

Module 1  
Facilitator Guide

Focus on Instructional Shifts

# Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

*Systems of Professional Learning*

## Table of Contents

<b>MODULE OVERVIEW</b> .....	<b>3</b>
<b>RESOURCES REQUIRED</b> .....	<b>3</b>
<b>SESSION PREPARATION</b> .....	<b>3</b>
<b>KEY MESSAGES</b> .....	<b>4</b>
<b>SESSION AT-A-GLANCE</b> .....	<b>4</b>
Introduction .....	4
Activity 1: Examining the Vertical Progressions of the CCS-ELA & Literacy .....	4
Activity 2: Building Knowledge through Content-Rich Nonfiction .....	5
Activity 3: Reading, Writing, and Speaking with Evidence .....	5
Activity 4: Complex Text and its Academic Language .....	6
Activity 5: Bringing it All Together –Using the EQulP Rubric to Assess Alignment .....	7
Activity 6: Activity 6: Myths About Rigor in the Common Core Classroom .....	7
Activity 7: Reflect, Pair, Share .....	7
Activity 8: Plan for Sharing .....	8
Closing Activities.....	8
<b>SESSION IMPLEMENTATION</b> .....	<b>9</b>

## Module Overview

In Module 1, 6–12 Common Core Coaches deepen their understanding of the Connecticut Core Standards for English Language Arts and Literacy (CCS-ELA & Literacy) and the implications of the standards for shifts in instruction. During the module, participants will explore key instructional practices and engage with the CCS-ELA & Literacy through presentation, video analysis, and collaborative activities. Common Core Coaches will plan how they will share the module’s key messages and instructional resources with school colleagues to support a successful school transition to full implementation of the CCS-ELA & Literacy.

<b>Target Audience</b>	Grades K–5 Common Core Coaches
<b>Prerequisite</b>	None
<b>Duration</b>	Full day
<b>Outcomes</b>	<p>By the end of the module, participants will have accomplished the following:</p> <ul style="list-style-type: none"> <li>• Traced vertical progressions of the CSS-ELA &amp; Literacy leading to the College and Career Readiness (CCR) Anchor Standards</li> <li>• Deepened their understanding of the CSS instructional shifts and the related practices</li> <li>• Examined the concept of rigor as it relates to the CCS</li> <li>• Planned for how to support teachers making the transition to the CSS and ongoing collaboration</li> </ul>

## Resources Required

- Chart paper, markers, pens, highlighters, nametags, post-it notes
- Participant Guide for each participant
- Connecticut Core Standards 6–12 ELA & Literacy Standards Progression document (separate handout for each participant)
- EQuIP Rubric (separate handout for each participant)

## Session Preparation

Tables should be arranged so participants can work in groups.

## Key Messages

- The CCS-ELA & Literacy require three instructional shifts<sup>1</sup>: 1) building knowledge through content-rich nonfiction; 2) reading, writing, and speaking grounded in evidence from text, both literary and informational; and 3) regular practice with complex text and its academic vocabulary. The CCS-ELA & Literacy and the three instructional shifts are inseparable.
- Full implementation of the CCS-ELA & Literacy and the related instructional shifts will require fundamental changes in teaching practice. The combination will result in much more rigorous curriculum, instruction, and assessment in grades K–12.
- The process of aligning curriculum, instruction, and assessment with the CCS-ELA & Literacy and the three instructional shifts is complex and will require all of a school’s professionals to collaborate and participate together in ongoing professional learning.

## Session at-a-Glance

### Introduction

(10 minutes) The facilitator will review project goals and activities, module outcomes, and the agenda for the session. Participants will complete a Pre-Assessment.

#### Supporting Documents:

- Pre-Assessment

#### PowerPoint Slides:

- 1–5

### Activity 1: Examining the Vertical Progressions of the CCS-ELA & Literacy

(50 minutes) Participants will listen to an overview of the CCS-ELA & Literacy expectations for grade level proficiency leading to college and career readiness. Topics in the presentation will include: aligning curriculum, instruction, and assessment to the standards; using ELA & Literacy appendices and updated supplemental information from Appendix A in making decisions regarding curriculum and instruction; and the implications of a common set of standards across the U.S.

In mixed grade table groups, pairs of coaches will select a strand to explore: Reading, Writing, Language, Speaking and Listening, or Reading. Pairs will trace a standard from grade-to-grade, examine grade level expectations, think about how the grade level expectations lead to the Anchor Standard, and discuss

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<sup>1</sup> Student Achievement Partners (2012). Common Core Shifts for English Language Arts/Literacy. <http://www.achievethecore.org/>

implications for curriculum and instruction. Pairs will share what they learned at their tables, and volunteers will share with the whole group.

**Supporting Documents:**

- Directions
- Vertical Progressions Template
- Discussion Prompts
- Connecticut Core Standards 6–12 ELA & Literacy Standards Progression document (separate handout for each participant)

**PowerPoint Slides:**

- 6–17

**Activity 2: Building Knowledge through Content-Rich Nonfiction**

*(When sharing this section of the presentation in their schools, Common Core Coaches may choose to present each shift as a separate, shorter work session.)*

(35 minutes) Before Activity 2 begins, participants will sort into grade-band (6–8, 9–10, and 11–12) groups of 8. Participants will view/listen to a presentation about each of the three instructional shifts for ELA and will learn about the design of text sets. Following the presentation for each shift, coaches will read a grade-appropriate complex text excerpt from Appendix B and reflecting on the implications for instruction related to that particular shift.

Participants will create an anchor chart to explain what they might observe in classrooms aligned with Shift 1, what supports teachers will need to implement Shift 1, and any questions they have about Shift 1.

**Supporting Documents:**

- Directions
- Discussion Prompts
- Excerpts from CCS Appendix B

**PowerPoint Slides:**

- 18–28

**Activity 3: Reading, Writing, and Speaking with Evidence**

(65 minutes) In table groups of 6–8, 9–10, and 11–12 educators, coaches will reflect on a video of a lesson that is aligned with Shift 2: *Reading, writing, and speaking grounded in evidence from text, both literary and informational.*

Participants will pay careful attention to text-dependent questions focused on the text’s content.

