Success for All **The Bridge to Common Core**

The Common Core State Standards (CCSS) demand a more complex level of reading, thinking, speaking, and writing for all students. The standards set the criteria to ensure that every student is college and career ready. To achieve these levels will require consistent high expectations and focused, engaging instruction with frequent feedback opportunities for students.

Success for All has twenty-five years of proven success in working with schools to build systems of collaboration among teachers and students that result in life-changing achievement gains. We have now created a Success for All model that specifically supports the goals of the Common Core State Standards.

www.successforall.org/commoncore

Common Core Aligned

The CCSS require that students read a wide range of information and literary texts in many genres.

Success for All's new Common Core-focused partnership offers a balance of texts as defined in the standards. Categories of texts that serve as the center, subject, and reading material of planned lessons are shown below, with examples from the scope and sequence for Common Core-focused SFA.

Informational Texts
- **Current Events:** *To Space and Back; "*So You Think You Know Africa*"*
- **Science:** *The Human Body; Volcanoes and Earthquakes; Amusement Park Science*
- **Biography:** *Dear Benjamin Banneker*
- **History:** *If You Lived at the Time of the Great San Francisco Earthquake;* A History of the United States: *War, Peace, and All That Jazz*
- **Functional text:** *Searching the Internet*

Literary Texts
- **Fairy Tales and Folklore:** *The Prince and the Pauper*
- **Realistic Fiction:** *Darnell Rock Reporting*
- **Historical Fiction:** *William Shakespeare & the Globe*
- **Poetry:** "Birches"; *Brown Honey in Broomwheat Tea*; *Great Tales and Poems of Edgar Allan Poe*
- **Drama:** *The Wrong Choice; The Great Fire; To Fly or Not to Fly; Novio Boy*
- **Fantasy:** *Bridge to Terabithia*
- **Essays:** "This I Believe"

Visit www.successforall.org/commoncore for alignments.

The CCSS call for instruction to engage students in rich discussions centered on common text and to learn to make evidentiary arguments in conversation and writing.

In Success for All's Common Core-focused model, students read common texts and collaborate in interdependent teams to:

- critique what they read and discuss the strategies that they used to read it;
- identify and analyze the central ideas of the text, the text structure, and what they learned from the text;
- use evidence from the text and media to synthesize and support their answers to important questions derived from the text; and
- formulate cogent arguments in discussions and writing.

To meet such demanding standards, the Success for All instructional process provides:

- direct, explicit instruction and scaffolded practice in metacognitive strategies;
- regular use of rubrics with peer and teacher feedback; and
- weekly goal setting, progress monitoring, and celebrations of success.

The CCSS built a staircase of complexity to move students one step at a time toward college and career readiness.

In Success for All's Common Core-focused model, students move rapidly up the staircase with a research-proven regrouping process that places students at just the right level of instruction to ensure their motivation and ability to grow. Because students are not challenging one another, but working to improve on their previous individual and team goals, and they receive regular, meaningful feedback from teachers and peers, they advance rapidly. Students who start below grade level catch up quickly, and advanced students have room to soar. An online, classroom-centered progress-monitoring system connects school leaders, teachers, students, and families.

The CCSS require students to use evidence from the text to inform or support their arguments in their writing.

In Success for All's Common Core-focused partnership, students write to inform or present an argument every day. With regular teacher and peer feedback and opportunities to improve, students learn to use writing to:

- clarify their thinking and record what they have learned from the text;
- present their research and make connections across multiple texts; and
- present evidentiary arguments, inform, or persuade a reader.
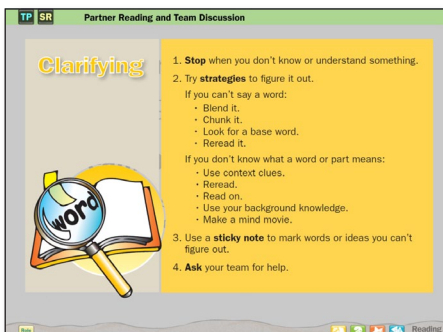

Planning

Writing Prompt

You have just learned that Mr. Timber, president of the A1 Tree Corporation, allows his company to cut down trees in rainforests. You will write a business letter to Mr. Timber to persuade him to stop cutting down these trees. In the first paragraph of your letter, tell Mr. Timber why it is wrong to cut down trees in the rainforests. Describe what happens when logging companies go into the rainforests. In your second paragraph, tell Mr. Timber how his company can lessen the damage they do to rainforests. Use information from pages 18–23 of *Life in the Rainforests* to write your letter. Remember to use all the parts of a business letter (heading with your school's address, inside address, greeting, body, closing, and signature).

Reading Wings

The CCSS emphasize the use of academic vocabulary needed to access complex grade-level text to ensure success in content-area reading.

In Success for All's Common Core-focused model, active and engaging vocabulary instruction and the reading of a wide variety of content-rich texts ensures that students learn about the power of words. Words are learned in context through multiple encounters and generative vocabulary activities. At the earliest levels, students learn and practice decoding strategies to unlock the meanings of new words. Regular partner and team reading and the discussion of new and challenging words support students as they tackle texts of increasing complexity.

The CCSS require students in grades 6–12 to acquire knowledge in the disciplines through reading domain-specific texts.

In Success for All's Common Core-focused model, students learn how to learn from text as teachers infuse literacy into instruction in all content areas. The texts offered in the Common Core-focused model of Success for All are organized with a thematic focus. Critical themes are carried across grades to provide opportunities for students to read a wide range of increasingly complex texts over time to build student vocabulary and background knowledge and prepare them to learn in high school, college, and during their careers.

Success *for* All
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Learn more at **www.successforall.org.**