

# Butler School District 53

## Correlation to Common Core State Standards English Language Arts (ELA)

### Timeline of K-8 ELA Implementation

#### Grades K-8 Curriculum and Instruction Update

During the 2014-15 school year, teachers began the journey to acquire an understanding of the components of The Workshop Model for Reading and Writing through ELA text studies. The administrative team and staff reviewed resources to accompany the instructional model of the Workshop and found *Schoolwide Fundamental Units of Study* to be a great match. The *Units of Study* connect the Common Core State Standards to research-based best instructional practices. K-8 teachers participated in a two-day June Workshop Institute with Mrs. Pat Pollack; the staff were immersed into an in-depth study of the Reader's and Writer's Workshop Model.

#### Reading Component

*Reading Fundamentals Units of Study* provide instructional resources for teachers to aid them in developing, expanding, and enhancing the skills, strategies, and tools students can use to make meaning of and interact with text in large group, small group and individual instruction. *Reading Fundamentals Units of Study* exist inside a balanced literacy framework utilizing a Gradual Release of Responsibility Model. Within this framework, there are opportunities for Interactive Read-Alouds using mentor texts, guided reading and strategy instruction customized to students using instructional level texts, and independent reading by students utilizing books and other texts at their independent reading levels. *Reading Fundamentals Units of Study* link standards across several instructional contexts, which allow multiple opportunities for students to practice the strategies and skills taught. The *Units of Study* systematically integrate reading comprehension skills and strategy instruction with the study of genre and content area subject matter. Click below to read in greater detail:

*Reading Fundamentals:* [Foundational Research](#)

*Reading Fundamentals* [Common Core Standards Correlation](#)

*Reading Fundamentals* [Unit Descriptions](#)

#### Writing Component

*Writing Fundamentals Units of Study* provide instructional resources to teachers to aid them in ensuring that students demonstrate increasing sophistication in all aspects of language usage--from vocabulary to syntax to development and organization of ideas--and will address increasingly demanding content and sources. Across all

grade levels, the *Writing Fundamentals Units of Study* provide balance of genres and tasks that expose students to opportunities to produce writing that includes sophisticated vocabulary and varied text structures and features while also conveying clear meanings and purposes that are connected to the genres. Specific to vocabulary and syntax, students will have explicit models of tiered vocabulary used through the writing immersion process. Students receive instruction in a full range of writing, including writing narratives, writing to inform, and forming and writing arguments as expected in the Common Core State Standards.

- Students will write arguments to support claims as they analyze substantive topics or texts.
- Students will write informative/explanatory texts to examine and convey complex ideas and information.
- Students will write narratives to develop real or imagined experiences and events.

Click below to read in greater detail:

*Writing Fundamentals* [Foundational Research](#)

*Writing Fundamentals* [Common Core Standards Correlation](#)

*Writing Fundamentals* [Unit Descriptions](#)

### **Grammar Component (K-5)**

In Constance Weaver's *The Grammar Book* (2007), Weaver presented a framework for teaching grammatical structures. Included in this structure was an emphasis on sharing a "mentor model" from a variety of possible sources: mentor texts, literature created by the teacher, literature created by students, literature created during a writing conference, and literature created spontaneously during a class lesson. *The Fundamentals of Grammar and Conventions* was created based on a similar premise and provide instructional resources to teachers to teaching and modeling grammar and conventions in context helping students become better able to use language as readers, writers, listeners, and speakers. Students will not only notice and learn grammatical and conventional concepts but will apply and transfer them into their reading, writing, and speaking. This is the constructivist or transitional model of learning—the view that learners make their own meaning based upon their background knowledge, experiences, and purposes—seems to connect well to the "learning in context" model. This model contrasts significantly to the reductionist (or transmission) model in which the teacher (or the possessor of the ready-made knowledge) delivers information and instruction to the students as single skills, or in isolation. Constance Weaver draws the conclusion that students would benefit from a teacher who shares the teaching with a mentor author. This supports the notion that teaching grammar and conventions in context, while also providing opportunities for practice, is what will assist students in their development as readers, writers, listeners, and speakers.

*(excerpt from Schoolwide The Fundamentals of Grammar and Conventions: Foundational Research.)*

Click below to read in greater detail:

*Grammar and Conventions Fundamentals* [Foundational Research](#)

*Grammar and Conventions Fundamentals* [Common Core Standards Correlation](#)

*Grammar and Conventions Fundamentals* [Connecting the Common Core to Best Practice](#)

### **What Workshop Instructional Resources Are Teachers Utilizing?**

Reading Fundamentals Units of Study Grades, K-8 - Fall 2015

Writing Fundamentals Units of Study Grades, K-8 - Fall 2016

The Fundamentals of Grammar and Conventions, K-5 - Fall 2016

Social Studies and Science Content Literacy Units of Study, K-8 - Fall 2015

(Complement to Literacy, Social Studies, and Science Curriculums; Aligned with CCSS Best Practices for Reading Across Content Areas K-8)

### **What Instructional and Independent Book Resources Are Teachers Utilizing With Students?**

Guided Reading Custom Collection, K-8 (Genre Texts related to the Units of Study) - Fall 2015

Independent Reading Classroom Reading Libraries that Align to Grade Level Reading Genres - Fall 2015

ZING - customized Student Subscriptions to Digital Leveled EBooks - Fall 2016

### **Field Test - Fall 2015**

Similar to previous curriculum adoptions, we officially utilized the materials for three months before requesting adoption from the Board of Education. This is a critical step in the engagement of staff and implementation of the new Workshop Model. During field testing (minimally August-November), we fully communicated with parents, Board, and staff; information was also posted on our District 53 and classroom teacher webpages.