For application and practice, groups will read a short excerpt of grade appropriate, complex, informational text from Appendix B. They will discuss what teachers would need to do to instruct, support, and scaffold students towards *Reading, writing, and speaking grounded in evidence from text*.

Table groups will continue adding to the anchor chart, (from Shift 1, Step 3). On the chart, they will record essential take-aways related to Shift 2, questions or areas they would like to explore further, and supports that teachers will need to implement Shift 2 effectively.

**Supporting Documents:**

- Directions
- Sample Lesson Plan
- Excerpts from CCS Appendix B

**PowerPoint Slides:**

- 29–44

**Activity 4: Complex Text and its Academic Language**

(50 minutes) In table groups of 6–8, 9–10, and 11–12 educators, coaches will reflect on a video of a lesson that is aligned with Shift 3: *Regular practice with complex text and its academic language*.

Participants will pay careful attention to text-dependent questions focused on the text’s academic language.

For application and practice, groups will read a short excerpt of grade appropriate, complex, informational text from Appendix B. They will discuss what teachers would need to do to instruct, support, and scaffold students in *Regular practice with complex text and its academic language*.

Table groups will continue adding to the anchor chart from Shifts 1, and 2, Step 3. On the chart, they will record essential take-aways related to Shift 3, questions or areas they would like to explore further, and supports that teachers will need to implement Shift 3 effectively. \*

\*Following lunch, participants will be encouraged to take a “gallery walk” to look at and compare anchor charts from different groups/grade levels. They will be given an opportunity to reflect on similarities and differences among charts. Questions from the charts will be used in planning subsequent modules and/or follow-up webinars. (15 minutes)

**Supporting Documents:**

- Directions
- America Achieves instructional video and sample lesson plan

- Excerpts from CCS Appendix B

**PowerPoint Slides:**

- 46–60

**Activity 5: Bringing it All Together –Using the EQulP Rubric to Assess Alignment**

(50 minutes) In mixed grade table groups, coaches will view and reflect on an entire video lesson and lesson plan for evidence of alignment using the EQulP Rubric.

**Supporting Documents:**

- Directions
- America Achieves instructional video and sample lesson plan
- EQulP Rubric

**PowerPoint Slides:**

- 61–65

**Activity 6: Activity 6: Myths About Rigor in the Common Core Classroom**

(30 minutes) Working in mixed grade groups of five, coaches take a short quiz (anticipation guide) about rigor and the Common Core. They briefly discuss their responses.

Participants read a recent post on middleweb.com by Barbara Blackburn, “Five Myths about Rigor and the Common Core” <http://www.middleweb.com/12318/five-myths-rigor-common-core>. Each participant reads the entire blog post and underlines information relevant to the rigor quiz. They discuss and revise responses on the quiz, using evidence from the blog post.

**Supporting Documents:**

- Directions
- Short Quiz
- “Five Myths about Rigor and the Common Core” (Blackburn, 2014)

**PowerPoint Slides:**

- 66–68

**Activity 7: Reflect, Pair, Share**

(20 minutes) To consolidate today’s learning, coaches will consider all the elements of today’s presentation and activities (shifts, vertical progressions, exemplars, practice lesson planning, EQulP Rubric, and conversation on

rigor) to answer the following question: **What are the essential components that must be considered when planning a lesson aligned with the Connecticut Core Standards for English Language Arts and Literacy (CCS-ELA & Literacy)?**

**Supporting Documents:**

- Directions
- Templates for capturing “take-aways” from the day

**PowerPoint Slides:**

- 69–70

**Activity 8: Plan for Sharing**

(15 minutes) Common Core Coaches will discuss and develop a strategy for sharing Module 1’s key messages and instructional resources (e.g., PowerPoint presentations, videos, resource links, and aligned instructional practices) with colleagues back at their schools.

**Supporting Documents:**

- Plan for Sharing

**PowerPoint Slides:**

- 71–72

**Closing Activities**

(5 minutes) Post-Assessment—CCS-ELA & Literacy and Instructional Shifts

**Supporting Documents:**

- Post-Assessment

(10 minutes) Session Evaluation

Remind participants to complete an online Session Evaluation.

**Supporting Documents:**

- Link to take online Session Evaluation

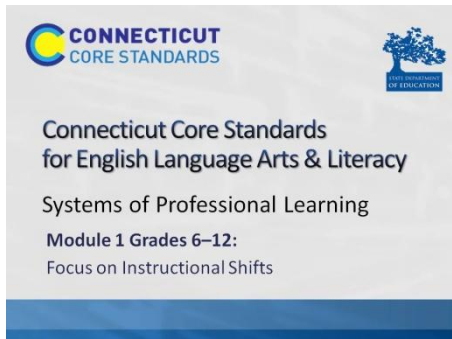
**PowerPoint Slides:**

- 73–76



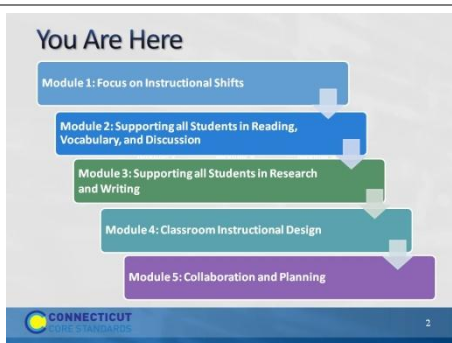
## Session Implementation

### Introduction



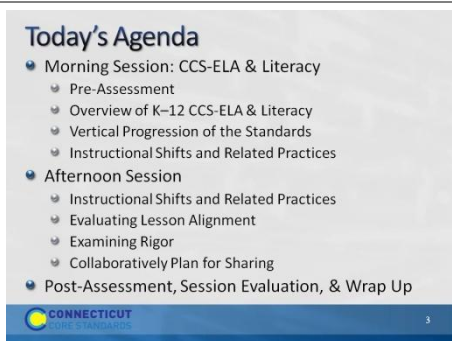
Title Slide

Slides 1-5, including the Pre-assessment, will take about 10 minutes total.



Slide 2

This slide provides a visual showing how the topics for the professional development modules fit together.



