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## High-Quality PreK-3rd in the Age of Common Core

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## New Schools Project

- Partner with Chicago schools to develop high quality, coordinated PreK-3<sup>rd</sup> grade
- On-site professional development, teacher coaching, grade-level and cross-grade teamwork



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## Guiding Questions

- What does responsive *and* intellectually-ambitious PreK-3<sup>rd</sup> look like?

### ELA and Literacy: Reading Comprehension

- What does it mean for young children to think about text in intellectually important, meaningful ways?

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## Transformation!

FROM	TO
<ul style="list-style-type: none"> <li>•Must get the letters, sounds, words right first</li> </ul>	<ul style="list-style-type: none"> <li>•Integrate skills <i>and</i> strategies to support deeper understanding</li> </ul>
<ul style="list-style-type: none"> <li>•Not with my students!</li> </ul>	<ul style="list-style-type: none"> <li>•<i>Spirit</i> of Common Core</li> </ul>

## *Spirit of Common Core*

Students who . . . .

- readily undertake the close, attentive reading that is at the heart of understanding and enjoying high quality literature.
- engage in critical reading that builds knowledge, enlarges experience, and broadens world views.
- express and listen carefully to each others' ideas, adding to each other's perspectives and understanding.



## Promising steps: WHAT we teach

- Who is thinking?
- What is the thinking about?
- Elevate the content of comprehension:  
Author's Message  
Critical Literacy

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## Promising steps: HOW we teach

- Active engagement with texts
- High level talk
- Time as a resource

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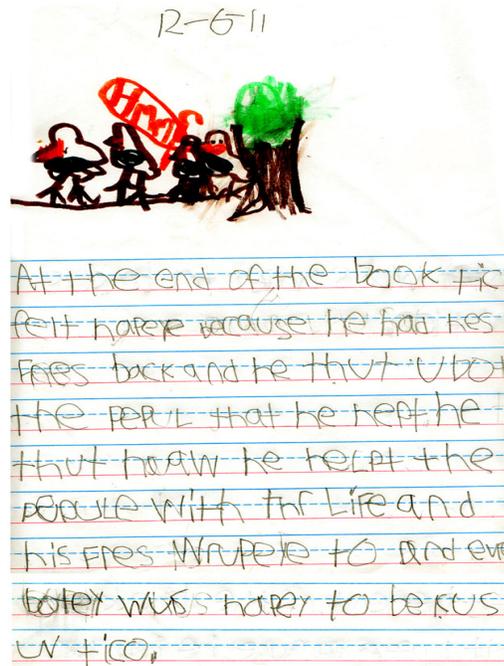
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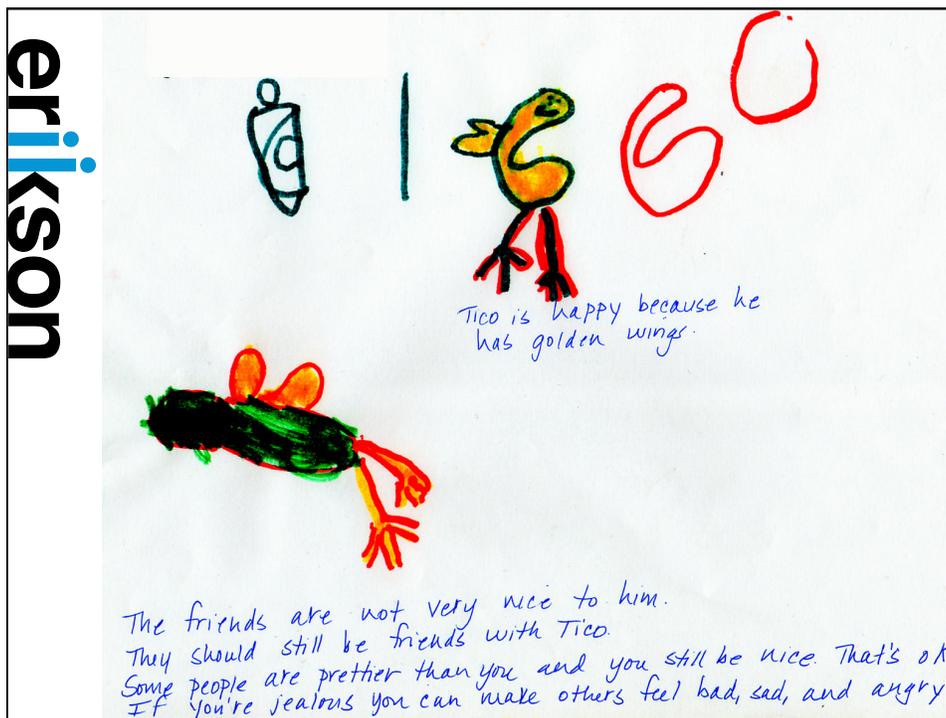
## Promising Steps: Writing about Reading

“I now see that the intellectual level of children’s reading comprehension is **not fully assessed by tests**; It’s more about finding ways to observe their thinking.”

1<sup>st</sup> grade teacher

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**Responsive and Intellectually Ambitious PreK-3<sup>rd</sup>:**

**The Promise**

"I see myself as a **completely different instructor**. I truly feel like the *facilitator* of children's learning and thinking, *not a dictator*.

I am more thoughtful in questioning; my plans are more deliberate and effective. It has been a very welcome transformation.

When I go home at the end of the day, I feel like even my most challenged students have done something that was meaningful for them. I feel that the most advanced student went home feeling like he/she has a place in this classroom also.

This new thinking about reading forces me to consider **all students** at all levels because at the end of the day what I want them to do is comprehend and learn from what they read - - - and to **comprehend well above what was ever expected of them.**"

2<sup>nd</sup> grade teacher