Pathways to the Common Core

Accelerating Achievement

“As challenging as it must have been to write and finesse the adoption of the Common Core State Standards, that accomplishment is nothing compared to the work of teaching in ways that bring all students to these ambitious expectations. The goal is clear. The pathway is not.”

—Lucy Calkins, Mary Ehrenworth, and Christopher Lehman

The Common Core is written, but the plan for implementing the Common Core is not.

Lucy Calkins and her colleagues at the Reading and Writing Project have helped thousands of educators design their own pathways to the Common Core. Now, with Pathways to the Common Core, they are ready to help you find your way.

Designed for teachers, school leaders, and professional learning communities looking to navigate the gap between their current literacy practices and the ideals of the Common Core, Pathways to the Common Core will help you:

- understand what the standards say, suggest, and what they don’t say;
- recognize the guiding principles that underpin the reading and writing standards;
- identify how the Common Core’s infrastructure supports a spiraling K–12 literacy curriculum; and
- scrutinize the context in which the CCSS were written and are being unrolled.

In addition to offering an analytical study of the standards, this guide will also help you and your colleagues implement the standards in ways that lift the level of teaching and learning throughout your school. Specifically, it will help you:

- become a more critical consumer of the “standards-based” mandates that are flooding your desk;
- craft instruction that supports students in reading more complex texts, developing higher level comprehension skills, and writing at the ambitious levels of the CCSS;
- develop performance assessments and other tools to propel Common Core reforms; and
- create systems of continuous improvement that are transparent, collegial, and accountable.

Above all, this book will help you interpret the Common Core as a rallying cry that ignites deep, wide and lasting reforms and, most importantly, accelerates student achievement.

To learn more visit Heinemann.com or call 800.225.5800.
About the Authors

Lucy Calkins is the Founding Director of the Teachers College Reading and Writing Project at Teachers College, Columbia University. For more than thirty years, the Project has been both a think tank—developing state of the art teaching methods—and a provider of professional development. As the leader of this world-renowned organization, Lucy works closely with policymakers, superintendents, district leaders, school principals, and teacher-leaders to initiate and support school-wide and systemwide reform in the teaching of reading and writing. But above all, Lucy works closely with teachers and with their classrooms full of children. Lucy’s many books include the Units of Study for Teaching Writing series for grades K–2 and 3–5, and the Units of Study for Teaching Reading series for grades 3–5. Most recently, she published a set of yearlong, grade-specific curricular plans for grades K–8 that help you align your reading and writing workshop instruction with the Common Core State Standards.

Mary Ehrenworth has a Ph.D. in Curriculum and Teaching from Teachers College. She is also a national and international education consultant and Deputy Director for Middle School at the Teachers College Reading and Writing Project. She is the author of Looking to Write: Students Writing through the Visual Arts and coauthored with Vicki Vinton The Power of Grammar. Most recently, Mary published A Quick Guide to Teaching Reading Through Fantasy Novels, a new addition to the Workshop Help Desk series.

Christopher Lehman has an Ed.M. in Education Leadership from Teachers College. A former middle school and high school teacher, Christopher is currently a staff developer and has been deeply involved in developing new teaching practices in Jordan, in partnership with the Reading and Writing Project, the Consortium for Policy Research in Education, and the Queen Rania Teacher Academy. He co-authored an article on the experience in NCTE’s Voices from the Middle. Christopher recently published A Quick Guide to Reviving Disengaged Writers, a new addition to the Workshop Help Desk series.

Related Resources

The Common Core Reading & Writing Workshop series provides grade-specific curricular plans for reading and writing workshops that are carefully aligned to the Common Core State Standards (CCSS). Growing out of the Reading and Writing Project’s community of reflection and practice, each grade-specific curricular plan:

- offers a yearlong workshop curriculum that includes unit rationales, crucial minilessons, practical teaching tips, and descriptions of student work
- unpacks related Common Core State Standards and aligns them with appropriate units of study
- builds on the scaffolds and practices detailed in the Units of Study series.
- models best practices by explicitly describing Lucy and her colleagues’ teaching moves and language
- is provided in an easily-accessible electronic format (PDF) that can be quickly downloaded and immediately support your workshop instruction.

To learn more or to purchase these eDocs, visit Heinemann.com.