

Research-Based Practices for Teaching Common Core Literacy in the Common Core State Standards Era

The Common Core State Standards (CCSS) are a set of academic standards that define what students should know and be able to do in English language arts and mathematics at each grade level.



Research-Based Practices for Teaching Common Core Literacy (Common Core State Standards in Literacy Series) by Kate Liberty

★★★★☆ 4.1 out of 5

Language	: English
File size	: 5048 KB
Text-to-Speech	: Enabled
Screen Reader	: Supported
Enhanced typesetting	: Enabled
Word Wise	: Enabled
Print length	: 288 pages



The CCSS were developed by the National Governors Association Center for Best Practices and Council of Chief State School Officers in 2010. The standards are based on research and evidence-based practices that have been shown to improve student achievement.

The CCSS have been adopted by 45 states and the District of Columbia. They have also been incorporated into many state and local curriculum frameworks.

The CCSS for English language arts and literacy are organized into four strands:

- Reading
- Writing
- Speaking and listening
- Language

The standards for each strand are further divided into sub-strands.

The CCSS for English language arts and literacy are designed to ensure that students are college and career ready by the end of high school.

The CCSS are a challenging set of standards, but they are also achievable.

Research has shown that students who are taught using research-based practices are more likely to meet or exceed the CCSS.

Research-Based Practices for Teaching Common Core Literacy

There are a number of research-based practices that can be used to teach Common Core literacy.

Some of these practices include:

- Explicit instruction
- Guided practice
- Independent practice

- Feedback
- Assessment

Explicit instruction is a teaching method in which the teacher directly teaches students a new skill or concept.

Guided practice is a teaching method in which the teacher provides students with support while they practice a new skill or concept.

Independent practice is a teaching method in which students practice a new skill or concept on their own.

Feedback is information that is given to students about their performance.

Assessment is the process of measuring student learning.

These are just a few of the research-based practices that can be used to teach Common Core literacy.

When these practices are implemented effectively, students are more likely to learn and retain the information that they are taught.

Specific Strategies for Teaching Reading, Writing, Speaking, and Listening

In addition to the general research-based practices discussed above, there are also specific strategies that can be used to teach reading, writing, speaking, and listening.

Reading

Some of the research-based strategies for teaching reading include:

- Phonemic awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Phonemic awareness is the ability to hear and manipulate the sounds in words.

Phonics is the relationship between letters and sounds.

Fluency is the ability to read smoothly and accurately.

Vocabulary is the knowledge of words and their meanings.

Comprehension is the ability to understand what is read.

These are just a few of the research-based strategies that can be used to teach reading.

When these strategies are implemented effectively, students are more likely to become proficient readers.

Writing

Some of the research-based strategies for teaching writing include:

- Prewriting
- Drafting
- Revising
- Editing
- Publishing

Prewriting is the process of planning and organizing a piece of writing.

Drafting is the process of writing a first version of a piece of writing.

Revising is the process of making changes to a piece of writing to improve its content and organization.

Editing is the process of correcting errors in a piece of writing.

Publishing is the process of sharing a piece of writing with others.

These are just a few of the research-based strategies that can be used to teach writing.

When these strategies are implemented effectively, students are more likely to become proficient writers.

Speaking and listening

Some of the research-based strategies for teaching speaking and listening include:

- Listening attentively

- Speaking clearly and confidently
- Using appropriate nonverbal communication
- Participating in discussions
- Giving presentations

Listening attentively is the ability to pay attention to what others are saying and to understand their message.

Speaking clearly and confidently is the ability to speak in a way that is easy to understand and that conveys a message effectively.

Using appropriate nonverbal communication is the ability to use body language, gestures, and facial expressions to convey a message.

Participating in discussions is the ability to share ideas, opinions, and information with others.

Giving presentations is the ability to share information with others in a clear and organized way.

These are just a few of the research-based strategies that can be used to teach speaking and listening.

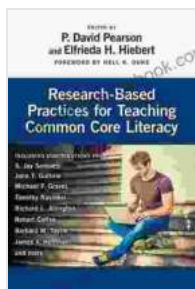
When these strategies are implemented effectively, students are more likely to become proficient speakers and listeners.

Tips for Implementing Research-Based Practices in the Classroom

Here are some tips for implementing research-based practices in the classroom:

- Start small. Don't try to implement all of the research-based practices at once. Start with one or two that you can focus on consistently.
- Be patient. It takes time to see the results of research-based practices. Don't get discouraged if you don't see immediate results. Keep at it and you will eventually see the benefits.
- Get support. Talk to other teachers who are using research-based practices. They can provide you with support and advice.
- Use resources. There are many resources available to help you implement research-based practices in the classroom. These resources include books, articles, websites, and professional development courses.

By following these tips, you can successfully implement research-based practices in your classroom and help your students achieve success in Common Core literacy.

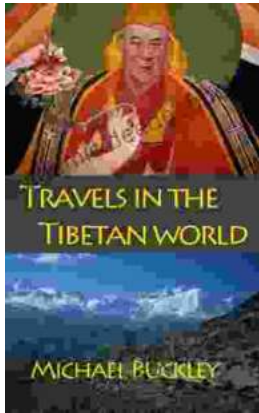


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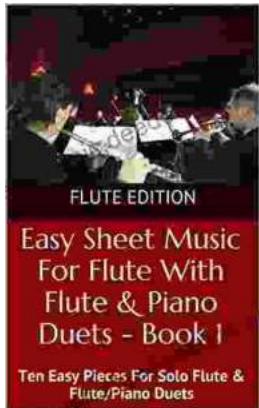
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