

COURSE SYLLABUS

Course: Common Core State Standards in Literacy, Grades 3-8

Presenters: Doug Fisher and Nancy Frey

Hours: 45

Required Reading: *Common Core English Language Arts in a PLC at Work™, Grades 3 – 5*, Douglas Fisher and Nancy Frey, Solution Tree Press, 2013. (Note teachers of grades 6 – 8 will be provided with material appropriate to their grade level.)

Course Overview

States across the union are in the process of implementing the Common Core State Standards (CCSS), which (in the language of their developers) “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.” Through workshop footage, classroom footage, and interviews, this course, focused on the CCSS for English Language Arts, will prepare educators to satisfy the standards’ main goals by selecting appropriate texts for their students, developing lesson plans focused on close reading and text-based discussion, mastering the art of checking for understanding through a variety of tasks, and linking assessments with instruction. Educators will learn how to render their students increasingly and effectively responsible for their learning and how to differentiate instruction even as they align their instruction and assessment to the standards.

Presenters’ Bios

Doug Fisher, Ph.D.—whose awards include the Innovation Award from the Academy of Educational Publishers, the Elva Knight Research Award from the International Reading Association, and the Farmer Award for Excellent in Writing from the National Council of Teachers of English, among many others—is a professor of Educational Leadership at San Diego State University. In addition to teaching on the college and high school levels, Fisher has been a co-director at the Center for the Advancement of Reading and policy fellow at the National Association of State Boards of Education. Fisher is the author of numerous articles (many with co-presenter Nancy Frey) for such publications as *Principal Leadership*, *Educational Leadership*, and *Journal of Adolescent & Adult Literacy*. He is also author, co-author, and/or editor of multiple books, including, with Frey, *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text* (Solution Tree), *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind* (ASCD), and, with D. Lapp, *Handbook of researching on teaching the English Language Arts* (Taylor & Francis). He has also participated in plentiful funded projects all relevant to education and literacy.

Nancy Frey, Ph.D., is a Professor of Literacy in the School of Teacher Education at San Diego State University. She is the recipient of the 2008 Early Career Achievement Award from the National Reading Conference, as well as a co-recipient of the Christa McAuliffe award for excellence in teacher education from the American Association of State Colleges and Universities. In addition to publishing with her colleague, Doug Fisher, she teaches a variety of courses in SDSU’s teacher-credentialing and reading specialist programs on elementary and secondary reading instruction, literacy in content areas, and supporting students with diverse learning needs. Nancy is a credentialed special educator and reading



specialist in California, and is co-editor of the NCTE journal, *Voices from the Middle*. She is privileged to learn with and from students and teachers at Health Sciences High and Middle College every day.

Course Objectives

After completing this course, educators will know:

- The expectations of the Common Core State Standards in English Language Arts
- How to align instruction and assessment to the Standards

Student Learning Outcomes

After completing this course, educators will apply the following skills:

- Identify the major goals of the CCSS in English Language Arts
- Gradually release responsibility to students to foster their learning
- Develop lesson plans based on close reading and text-based discussions
- Check for understanding using oral language, questions, writing, and projects and performances
- Link formative and summative assessments with instruction

Unit 1: Introduction

In this unit, presenters Doug Fisher and Nancy Frey introduce participants to the Common Core State Standards (CCSS) in English and Language Arts. Teachers and administrators weigh in on the promise of the standards and the challenges of implementation. Dr. Frey briefly describes the history of the CCSS. A video tour highlights key features and organization.

Text: Introduction and Chapter 1, “Using Collaborative Teams for English Language Arts”

Unit Objectives

After completing this unit, educators will know:

- The reasons for the adoption of the Common Core State Standards (CCSS)
- How the CCSS are organized

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Locate the standards specific to their grade level or discipline

Unit 2: What to Teach: Anchor Standards

In this unit, Fisher and Frey look closely at anchor standards in four strands: reading, writing, speaking and listening, and language. We visit two classrooms to see how teachers address Reading Standards and Speaking and Listening Standards with their eighth-grade students.



Text: Chapter 2, “Implementing the Common Core State Standards for Reading”
Text: Chapter 3, “Implementing the Common Core State Standards for Writing”
Text: Chapter 4, “Implementing the Common Core State Standards for Speaking and Listening and for Language”

Unit Objectives

After completing this unit, educators will know:

- The components of the ELA Standards in reading, writing, speaking and listening, and language

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Develop modifications to their ELA instruction to align with the CCSS

Unit 3: How to Teach: Gradual Release of Responsibility

In this unit, Fisher, Frey, and the workshop participants explore how to purposefully and systematically shift responsibility for learning from teacher to student. They discuss the essential sequence from articulating the purpose of a lesson by aligning with the CCSS, modeling the cognitive work, and embedding guided instruction, to providing opportunities for students’ cooperative and independent learning. We visit a third-grade classroom to watch how the teacher models a think-aloud strategy and gradually releases responsibility to her students.

