

Common Core State Standards That This Practice Supports

Reading Standards for Literature

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.
4. Determine the theme of a story, drama, or poem from details in a text; summarize the text.

Speaking and Listening Standards, grades K–5

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

↓ How Katie enacts the practice	←→ Teaching Practice ←→	How Scott enacts the practice ↓
<ul style="list-style-type: none"> → Uses ABCD cards and the Popsicle activity as a formative assessment to check understanding of theme. → Uses think-alouds to model her process for understanding theme in the texts. → Uses guided and independent reading to allow students to have the opportunity to practice discovering theme in texts. 	Open a space for students to participate in a range of conversations and collaborations, while providing ongoing oral and written formative feedback to help students develop ideas and construct learning.	<ul style="list-style-type: none"> → Uses student blog entries as formative assessment to ascertain students' understanding of theme. → Uses think-alouds to model his process for understanding theme in the texts. → Encourages pop-up debates in which students discuss and reflect on speeches. → Uses student conversations, both virtual and in-class, to guide instruction.
↓ How Katie's students enact the practice	←→ Learning Practice ←→	How Scott's students enact the practice ↓
<ul style="list-style-type: none"> → Those who quickly grasp the concept of theme construct extended paragraphs using support from the text. → Write weekly, responding to what they have learned in the mini-lesson and what they have read independently. → Reflect on their understanding as a reader through an "exit slip." 	Interact and share ideas with a partner, with a small group, with the whole class, and with the instructor. Respond to others' ideas and build understandings that take these into account.	<ul style="list-style-type: none"> → Sit next to a preselected partner for quick activities such as Think-Pair-Share. → Meet together in a virtual small group through discussions on the class blog, where they can comment and discuss anonymously. → Use sticky notes in their books to record their thinking about the texts they read.

NCTE Principles

To foster active listening, teachers can encourage students to build upon one another's contributions to discussions.

Teachers must have routines for systematic assessment to ensure that each student is benefiting optimally from instruction.

See Appendix B for more on NCTE principles regarding instruction in reading and in speaking and listening. You can access the CCSS at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

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Reading Standards for Literature

1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from a text.

Reading Standards: Foundational Skills

4. Read with sufficient accuracy and fluency to support comprehension.

Speaking and Listening Standards, grades K–5

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

↓ How Katie enacts the practice	←→ Teaching Practice →←	↓ How Scott enacts the practice
<ul style="list-style-type: none"> → Uses small reading groups of four to six students organized based on information in Katie's formative assessment. → Uses a student to model finding textual support during reading. → Uses an extended writing activity to help more-advanced students synthesize concepts from the mini-lesson and the text itself. 	<p>Provides students with a variety of reading opportunities that allow a range of reading skills to be developed by each student.</p>	<ul style="list-style-type: none"> → Uses a gradual release of responsibility to shift students to independent reading. → Uses "mentor texts" to demonstrate to students a wide range of examples of theme. → Uses the class blog as a way for students to read one another's writing and practice responding as readers.
↓ How Katie's students enact the practice	←→ Learning Practice →←	↓ How Scott's students enact the practice
<ul style="list-style-type: none"> → Students answer multiple-choice questions about the reading in the whole-class group. → Students explain their answers to both multiple-choice and open-ended questions using selections of text from their reading. → Talk to other students in reading groups about their understanding of the text. 	<p>Talk to others—both their teacher and their classmates—about what they are reading. Practice strategies that allow them to approach texts that range from simple to difficult.</p>	<ul style="list-style-type: none"> → Use a prearranged pairing to efficiently discuss whole-class readings. → Use anonymous features of their class blog to interact with their fellow students' comments about the text. → Use strategies such as think-alouds and sticky-note markers to transition from group readings to independent readings.

NCTE Principles

Writing instruction must accommodate the explosion in technology from the world around us.

Teachers should teach before-, during-, and after-reading strategies for constructing meaning of written language, including demonstrations and think-alouds.

See Appendix B for more on NCTE principles regarding instruction in reading and in speaking and listening. You can access the CCSS at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.