Slide 3

Review the agenda noting there will be a 45 minute break for lunch as well as a short morning and afternoon break. You may want to add the importance of coming back from breaks on time to ensure enough time to

complete all the work of the day.

### CCS-ELA & Literacy: Module 1 Outcomes

- Trace vertical progressions of the CCS-ELA & Literacy leading to the College and Career Readiness (CCR) Anchor Standards
- Deepen understanding of the Connecticut Core Standards (CCS) instructional shifts and the related practices
- Examine the concept of rigor as it relates to the CCS
- Plan support for teachers making the transition to the CCS and ongoing collaboration

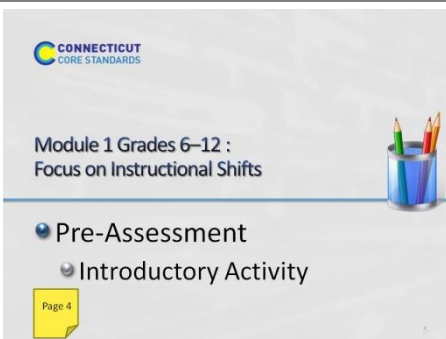


Slide 4

Review the expected outcomes. Explain that the work we do today will be a baseline for future modules where we dig more deeply into Common Core curriculum, instruction, and assessment.

This module will establish the foundation for your (coaches’) work and will focus on key outcomes such as understanding the CT Core Standards, ELA and Literacy Standards, and the instructional shifts that will support them; exploring grade level expectations of the standards leading to the CCR Anchor Standards, and examining instructional practices through video exemplars consistent with the CT Core Standards’ instructional shifts. The tools and lessons provided throughout this module will set the groundwork for your continued collaboration with other members of your school as well as increased instructional and curricular alignment to the CT Core Standards. The work we do today will be a baseline for future modules where we dig more deeply into Common Core curriculum, instruction, and assessment.

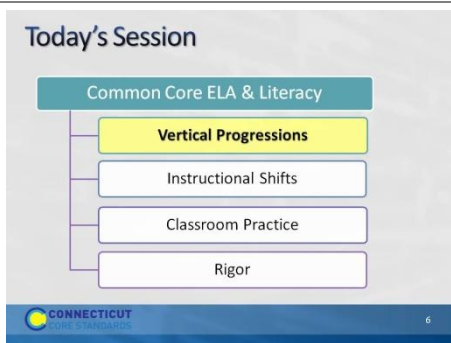
## Introductory Activity



Slide 5

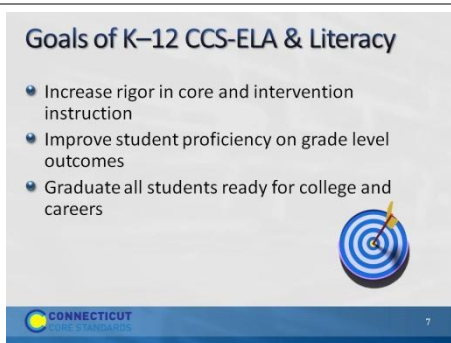
Direct participants: Before we begin, please take a few minutes to complete this short Pre-Assessment. This will gauge your beliefs about the CT Core Standards and related instructional shifts and practices for ELA & Literacy. Note that you will complete the same assessment again at the end of the session as a way to compare your thinking before and after the course.

(This will be a short Self-Assessment, which will be found in the Participant Guide. It will assess where they are now in their understanding the CCS-ELA & Literacy and related instructional shifts and practices. They will complete the same assessment at the end of the morning session. **Allow 3-4 minutes to complete.**)



Slide 6

- Activity 1, Slides 6-17, will take about 50 minutes.
- The purpose of the morning is to look closely at the CCS-ELA and Literacy to understand the specific skills and knowledge that students are expected to acquire in order to achieve proficiency on assessments aligned to the standards.
- Central to achieving proficiency is the nature of aligned curriculum and instructional practices.
- It is important that as coaches you understand the standards and their implications for curriculum and instruction.
- First – we will look carefully at the vertical structure of the CCS-ELA & Literacy to understand the connection between the College and Career Readiness Anchor Standards and the grade level standards.
- We will then look at the three instructional shifts associated with the CCS-ELA and related instructional practices.



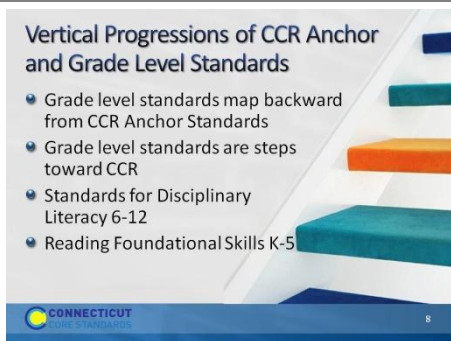
Slide 7

Say: The overriding goals of the CCS are to:

- 1) Increase the rigor in the academic program for core and intervention instruction. While we are focusing on

core instruction, the standards also have applicability for intervention as all students work toward proficiency on the CCS-ELA & Literacy. If many more students need support given the increased rigor of the standards, and intervention resources are limited, core instruction itself will need to change to support more students to meet the standards. Intervention programs will also need to be aligned.

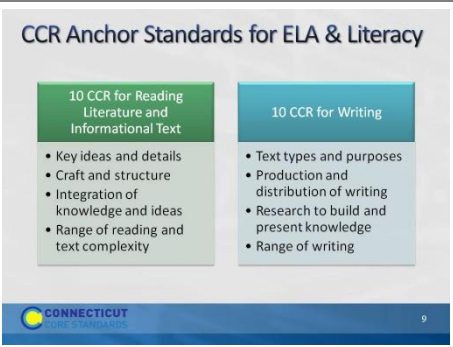
- 2) The goal of increasing the rigor and alignment of core instruction and intervention supports is to help all students gain proficiency on grade level and course content standards, so they will graduate from high school with the skills they need for college and careers.