Unit Objectives

After completing this unit, educators will know:

- Strategies that shift the responsibility for learning from teacher to student

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Model cognitive work and provide guided instruction
- Embed opportunities for collaborative and independent learning
- Assign homework aligned with the gradual release of responsibility

Unit 4: The Instructional Planning Process

In this unit, Fisher and Frey delve into the issues of curriculum and instructional planning. They consider such issues as how to facilitate students’ investigation, how to assess their progress and process, and how to address text complexity. They also examine how to design interrelated lessons and determine appropriate groups for collaborative work.



Unit Objectives

After completing this unit, educators will know:

- Components of the CCSS that affect curriculum and instructional planning
- Assessment and grouping strategies
- The relevance of text complexity to the CCSS

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Use the CCSS in their curriculum and instructional planning
- Assess students' progress and process
- Group students purposefully
- Select texts of appropriate complexity

Unit 5: Model Lesson (4th Grade)

In this unit, presenter Frey models an ELA lesson plans for 4th graders. She and the workshop participants examine the role of read-alouds, how to model and facilitate re-reading, how to determine an author's point of view, and the role of text-dependent questions and their different types. They also delve into the planning process, the purpose of co-planning, how to develop appropriate culminating tasks, and how to facilitate close reading at any grade level.

Unit Objectives

After completing this unit, educators will know:

- ELA strategies for reading and responding to text

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Model read-alouds
- Facilitate re-reading
- Design literal and inferential questions based on text
- Develop lesson plans as part of a collaborative team

Unit 6: Model Lesson (8th Grade)

In this unit, presenter Fisher models an ELA lesson plan for 8th graders. He and the workshop participants examine the role of read-alouds, how to model and facilitate re-reading, how to determine an author's point of view, and the role of text-dependent questions and their different types. They also delve into the planning process, the purpose of co-planning, how to develop appropriate culminating tasks, and how to



facilitate close reading at any grade level.

Unit Objectives

After completing this unit, educators will know:

- ELA strategies for reading and responding to text

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Model read-alouds
- Facilitate re-reading
- Design literal and inferential questions based on text
- Develop lesson plans as part of a collaborative team

Unit 7: Checking for Understanding

In this unit, Fisher, Frey, and the workshop participants examine different strategies for checking for understanding through oral language, questioning, writing, and projects and performances. Participants will investigate how to teach students to engage in academic discussion; ask elicitation, elaboration, and clarification questions; and facilitate multiple writing projects, casual and formal—all to discern what students are understanding, what to re-teach, and how to do so.

Text: Chapter 5, “Implementing Formative Assessments to Guide Instruction and Intervention”

Unit Objectives

After completing this unit, educators will know:

- Strategies for checking for understanding

Student Learning Outcomes

After completing this unit, educators will apply the following skills:

- Assess students’ understanding through oral language, questioning, writing, and projects and performances

Methods of Instruction

- Videos (presentations consisting of lecture, interviews, and classroom footage)
- eBook
- Reflection questions (open-ended questions at intervals throughout the video presentations where participants are asked to reflect on the course content, their own practice, and their intentions for their practice)
- Quizzes (selected-response quizzes to assess understanding of the video presentations and eBook content)



Plagiarism Policy

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet (including lesson plans and rubrics), and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult plagiarism.org.

Passing Requirements:

In order to complete the requirements of the course, the participant must complete all course work (e.g., reflections, quizzes, and any midterm and/or final), including watching all videos and participating in all discussion forums. We do not award partial credit.

- Quizzes 40% of total grade
- Reflection Questions 60% of total grade

KDS Self-Assessment Rubric:

	Distinguished	Proficient	Basic	Unsatisfactory
Quizzes	100% Correct	80% Correct	60% Correct	0-40% Correct
Reflection Questions	Participant provides rich detail from the content of the course in his or her responses Participant makes his or her responses to the questions personally meaningful	Participant includes appropriate content from the course in his or her responses Participant makes thoughtful comments in direct response to the questions	Participant includes some content from the course, usually appropriate, in his or her responses Participant answers the questions directly, not always fully	Participant includes no content from the course in his or her responses Participant does not address the questions posed