By November 2015, we possessed strong evidence leading towards adoption of this Workshop Model and these instructional resources. The Workshop Model was recommended for widespread adoption across the district, particularly because the teachers were trained, motivated, and provided input into the final adoption recommendation.

### **Supplemental Resources**

Words Their Way (Word Study), K-4 - Fall 2015

Marzano's Academic Vocabulary, Grades 6-8 - October 2016

Wordly Wise 3000, Grade 5 - Fall 2014, Grades 6-8 - January 2017

## Exploring Resources

Grammar and Conventions, Grades 6-8 - March 2017

### Timeline

June 2015	<ul style="list-style-type: none"><li>● Professional development for teachers on the Reader's and Writer's Workshop Model and use of <i>Schoolwide Units of Study</i></li><li>● Continuation of ELA curriculum alignment (Grammar, Spelling, Vocabulary) with CCSS</li><li>● K-4 teachers agreed to field test <u>Words Their Way</u> (Spelling, Phonics, Vocabulary) <u>Word Study</u> for implementation and the continuation of <u>Wordly Wise 3000</u> in Grade 5.</li><li>● Continued use of Sadlier Vocabulary workbook at Grades 6-8.</li></ul>
July - August 2015	<ul style="list-style-type: none"><li>● Procurement of <i>Schoolwide Units of Study</i> and supplemental resources for teachers</li><li>● Board Presentation on ELA Curriculum and Instruction Update (Workshop Model and resources)</li><li>● K-8 teachers reviewed <i>Units of Study</i> to begin the planning and implementation process</li><li>● K-4 teachers reviewed <u>Words Their Way</u> (Spelling, Phonics, Vocabulary) <u>Word Study</u> for implementation and continuation of <u>Wordly Wise 3000</u> in 5th Grade.</li></ul>
September - November 2015	<ul style="list-style-type: none"><li>● Field tested <i>Schoolwide Units of Study</i> and supplemental resources</li><li>● Parents were provided at Curriculum Night information about the CCSS shifts and ELA and CCSS alignment using <i>Schoolwide Units of Study K-8</i> and <u>Words Their Way</u> (Spelling, Phonics, Vocabulary) <u>Word Study</u> implementation in K-4 and <u>Wordly Wise</u> continued in 5th Grade.</li><li>● Continued use of Sadlier Vocabulary workbook at Grades 6-8.</li><li>● Board- Resources placed on public display</li><li>● PTO- Share updates at September and October meeting.</li><li>● Support provided to K-8 teachers with ongoing ELA Professional Development with Literacy Consultant</li><li>● Evaluation of <i>Schoolwide Units of Study K-8</i> and <u>Words Their Way</u> (Spelling, Phonics, Vocabulary) <u>Word Study K-4</u> implementation and <u>Wordly Wise 3000</u></li><li>● Update to Board of Education on results of the field tests</li></ul>
November 2015	<ul style="list-style-type: none"><li>● Board -Presentation and requested adoption of <i>Schoolwide Units of Study K-8</i> and <u>Words Their Way</u> (Spelling, Phonics, Vocabulary) <u>Word Study K-4</u> as curriculum resources for ELA</li></ul>

	instruction
December 2015 - June 2016	<ul style="list-style-type: none"> <li>Continue usage of Schoolwide <i>Schoolwide Units of Study</i> K-8 and <i>Words Their Way</i> (Spelling, Phonics, Vocabulary) <i>Word Study</i> and teacher support for research-based instructional strategies</li> <li>Plan next steps for Instructional Blueprint and further development of ELA curriculum alignment with CCSS (Gr. 6-8 Grammar, Spelling, Vocabulary)</li> </ul>
June-August 2016	<ul style="list-style-type: none"> <li>Continued usage of <i>Schoolwide Units of Study</i> K-8 and <i>Words Their Way</i> (Spelling, Phonics, Vocabulary) <i>Word Study</i> K-4</li> <li>Summer Curriculum work for Grade 6-8 ELA team- strategic articulation and planning of Units of Study grade-level pacing guides</li> <li>Grades 6-8 development of ELA curriculum alignment with CCSS Academic Vocabulary using <i>Marzano's Six-Step Process for Teaching Academic Vocabulary</i> and acquisition of <i>Wordly Wise 3000</i> for student customized independent vocabulary practice</li> </ul>
August-September 2016	<ul style="list-style-type: none"> <li>Grades 6-8 teacher training of <i>Marzano's Six-Step Process for Teaching Academic Vocabulary</i></li> <li>Grades 6-8 teacher collaboration to develop Marzano's Academic Vocabulary units and assessments (words correlated to ACT/SAT; word selection from the following resources: <i>Vocabulary for the Common Core</i> by Marzano &amp; Simms, <i>Schoolwide Units of Study</i> Instructional Vocabulary, and NWEA MAP)</li> <li>Delayed acquisition and implementation of <i>Wordly Wise 3000</i> with students due to technical difficulties the EPS company experienced during Butler Jr. High configuration set-up</li> </ul>
October 2016 - January 2017	<ul style="list-style-type: none"> <li>Grades 6-8 Academic Vocabulary instruction using <i>Marzano's Six-Step Process for Teaching Academic Vocabulary</i></li> </ul>
January 2017	<ul style="list-style-type: none"> <li>January 11, 2017 Parent Education Night: <b><i>The Workshop Instructional Model</i></b> with Literacy Consultant Mrs. Pat Pollack</li> <li>Initial implementation of <i>Wordly Wise 3000</i> with students</li> </ul>

**Live hyperlinks within document**