Slide 8

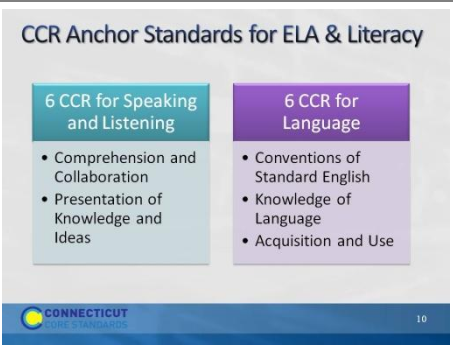
Let's start by taking a closer look at the vertical progressions of the CT Core Standards for English Language Arts & Literacy.

- CCR means 'College and Career Ready.' A core organizing principle of the Common Core State Standards is to begin with the end; that is, a small set of critical standards for success in college and careers. CCS identifies College and Career Ready (CCR) Standards for reading and writing in ELA, History/Social Studies, Science and Technical subjects, and in ELA for speaking and listening and language.
- The CCR anchor standards identify skills necessary for success in College and Career.
- Mapping backward from the CCR, the authors of the CC identified the steps necessary to get to CCR beginning in K.
- The Common Core ELA & Literacy is a set of integrated standards, so as you become familiar with standards in one strand, e.g. reading, you will see how the same skills are cross-referenced in writing, speaking and listening, and language.



Slide 9

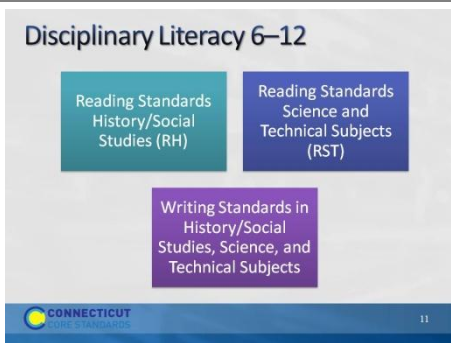
- CCR standards are organized by domains or strands: Reading Informational Text, Literature, Writing, Speaking and Listening, Language.
- Within domains/strands, standards are organized by clusters. For example, the reading standards are divided into four categories: 1) key ideas and details emphasizes close reading to determine meaning, drawing inferences, analyzing themes, and summarizing supporting details; 2) craft and structure emphasizes the author’s word choice, grammatical structures, and point of view as they impact text content and structure; 3) *integration of knowledge and ideas* emphasizes analysis of textual themes and arguments across varied media and formats; and 4) *range of reading and level of text complexity* emphasizes the importance of independent and proficient reading of complex text (CCS, p. 10).
- Standard R.10 can be considered the goal of the reading standards, to INDEPENDENTLY read and comprehend **increasingly** complex texts.



Slide 10

The CC puts a renewed emphasis on the importance of speaking, listening, and collaboration as key to success in school and in College and Career. Students learn from each other as they become capable of reading and writing more complex text.

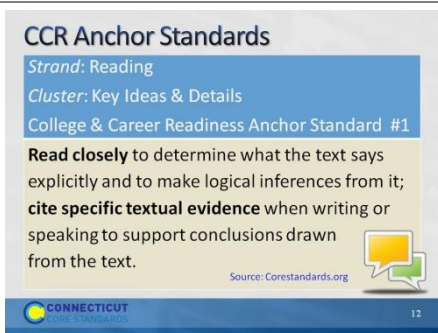
CCR for language strongly recognizes that language acquisition is the basis for building knowledge and reading comprehension. There is a renewed emphasis on building both general and content specific vocabulary, especially as it can be defined in context.



Slide 11

The authors of the CC make the general assumption that literacy will be integrated into all subject areas in the elementary grades and will most often be taught by the same teacher who teaches ELA. .

The CCS Literacy Anchor Standards/Disciplinary Literacy standards for 6-12 are slightly different in a few ways. There are Reading and Writing standards (10 each) for Science, Social Studies and Technical Subjects and only nonfiction reading and argument and explanatory writing is emphasized but no separate speaking and listening or language standards. Instead, vocabulary and speaking about text using evidence is integrated throughout the reading and writing standards. Disciplinary literacy standards describe the specific nature of texts and tasks demanded by the texts in those domains, as well as the nature of writing used by practitioners in the fields.



Slide 12

Here is an example of the vertical alignment structure of the CCS-ELA:

Strand: Reading

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 1 establishes the performance expectations that by the time students graduate from high school, they should be able to engage in close reading, citing specific textual evidence in their text-based written or spoken responses. Text-based answers support the reader’s careful reading of the text. Readers use textual evidence to support their interpretation of the author’s intended meaning

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Pay close attention to the verbs because it is the verbs that define the actions – what students should know and be able to do:

- Read closely ->directly related to all of the instructional shifts, but especially to shift 2 (text-based answers in response to text-based questions)
- Make logical inferences from text: Be mindful of Bloom’s taxonomy because the CCS expect that students’ responses will reflect higher levels of thinking – analysis, synthesis, and evaluation rather than recall:
  1. Knowledge (e.g., recall information – identify, locate, select)
  2. Comprehension (e.g., explain, relate, infer)
  3. Application (e.g., apply, produce)
  4. Analysis (e.g., categorize, analyze, compare)
  5. Synthesis (e.g., hypothesize, combine, plan)
  6. Evaluation (e.g., justify, critique, assess)

Note integration of reading with writing and speaking – that evidence of comprehension is articulated through spoken language and writing.

**Turn and talk: If you were the authors of the CC, and you knew this (R.1) was the CCR goal, what do you think would be the starting point for K students?** Here is an example of the vertical alignment structure of the CCS-ELA:

Strand: Reading

Cluster 1: Key Ideas and Details

CCR Anchor Standard for Reading 1 establishes the expectation that, by the time students graduate from high school, they should be able to engage in close reading, citing specific textual evidence in their text-based written or spoken responses. Readers use textual evidence to support their interpretation of the author’s intended meaning.

- Pay close attention to the verbs because it is the verbs that define the actions – what students should be able to do:
- Read closely
- Make logical inferences from text: CCS expect that students’ responses will reflect higher levels of thinking – analysis, synthesis, and evaluation rather than just recall.
- Note integration of reading with writing and speaking – that evidence of comprehension is articulated through spoken language and writing.

