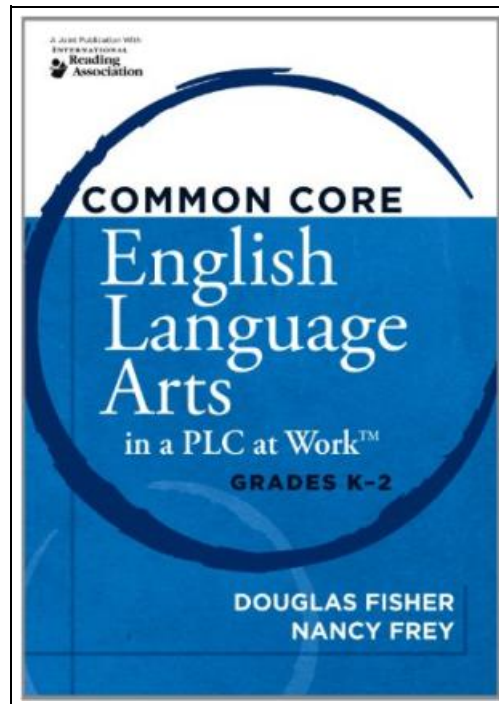


Common Core English Language Arts in a PLC at Work, Grades K-2



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Reviews

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COMMON CORE ENGLISH LANGUAGE ARTS IN A PLC AT WORK, GRADES K-2



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Solution Tree, United States, 2012. Paperback. Book Condition: New. 251 x 175 mm. Language: English . Brand New Book. The Common Core State Standards (CCSS) are part of a decades-long state-led initiative to establish the fundamental educational learning targets that ensure all students are college and career ready in the 21st century. Common Core English Language Arts in a PLC at Work, Grades K 2 provides strategies and tips for K 2 teachers to integrate the Common Core State Standards for English language arts in their instruction, curriculum, assessment, and intervention practices. Additionally, authors Douglas Fisher and Nancy Frey detail how to implement the CCSS within a powerful collaborative model: Professional Learning Communities at Work (PLCs). Using critical chapter-opening questions to guide the discussion, the authors effectively demonstrate how K 2 teachers can use the CCSS to optimize student learning. Chapter 1 highlights the history of the CCSS and traditional teaching practices. Chapter 2 illustrates how to focus on reading how to analyze the Reading standards, examine and assess texts, and use foundational instructional strategies. Chapter 3 discusses instructional techniques to implement the Writing standards in regard to the three major writing types: narrative, informational, and persuasive. Chapter 4 explores how to implement the Speaking and Listening standards and the Language standards in regard to producing and understanding academic language and vocabulary. Chapter 5 analyzes the use of high-quality formative and summative assessments and interventions and provides examples. Common Core English Language Arts in a PLC at Work defines five essential shifts in literacy instruction, how the CCSS reflect these changes, and the implications for teaching and learning: (1) using reading and writing to inform, persuade, and convey experiences; (2) increasing text complexity; (3) emphasizing speaking and listening; (4) using text-based evidence for argumentation; and (5) focusing on academic vocabulary...



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