**Facilitator’s Guide: Using the ELA/Literacy Publishers’ Criteria to**

**Better Understand the Standards**

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| Common Core Shifts for ELA/Literacy   1. Building knowledge through content-rich nonfiction 2. Reading, writing and speaking grounded in evidence from text, both literary and informational 3. Regular practice with complex text and its academic language |

***Using the ELA/Literacy Publishers’ Criteria to Better Understand the Standards* is a 1 - 2 hour module.** Through close examination of the Publishers’ Criteria in ELA/Literacy for Grades 3-12, this module intends to give teachers and administrators a deeper understanding of the Standards and their implication for instructional resources. This information will help educators judge classroom materials and reflect on the appropriate use of existing resources and strategies.

Note: This module is intended to follow the PD Module, *Introduction to the ELA/Literacy Shifts* (<http://www.achievethecore.org/steal-these-tools/professional-development-modules/introduction-to-the-ela-literacy-shifts>).

***What’s In This Module?***

1. Facilitator’s Guide
2. PowerPoint Presentation (22 slides, with Facilitator’s Notes)
3. PowerPoint Presentation for share-out (22 slides, does not include Facilitator’s Notes)
4. Related Documents

* Revised Publishers’ Criteria K-2
* Revised Publishers’ Criteria 3-12

1. Discussion Questions for the Publishers’ Criteria
2. Tri-State Quality Review Rubric for Lessons and Units
3. Video Resources
4. Web Resources

***Using This Module***

You are encouraged to customize any or all portions of this module to meet the needs of your audience. These modules are intended to fit into a variety of different professional development settings including but not limited to professional development meetings, professional learning communities and grade level meetings. All times are suggested and can be expanded to incorporate more discussion as needed. Any portion of this module may be modified, reproduced and disseminated without prior permission.

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| **Pre-Reading** | **If you have 1 hour…** | **If you have 2 hours…** | **If you have 3 or more hours…** |
| 1. Participants read the *Publishers’ Criteria* (either K-2 or 3-12*)*. | 1. Share Power Point presentation. There are discussion questions throughout out Power Point that can guide brief or extended conversations, as time and structure permit. | Share Power Point presentation. There are discussion questions throughout out Power Point that can guide brief or extended conversations, as time and structure permit. | Share Power Point presentation. There are discussion questions throughout out Power Point that can guide brief or extended conversations, as time and structure permit. |
|  | 2. Extend conversations around questions embedded within the presentation and/or guide conversations around the Discussion Questions for the Publishers’ Criteria handout. | 2. Extend conversations around questions embedded within the presentation and/or guide conversations around the Discussion Questions for the Publishers’ Criteria handout. | 2. Extend conversations around questions embedded within the presentation and/or guide conversations around the Discussion Questions for the Publishers’ Criteria handout. |
|  | 3. Use remaining module components (web resources, additional videos) throughout the year. | 3. Review EQuIP Rubric for Lessons and Units. If participants are involved in instruction and planning for grades 3-5, they may separately focus on the Basal Alignment Project. | 3. Review EQuIP Rubric for Lessons and Units. If participants are involved in instruction and planning for grades 3-5, they may separately focus on the Basal Alignment Project. |
|  |  | 4. Use remaining module components (web resources, additional videos) throughout the year. | 4. Have participants look through current curriculum, teacher- developed materials, and other supporting resources in conjunction with the *Tri-State Quality Review Rubric* document and Common Core State Standards in ELA / Literacy. |
|  |  |  | 5. Use remaining module components (web resources, additional videos) throughout the year. |

***Suggested Module Delivery***

**Pre-Reading**

*The following documents should be used for pre-reading, to familiarize participants with the content of this module:*

* Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K – 2:

<http://www.corestandards.org/assets/Publishers_Criteria_for_K-2.pdf>

* 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>

1. **Share Power Point (60 minutes)**

*Share the Power Point. Throughout the presentation, there are several pause points, allowing participants to process, reflect on, and discuss crucial points about the Publishers’ Criteria – particularly as they relate to the Standards and the major shifts. If time and structure permit, guide conversations around the questions in the “Discussion Questions for the Publishers’ Criteria” document. Table talks should allow time for sense-making but should fit into the time parameters of the professional development structure.*