**Turn-and-talk: If you were the authors of the CC, and you knew this (R.1) was the CCR goal, what do you think would be the starting point for K students?**

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Vertical Progression of RL.1

Grades 11–12: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Grades 9–10: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as what inferences drawn from the text.

CONNECTICUT CORE STANDARDS 13

Slide 13

Here is an example of what participants will do in Activity CCCS.ELA-Literacy.RL.6.1

- Refer to CCR Anchor Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Activity 1

CONNECTICUT CORE STANDARDS

Activity 1

Examining the Vertical Progressions of the CCS-ELA & Literacy

Page 6

14

Slide 14

Activity 1: Examining the Vertical Progressions of the CCS-ELA & Literacy

Examining the Vertical Progressions of the CCS-ELA & Literacy

1. Pairs select a standard to explore (from those provided)
2. Trace the standard from grade-to-grade, leading to CCR Anchor Standard
3. Share at your table
4. Share with the whole group

CONNECTICUT CORE STANDARDS 15

Slide 15

Here is an example of what participants will do in Activity CCCS.ELA-Literacy.RL.6.1



- Refer to CCR Anchor Standard: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Activity Resources:

1. CCS-ELA & Literacy, 6-12 or 6-12 regrouped by CCR anchor standard and related grade level standards
2. Activity Packet: directions, discussion prompts, template

**Final Thoughts about Vertical Progressions**

- Refer to the CCR Anchor Standard to know the goal
- Attend to what is unique about your grade level standard
- Refer to the grades above and below to understand your grade level’s unique place in the progression
- Teach the whole standard

Slide 16

Use this slide to bring closure to the previous discussion. These are reminders. In order to see where the grade level standard is headed, look out at the CCR standard. However, you need to focus on your specific standard; otherwise you risk generalizing and teaching what actually belongs to a different grade level. If you “unpack” a standard, be certain that you don’t artificially break it into micro standards. The sum of all parts is not necessarily equal to the whole. Example: Characters + Plot taught separately does not equal the character’s influence on the plot and vice versa.

**Today’s Session**

Slide 17

Explain that now we will look carefully at the three instructional shifts associated with the CCS-ELA and related instructional practices. These shifts represent the primary changes in practice from previous standards in order to achieve the CCR goals.

Three Instructional Shifts for  
 CCS-ELA & Literacy

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text
3. Regular practice with complex text and its academic language

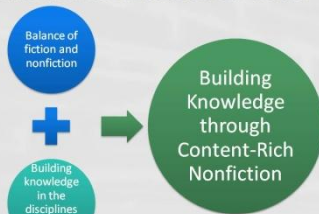


Slide 18

(Slides 18 – 27, introduction to the shifts, should take 10-15 minutes.)

- These shifts are a “high level” view of the major instructional changes that are needed to actualize the standards.
- The shifts point the way toward changes in curriculum, instructional practice, and assessment to achieve alignment with the standards. Disseminating information about the shifts and helping all educators implement the standards is fundamental to achieving the goal of CCS-ELA & Literacy aligned curriculum, instruction, and assessment.
- In this section of today’s workshop, participants will look at aligned instructional practices and examine how a given practices supports the shifts and, in turn, the implementation of the standards.

#1 Shift in the Balance of Texts




Slide 19

- We are starting with Shift 1: Building Knowledge Through Content-Rich Nonfiction. This marks a shift in terms of the types of text emphasized in ELA classes instruction also is expected to have students use texts as a primary vehicle for learning.
- Participants may have heard or seen the shifts described as 6 shifts rather than three.
- This slide shows the relationship between two of the six shifts and Shift 1. When Shift 1 is articulated as two separate shifts, it emphasizes the difference between elementary and secondary grades. In elementary school the classroom teacher is expected to strike a balance between fiction and nonfiction, using reading in the content areas to build knowledge.

- In the secondary grades, literacy is a shared responsibility of content teachers and ELA teachers. While ELA teachers increase their use of nonfiction as it pertains to their disciplines (e.g. essay, biography), each of the other disciplines is responsible for helping students build knowledge in their disciplines through texts rather than teacher talk.
- Teachers can help students understand that text is a source of knowledge and that they can use content knowledge to learn from the past and solve today’s problems around the globe.

**Building Knowledge through Content-Rich Nonfiction – Why?**



- Mostly informational reading in college/workplace
- Minimal reading of informational text in elementary and middle school
- Provides experience with informational text structure
- Building knowledge through text, not teacher talk

CONNECTICUT CORE STANDARDS FOR ELA & LITERACY 20

Slide 20

- Recall from Activity 1 that the reading standards specify building knowledge (Reading standards 7-9) , citing evidence using key ideas and details (Reading standards 1-3), and attending to the craft and structure (Reading standards 4-6) of literature and informational text at all grade levels. The content literacy standards for grades 6-12 parallel the reading standards using discipline-specific content.

1<sup>st</sup> bullet: Even though reading informational texts proves to be more difficult for students, it is a skill that must be developed for college and career readiness.

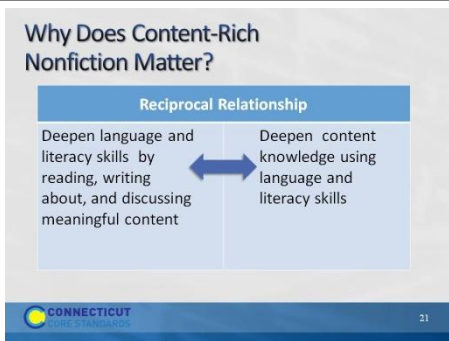
2<sup>nd</sup> bullet: The CCS have followed the NAEP (National Assessment of Educational Progress) guidelines in establishing how much informational text students should read in schools. By high school, the standards call for a **30/70 split between literary texts and informational texts**. The 70/30 split in grades 9-12 does not just refer to ELA/Literacy classes – it means the entire school experience for students, across the day, week, and year. To achieve this distribution, instructors of science, social studies, arts, technical subjects, etc., must integrate literacy into the content of these courses.

This is displayed most prominently in two ways. 1) At every grade level, there are a set of standards for informational text and a set for literary standards. Each discipline has specific guidelines for the type of text to be read 2) Reading Standard 10 calls for students to read a wide range of informational text. It is actually a *standard* to read informational text.

