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Making Sense of the Common Core: ELA & Literacy

Syllabus



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Making Sense of the Common Core: ELA & Literacy

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Graduate Credit:	3.0 sem. hrs. graduate credits/ 4.5 CEU
Graduate Prefix:	See accrediting university for prefix and number
Course Schedule:	Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

COURSE DESCRIPTION:

Making Sense of the Common Core: ELA & Literacy is an activity based course focusing on practical understanding and application of the goals of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects and your classroom practices. Gain an overview of the purpose and intent of the standards through guided reading of the Common Core State Standards primary documents. Study the Appendices for text exemplars. Familiarize yourself with the Publisher's Criteria for developing curriculum. Review released assessment items from PARCC and Smarter Balanced. Read outside the Common Core documents to gain perspectives and insights. Choose and create activities to determine how the goals of CCSS/ELA can be met in your classroom with your students. Convert theory into practical application. Invite discussion with colleagues, watch informational videos and tap into resources that will support the implementation of the CCSS/ELA in your curricular practices.

This course supports the implementation of all Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (CCSS for ELA) K-12. Reading, Writing, Language, Speaking and Listening.

Teachers taking this course will focus on their grade level or content area expectations of the CCSS and their State Standards.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Identify the Common Core State Standards for English Language Arts & Literacy in History/ Social Studies, Science and Technical Subjects (CCSS/ELA)
2. Recognize the use of the College and Career Readiness (CCR) anchor standards as the backbone of each grade level standard for CCSS/ELA.
3. Evaluate the efficacy of the design and framework for the CCSS/ELA standards for the Reading (Literature, Informational Texts, and Foundational Skills), Writing, K-12 and Language, and Speaking and Listening, K-5.
4. Use resources such as the Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12 for evaluating curriculum and developing curricular and instructional practices to ensure alignment with the standards.
5. Examine released items from potential assessment systems, such as PARCC and Smarter Balanced, designed to measure student progress in meeting the rigors of the Common Core State Standards.
6. Investigate application of the standards to classroom practice through activities, such as team or collegial discussions, watching instructional videos, outside reading, and aligning curriculum and instruction to meet CCSS/ELA goals.
7. Produce a grade-level or content area lesson plan/ curriculum unit aligned to a standard and skill area in CCSS/ELA.
8. Evaluate the process of reading, writing, and activity to making sense of the CCSS/ELA to meet the rigor of grade level expectations and application to curricular and instructional practices.
9. Synthesize the expectations of the CCSS/ELA and your curricular and instructional practices in a written essay.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Making Sense of the Common Core: ELA & Literacy by Anne Goiran-Bevelhimer, Ed.D.
This study guide will be sent upon registration.

Required Text:

Calkins, L., Ehrenworth, M., Lehman, C. (2012) *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH:Heinemann.

COURSE REQUIREMENTS:

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 90 hours of study to this course. You may submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the study guide *Making Sense of the Common Core: ELA & Literacy*, outside readings, activities and writing assignments to complete the following course requirements.

Outside Reading: Read the following texts. Use the study guide to direct your reading.

- Calkins, L., Ehrenworth, M., Lehman, C. (2012) *Pathways to the Common Core: Accelerating Achievement*. Portsmouth, NH:Heinemann.
- National Governors Association Center for Best Practices, Council of Chief State School Officers (CCSSO). 2010a. *Common Core State Standard for English Language Arts& History/Social Studies, Science, and Technical Subjects*. Washington D.C.:NGA Center and CCSSO. <http://www.corestandards.org/>
- _____ 2010b. *Common Core State Standard for English Language Arts& History/Social Studies, Science, and Technical Subjects: Appendix A: Research Supporting Key Elements of the Standards; Glossary of Key Terms*. Washington D.C.:NGA Center and CCSSO. <http://www.corestandards.org/>
- _____ 2010c. *Common Core State Standard for English Language Arts& History/Social Studies, Science, and Technical Subjects: Appendix B: Text Exemplars and Sample Performance Tasks*. Washington D.C.:NGA Center and CCSSO. <http://www.corestandards.org/>
- _____ 2010d. *Common Core State Standard for English Language Arts& History/Social Studies, Science, and Technical Subjects: Appendix C: Samples of Student Writing*. Washington D.C.:NGA Center and CCSSO. <http://www.corestandards.org/>
- Coleman, D., Pimentel, S. (4-12-12) *Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades 3–12*. http://www.corestandards.org/assets/Publishers_Criteria_for_3-12.pdf
- PARCC Model Content Frameworks English Language Arts/Literacy Grades 3–11
- Version 2.0 August 2012
- http://www.parcconline.org/sites/parcc/files/PARCCMCFELALiteracyAugust2012_FIN_AL.pdf/
- Smarter Balanced <http://www.smarterbalanced.org/>