1. **Guide Analysis of EQuIP Rubric for Lessons and Units (30 minutes)**

*Give participants time to read and discuss the EQuIP Rubric for Lessons and Units:* [*http://www.achieve.org/EQuIP*](http://www.achieve.org/EQuIP)*. If time permits, allow participants to review previously selected instructional materials using the rubric; participants may use the entire rubric or concentrate on specific components.*

1. **Guide Review of Materials Using the EQuIP Rubric (60 minutes)**

*Allow participants to review current instructional materials using the EQuIP Rubric for Lessons and Units. This should lead to conversations about the overall alignment of the curriculum to the CCSS, including the quantity and quality of text-dependent questions, complexity of text, and range of text. This initial review should be considered an exercise to help educators become more aware of the features of the materials they use.*

1. **Share Video Resources**

* *“Literary Non-Fiction in the Classroom: Opening New Worlds for Students” by the Hunt Institute.* This video features David Coleman, a leading author of the Common Core Standards, discussing the different genres of text incorporated in the Standards. (2:27)<http://www.youtube.com/watch?v=I0uvIAqZbNI>
* “*The Common Core State Standards: Emphasis on Complex Text” by McGraw Hill*. This video features Dr. Timothy Shanahan discussing the need for complex text in the classroom. (1:18)

<http://www.youtube.com/watch?v=b5-uhmwsD6Y>

* “*Understanding Quality: EQuIP” by Achieve*. This video features Sue Pimentel, a leading author of the Common Core Standards, facilitating a group of educators who are engaged in evaluating text for complexity.

<http://vimeo.com/46694757>

* This ASCD webinar features David Liben of Student Achievement Partners discussing different features of text complexity and describing measurement tools that can be used in professional development settings.

<http://www.ascd.org/professional-development/webinars/liben-webinar.aspx>

1. **Share Web Resources**

* [www.achievethecore.org](http://www.achievethecore.org)

This site is assembled by Student Achievement Partners to provide free, high-quality resources to educators now doing the hard work of implementing these higher standards.

* [www.edmodo.com](http://www.edmodo.com)

This site is a space for educators to connect, collaborate, and share resources. Join Edmodo to find the BAP (Basal Alignment Project) community: an ongoing cooperative effort between school districts and state education offices, the Council of the Great City Schools, and Student Achievement Partners. This site contains a library of revised lessons for common Basal reading series (3rd-5th grades), each carefully aligned to the CCSS. Each new lesson includes quality text-dependent questions, improved tasks, and a focus on academic vocabulary. After signing into [www.edmodo.com](http://www.edmodo.com), use code "etuyrm" to join the BAP group.

* [www.coretaskproject.com](http://www.coretaskproject.com)

Started in Reno, Nevada in 2011, the Core Task Project is spreading to other districts who want to directly involve teachers in an immersion experience and peer-to-peer learning. This site features articles, blog posts, and videos centered on Common Core State Standards.

* [www.textproject.org](http://www.textproject.org)

This website consists of a variety of resources for teachers, students, and professional development materials centered around text complexity.

* <http://www.huffingtonpost.com/susan-pimentel/the-role-of-fiction-in-th_b_2279782.html> This article from the Huffington Post, written by lead authors of the CCSS David Coleman and Susan Pimentel, clarifies the role of fiction and literature in the high school English Language Arts classroom.

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| Background **on the Modules and the Common Core State Standards**  These modules have been designed for educators to use to support the implementation of the Common Core State Standards. The Common Core State Standards were designed explicitly as a staircase in K-12 to college and career readiness.Many U.S. students—even those who pass their high school courses and their high school exit exams—still face remediation when they get to college because they are not prepared for entry-level coursework. A 2008 study by ACT showed that only 1 in 10 8th graders are on target to be ready for college-level work by the time they graduate from high school, and only 35 percent of U.S. 12th graders scored at or above the “proficient” level on the NAEP reading test in 2005. Furthermore, research shows that remediation is a trap from which many students don’t escape; the overwhelming majority of students who take remedial courses never complete college. The Common Core State Standards form a staircase to prepare students to be successful in college and their chosen career. If students successfully climb the staircase from kindergarten to 12th grade, they will then be truly ready for the demands that follow. |

***Please submit any feedback on this module to*** [***pdmodulefeedback@achievethecore.org***](mailto:pdmodulefeedback@achievethecore.org)***.***