3<sup>rd</sup> bullet: Even though reading informational texts proves to be more difficult for students, it is a skill that must be developed for college and career readiness.

4<sup>th</sup> bullet: Background knowledge has long been connected to comprehension. Reading informational text is

essential in building background knowledge. A skill needed in both college and the workplace. Reading a coherent sequence of texts designed to develop content knowledge is also the best way to grow academic vocabulary because students have multiple exposures to words.

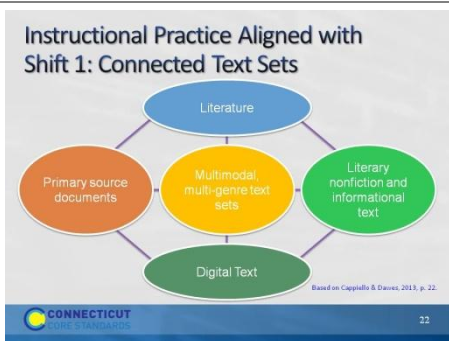


Slide 21

This slide addresses “Why ‘content-rich’ matters?” and the reciprocal relationship between deepening language and literacy skills while simultaneously building content knowledge.

Build background knowledge to prepare students for post-secondary reading in college and careers:

1. In ELA, blend literature and informational text in multi-modal, multi-genre text sets, so texts inform one the content knowledge that is the focus of instruction.
2. In the content disciplines, read textbooks, journals, data including scientific experiments, primary source documents
3. In English, blend literature and literary nonfiction – speeches, essays, literary nonfiction, biography
4. Use content knowledge to learn from the past and solve today’s problems around the globe
5. Text is a source of knowledge
6. The stronger one’s reading skills, the easier it is to learn independently through reading text.



Slide 22

Instructional practice aligned with Shift 1: Texts Talking to Each Other.

To deepen students’ content knowledge, use an integrated, interdisciplinary approach in which informational and

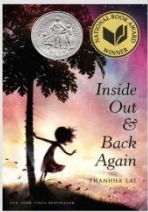
literary nonfiction informs the themes of literature and vice-versa. This slide presents one model of how text sets might be organized. (See Cappiello & Dawes, 2013, p. 22 for examples of texts):

- Literature: Realistic fiction, fantasy, historical fiction, mystery, science fiction, poetry, traditional literature, drama.
- Literary nonfiction and Informational Text: Biography, literary criticism, essays, textbooks, newspapers, journals and magazines
- Digital Text: webcasts, podcasts, photographs, websites, online government reports, works of art and music, interviews, blogs
- Primary source documents: speeches, documents, photographs, historical artifacts, newspapers

(See Cappiello & Dawes, 2013, pp. 254-257 for examples of text set structures)

**Using Text Sets to Build Knowledge**

- Thanhha Lai, *Inside Out & Back Again*
- Tod Olson, "The Vietnam Wars," *Scholastic*, February 24, 1995, 16-20.
- Joseph Shapiro and Sandra Bartlett, "Forgotten Ship: A Daring Rescue as Vietnam Fell"



Source: <http://www.engageny.org/sites/default/files/resource/attachments/8m1.1.pdf>

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23

Slide 23

This is an example of a text set. This text set is used in Grade 8, Module 1, written by Expeditionary Learning for EngageNY. In this module, students will develop their ability to read and understand complex text as they consider the challenges of fictional and real refugees. They read the novel, in long verse, *Inside Out and Back Again*. They also read informational text to learn more about the history of war in Vietnam, and the specific historical context of Ha’s family’s struggle during the fall of Saigon. In Unit 3, work in research groups to study the experiences of refugees from one of several cultures.

As a performance assessment, students will use this knowledge to write two, free verse narrative poems that capture the universal refugee experience.

Notes:

- Not random reading – Text sets should be sequenced to build knowledge
- Students learning to read should exercise their ability to comprehend complex text through read-aloud texts.

**Examples of Content-Rich Text, 6–8**

See Appendix B: Text Exemplars for exemplars of content-rich, grade appropriate texts.

- Grades 6-8
  - Stories: Alcott, Louisa May. *Little Women*.
  - Drama: Goodrich, Frances and Albert Hackett. *The Diary of Ann Frank: A Play*.
  - Poetry: Hughes, Langston. *I, Too, Sing America*.
  - Informational:
    - English: Adams, John. *Letter on Thomas Jefferson*.
    - History/Social Studies: United States. *Preamble and First Amendment to the United States Constitution (1787, 1791)*.
    - Science: Macauley, David. *Cathedral: The Story of its Constitution*

Source: [www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)



Slide 24

One good source of multi-genre text exemplars (and related performance tasks) is Appendix B of the CCS-ELA & Literacy. Note: We use Appendix B in the Activities.

Reference:

National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). *Common Core State Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, D.C.: Authors. Retrieved from <http://www.corestandards.org/ELA-Literacy/>; National Governors Association Center for Best Practices & Council of Chief State School Officers (2012). See Appendix B: Text Exemplars and Sample Performance Tasks. [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf).

**Examples of Content-Rich Text, 9–12**

See Appendix B: Text Exemplars for exemplars of content-rich, grade appropriate texts.

- Grades 9-12
  - Stories: Homer. *The Odyssey*.
  - Drama: Shakespeare, William. *The Tragedy of Hamlet*.
  - Poetry: Walker, Alice. *Women*.
  - Informational:
    - English: Wiesel, Elie. *Hope, Despair, Memory*.
    - History/Social Studies: *Declaration of Sentiments* by the Seneca Falls Conference.
    - Science: Gladwell, Malcolm. *The Tipping Point: How Little Things Can Make a Big Difference*.

Source: [www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)



Slide 25

One good source of multi-genre text exemplars (and related performance tasks) is Appendix B of the CCS-ELA & Literacy. Note: We will use excerpts from Appendix B in Activities.

Reference:

National Governors Association Center for Best Practices & Council of Chief State School Officers (2010). *Common Core State Standard for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Washington, D.C.: Authors. Retrieved from <http://www.corestandards.org/ELA-Literacy/>; National Governors Association Center for Best Practices & Council of Chief State School Officers (2012). See Appendix B: Text Exemplars and Sample Performance Tasks. [http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf).

