that teachers can use immediately to target key standards; and it explains how to analyze the standards to support curriculum development and instructional planning.

HOW TO USE THIS BOOK

The book is divided into four parts, titled “Basic Ingredients,” “Appetizers,” “Entrées,” and “Desserts.” At the end of every chapter, you will find a “Doggie Bag” of questions to take away and reflect on. These questions will help you review the material and ensure that you’re on track to apply what you’ve learned. You might want to preview these questions before you read each chapter because they can also provide a useful guide to key points.

Where should you start? Although you can certainly dive in anywhere, it will help to have a grasp of the Basic Ingredients in Part One: strategic action planning and identification of key resources, both curricular and human (Chapter One); suggestions about schoolwide reading initiatives (Chapter Two); ideas about how to bridge the gap when students are not on grade level (Chapter Three); fundamental approaches to unit planning (Chapter Four); and key aspects of effective lesson planning (Chapter Five). These chapters answer the following questions:

- How should we plan to tackle the Common Core?
- What do effective schoolwide reading initiatives look like?
- How can we bridge the gap when students aren’t on grade level?
- What elements should a solid unit plan include? How do we move from unit plans to lesson plans?
- What are RPM (rigorous, purposeful, and measurable) objectives? How can we write them, and how do they relate to other parts of the lesson? What does an effective lesson look like?

The Appetizers in Part Two offer quick first steps toward our collective goal of meeting and exceeding the ELA Common Core Standards, starting with immediate professional development suggestions and an array of close reading strategies that teachers can use in any grade or subject.

The Entrées in Chapters Eight to Twelve in Part Three describe how to create more substantial dishes that require more time, energy, and attention. They address these questions:

- How and why should we teach students about argument and evidence?
- How can we train students to become effective writers?
- What does everyone need to know about quote sandwiches (i.e., well-explained evidence), open-ended response writing, and document-based questions?
- How can we analyze, unpack, and move forward with the ELA Common Core Standards?

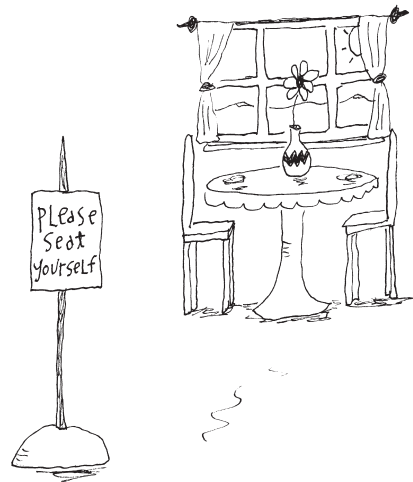
The Desserts in Part Four provide sweet resources, including a ready-to-use manual for a schoolwide independent reading program, plus trajectory analysis charts for all of the ELA Common Core Standards.

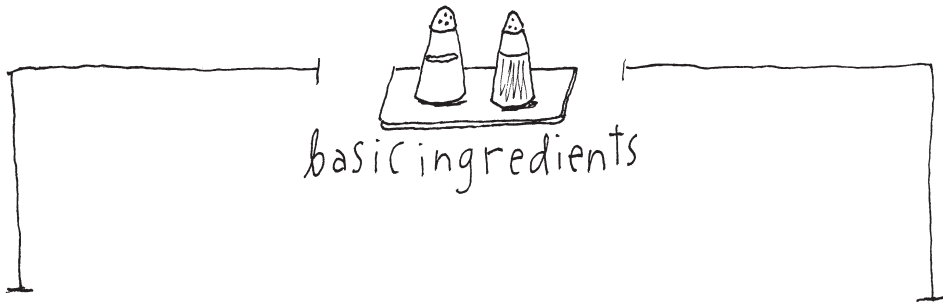
In short, there is something here for everyone. Every document mentioned is in the online materials as well. And as a bonus, this book comes with a free thirty-day trial to The Literacy Cookbook (TLC) Website, www.literacycookbook.com, which includes all of the files online plus hundreds more. Explanations of how to access the online materials and The Literacy Cookbook Website are at the end of this book.

ONE LAST THING: THE LITERACY COOKBOOK BLOG

If you would like to keep tabs on my latest thinking on topics related to literacy instruction and the Common Core, in addition to reading this book and using the resources online and TLC Website, please consider following The Literacy Cookbook Blog, which is free and can be found at: <http://theliteracycookbook.wordpress.com/>. Many of the ideas in this book appeared in earlier form in the TLC Blog.

Now let's dig in!





If you've already read *The Literacy Cookbook* (and I hope you have), you are probably wondering, *How are these Basic Ingredients different from those in the original Literacy Cookbook?* Good question. *The Literacy Cookbook* deals with strategies for teaching comprehension, reading, writing, speaking, and listening. This book explores instruction more broadly, so the Basic Ingredients here address how to develop and deliver curriculum units and lessons that will help students meet and exceed the Common Core Standards. We begin with strategic planning and resources; examine schoolwide approaches to reading; consider what it takes to bridge the gap when students are not on grade level; then tackle unit planning, objective writing, and lesson planning.