Reflection Journal: Document the outside reading in a reflection journal. Use an informal note-taking format to record your thinking, questions and responses to your reading. The journal will reflect your thinking as you read *Pathways to the Common Core* (2012) Lucy Calkins, et al. and the primary documents, *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects* (2010), and Appendices; the *Revised Publishers' Criteria* published by David Coleman and Susan Pimentel (2012); and released items from the potential producers of assessment systems for the CCSS, PARCC and Smarter Balanced. **The Reflection Journal is worth 100 pts.**

Synthesize your reflection journal in a 3-4 page essay, highlighting what you learned from reading *Pathways to the Common Core* (2012) Lucy Calkins, et al. and the primary documents, *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects* (2010), and Appendices; the *Revised Publishers' Criteria*

published by David Coleman and Susan Pimentel (2012); and released items from the potential producers of assessment systems for the CCSS, PARCC and Smarter Balanced.

Consider: What is meaningful to your curricular and instructional practices? What is important? What's interesting? What are your questions? What do you wonder? Be a critical and analytical thinker about your reading. Practice the same skills the CCSS is asking you to teach your students in analyzing these texts.

Feel free to be creative in this process. You might want to prepare an essay for a presentation to inform teachers or parents. You might want to write an article for your local newspaper or school district. You may want to write a letter to your congressman about your support or argument against the implementation of the Common Core. The important thing is to focus on making sense of the Common Core and how to translate theory into practice. Make this a meaningful and productive exercise for you. **The Synthesis paper is worth 100 points in your grade.**

*Reading rates vary and close study of text may intensify the time spent on a particular reading. It is anticipated that you will invest a minimum of 50 hours in reading and your reflection journal will reflect approximately an hour of writing for every hour of reading. Include the synthesis paper as part of this time.

Activities: Choose 10 activities to actively engage with the expectations of the CCSS /ELA and connect the standards to classroom practices. Choose from activities described in the study guide, *Making Sense of the Common Core: ELA & Literacy*, or choose activities identified in *Pathways to the Common Core* by Lucy Calkins, et al. or create some activities of your own. For example:

- Discuss specific strands, standards and skill areas of the CCSS /ELA with colleagues, team members, same grade level or content area teachers. Focus on application.
- Create a calendar to address one area, or one standard at a time.
- Make a list of strengths and a list of areas needing improvement in literacy practices to meet the Common Core.
- Watch informational videos on implementing CCSS /ELA principles for literacy in a classroom setting.
- Analyze student papers in light of the CCSS/ELA grade-level expectations.
- Match lesson plans to strands and grade-specific standards or content-specific standards.
- Assess text complexity.
- Evaluate the amount of time and distribution of literary and informational reading.
- Appraise time spent on argument, narrative and informational writing tasks.
- Level texts for text complexity.
- Analyze reading texts to meet grade level reading expectations described in the CCSS Reading Standards for Informational Texts.

Choose or create 10 activities that are meaningful and useful to YOU, that will help you connect the philosophy and theory of the Common Core State Standards to classroom practice. Write a 1-2 page paper for each activity. Describe the activity, what you did and how it helped you make sense of the CCSS /ELA. How did actively engaging help you to connect theory to classroom practice? Be specific. Cite examples.

This activity represents 100 points in your grade.

Classroom Application Project:

Choose a grade-specific standard in any one of the CCSS/ELA strands – Reading, Writing, Speaking and Listening, or Language. Choose one skill area. Create a lesson plan or curriculum unit. Examples are provided in the study guide.

This activity represents 100 points in your grade.

Final Summary Paper: Evaluate and synthesize what you gained by reading, writing and actively engaging in activities of your choice to make sense of the Common Core and your instructional practices. What did you learn? What was helpful? What are your next steps? Write a 3-4 page summary paper. **This activity represents 100 points in your grade.**

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

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|--|----------|
| 1. Reflection Journal | 100 pts. |
| 2. Synthesis Essay | 100 pts. |
| 3. 10 Activities with connection to the CCSS | 100 pts. |
| 4. Classroom Application Project | 100 pts. |
| 5. Final Summary Paper | 100 pts. |

Grade Scale:

A	91-100%	455-500 pts.
B	81-90%	405-454 pts.
C	71-80%	355-404 pts.
D	61-70%	305-354 pts.
F	Less than 60 %	Less than 304 pts.

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