**Anthology Alignment Project**

- With training from Student Achievement Partners, middle school and high school teachers are revising current literature anthologies to align with the CCS-ELA, grades 6-12
  - Specify key content: Big ideas and important understandings
  - Increase text-dependent questions focused on comprehension of content
  - Increase text-dependent questions focused on Tier 2 academic language
  - Include culminating text-based writing task
  - Include additional tasks
- See <http://www.edmodo.com> for more information



Slide 26

The Anthology Alignment Project is posting current anthology lessons that are aligned to the CCS-ELA for grades 6-12. All major literature series including Houghton Mifflin Harcourt, McGraw Hill, and Holt are included in the emerging set of aligned lessons.

**Examples of Content-Rich Nonfiction**

- On your tables are selections of nonfiction texts from Common Core Appendix B
1. Examine the books, considering why they may have been chosen as exemplars.
  2. Talk with others at your table:
    - Why might each of these texts be considered examples of content-rich nonfiction?
    - How might these texts be used alone or as text sets to “build knowledge” on a topic?



Slide 27

Encourage participants to examine the texts in the back of the Participant Guide. Ask for a few examples of what was discussed at the tables. (Allow 15 minutes to examine the texts and talk about them.)

**Activity 2**

CONNECTICUT CORE STANDARDS

**Activity 2**

• Building Knowledge through Content-Rich Nonfiction

Page 10

28

Slide 28

**Activity 2: Building Knowledge through Content-Rich Nonfiction**

**Building Knowledge through Content-Rich Nonfiction 6–12**

1. On your chart paper, write “Shift 1: Building Knowledge through content-rich nonfiction.”
2. Divide the paper into 3 sections. Label these sections: *Observations, Supports, and Questions.*
3. In the top section answer: *What would you expect to observe (see and hear) in a classroom aligned with Shift 1?*
4. In the second section answer: *What supports will teachers need to implement Shift 1 effectively?*
5. In the third section, jot down any questions you have about Shift 1.

Place your anchor chart on the wall designated Shift 1.

CONNECTICUT Core Standards 29

Slide 29

The purpose of an anchor chart is to anchor the teaching and learning that is happening in the classroom and to keep it visible for reference.

We will create anchor charts to note the key points or “take-aways” from our work with each of the three shifts today. Later on you’ll have the opportunity to see and comment upon what others have written.

Let's Take A Break...  
 ...Be back in 10 minutes

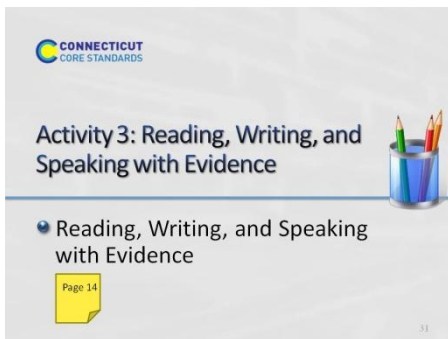
CONNECTICUT Core Standards 30

Slide 30

The break should be 10 minutes. Remind the participants to try to be timely in their return. When participants return, we will look at Instructional Shifts 2 and 3.

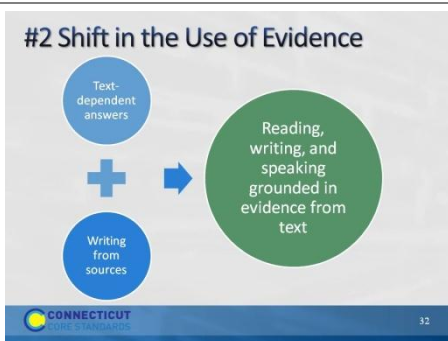


Activity 3



Slide 31

We are now ready to explore the second of the instructional shifts: Reading, writing and speaking grounded in evidence. This shift is also embedded into the Literacy Anchor Standards for Science, Social Studies and Technical Subjects.



Slide 32

Participants may have heard or seen the shifts described as 6 shifts rather than three. This slide shows the relationship between two of the six shifts and Shift 2. When this shift is articulated as two shifts, it emphasizes the “text-dependent” nature of questions and answers. However, it leaves out the very important aspect of speaking. Speaking provides both a means of collaborating with others, learning from others, and rehearsing for writing with evidence.

### Reading, Writing, and Speaking Grounded in Evidence from Text – Why?



- College and workplace writing requires evidence
- ELA/Literacy standards focus on comprehending and communicating knowledge gained from text
- Being able to locate and deploy evidence are hallmarks of strong readers and writers

CONNECTICUT  
Core Standards

33

#### Slide 33

1<sup>st</sup> bullet: These standards are standards for college and career readiness, and most college and career writing requires students to take a position or inform others while citing evidence from text, not to provide a personal opinion. This is a sharp departure from much common, current practice where students are asked to relate the text to themselves in narrative expressive pieces, to share their views on various topics.

2<sup>nd</sup> bullet: Across the grades, and even across the content areas, students need to develop the skill of grounding their responses in evidence from the text. Requiring students to use evidence can and should occur during oral discussions with read aloud in the youngest grades and continue across all grades and content areas.

3<sup>rd</sup> bullet: Even when students are reading grade-level texts, they are too often being encouraged to write or discuss without using evidence from these texts. It is easier to talk about personal responses than to analyze what the text has to say, hence students - and teachers - are likely to engage in this type of dialogue before a text is fully analyzed. The unintended consequence of all of this? Less time in the text, more outside the text; this is problematic in any case but far more so with the complex text the Standards require.

Ability to cite evidence differentiates strong from weak student performance on NAEP.

**This is does not mean banishing personal responses to text. Though not called for in the standards, there are times these responses and discussion are essential. They are best done, however, AFTER the text is fully analyzed. At this point students' personal responses will be enhanced by what the text has to offer.**

### What is Close Reading?

- “Close, analytic reading stresses engaging with a text of sufficient complexity directly and examining meaning thoroughly and methodically, encouraging students to read and reread deliberately.”



Source: PARCC, 2012, p. 7



34

#### Slide 34

Ask a volunteer to read the quote. The standards require that students read carefully to grasp information, arguments, ideas, and details based on textual evidence. Students should be able to answer a range of text-dependent questions in which answers require inference based upon careful attention to the content of texts as well as to language choices (see Shift 3 for more about text complexity and language choices).

### Text-Dependent Questions

#### Not Text-Dependent

- In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.
- In “The Gettysburg Address,” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

#### Text-Dependent

- What can you infer from King’s letter about the letter that he received?
- “The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?



35

#### Slide 35

Ask participants in their table groups to discuss the difference between each pair of questions. Note that good text-dependent questions focus students’ attention on textual evidence to support their text-based answers. Ask volunteers for any insights gained through the conversation at their table. If the point is that “text-dependent” means that the reader needs to return to the text but also that responding to the question adds insight into the meaning of the text or the author’s use of language, then make this point. **5 min**

Creating Text-Dependent Questions

**Phase 1: Read the text closely before creating text-dependent questions**

- Step 1: Identify core content and ideas
- Step 2: Identify vocabulary and language structures
- Step 3: Identify difficult sections

**Phase 2: Create coherent sequences of text-dependent questions**

- Step 4: Start with easier questions
- Step 5: Connect lesson standards and questions
- Step 6: Create culminating assessment aligned with standards

CONNECTICUT CORE STANDARDS 36

Slide 36

Creating text-dependent questions is a backward design process. See page 21 of the Participant Guide for the handout, “Guide to Creating Text-Dependent Questions.” This is a resource to provide background knowledge for participants, but it will not be read during Activity 3.



Text-Dependent Questions: Try it Out

Working in pairs, choose one of the content-rich texts on your table.

2. Select a short excerpt from the text (three or four paragraphs).
3. Determine something in the excerpt which might prove challenging to readers.
4. Write two or three text-dependent questions which will help students address that challenge.
5. Share with your table: What support will teachers need in writing text-dependent questions?


CONNECTICUT CORE STANDARDS 37

Slide 37

This activity is a quick, informal activity using sticky notes to craft a short series of TDQ’s. Allow 10-15 minutes.

What is the Relationship Between Reading & Writing?

“When reading and writing instruction include significant opportunities for students to write about text, students have the potential to improve not only content knowledge, but also skills in reading comprehension.”



Graham & Hebert, 2010. Based on a meta-analysis of 93 studies of writing instruction.

CONNECTICUT CORE STANDARDS 38

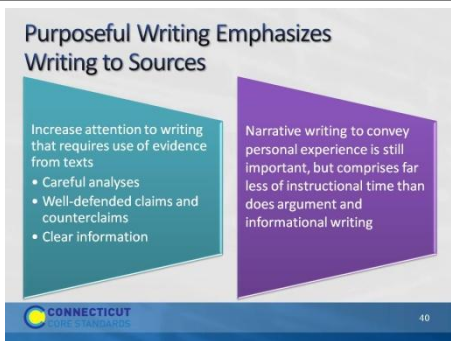
Slide 38

Ask a participant to read the quote aloud. Point out that the research is clear that reinforcing the reading-writing connection is imperative if we are going to develop proficient independent readers and writers of complex text across content areas.



Slide 39

Have participants discuss at their tables which of these they routinely see in classroom ELA/Literacy instruction – and in science and social studies and technical classes. Ask participants Which of these types of writing can be grounded in evidence? What does that look like?



Slide 40

Purposeful writing with evidence:

1. Writing to narrate is important, but decreases in emphasis as students advance through the grades.
2. Writing to inform and to defend a point of view or creating claims and counterclaims increases in emphasis through the grades. Writing with sources means that students are expected to support their written arguments with sources.

Speaking Grounded in Evidence

Oral language is the foundation for reading and writing

Integrate spoken and written language to advance communication, collaboration, and cognitive skills

Engage students in active discussion in which they use evidence from text



Slide 41

The big idea is that there is a reciprocal relationship between language and literacy. Strong language skills support literacy development, and strong literacy development enhances language skills.

Activity 3: Instructional Shift 2

Part 1: Reading, Writing, and Speaking with Evidence, 6–12

In table groups of 6-8, 9-10, and 11-12 educators, coaches will reflect on a video of a lesson that is aligned with Shift 2: Reading, writing, and speaking grounded in evidence from text, both literary and informational.

Pay careful attention to how the teacher supports students in using evidence for reading, writing, speaking and listening.

FOCUS: Text-dependent questions



Video: <http://commoncore.americaachieves.org/module/5>



Slide 42

This slide introduces Activity 3. Before participants begin, make sure everyone knows where the directions are located in the participant packet for watching and discussing the video exemplar. This time the focus is on reading, writing and talking about the text.

**View a video of instruction related to Shift 2 and discuss your observations (20 minutes total).** Tell participants that they are going to view a video lesson that shows an eighth grade class reading closely, the Declaration of Independence. The lesson plan and text dependent questions for the video lesson are included in the resources for this activity. We are focusing on the text-dependent questions that the teachers ask and the student’s text-based answers focused on content-rich text.

Activity Resources:

Participant packet of directions

Video exemplar lesson plans

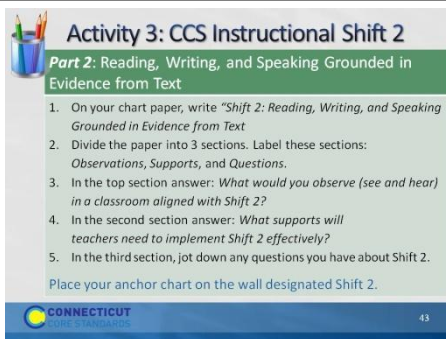
Video: Grade, English Language Arts/History

Video: <http://commoncore.americaachieves.org>

## Grade 8, History – The Declaration of Independence

Segment 2: 02:09-05:15, Segment 4: 06:50-07:24, Segment 7: 08:50-9:29 (approx. 4.5 minutes total on text evidence)

1. Tell participants that as they watch the video, they should take careful notes on the text-dependent questions that the teacher poses and the students' responses to the questions. Do the questions specifically address content-rich material in the text? What types of questions does the teacher ask? Are students successful in responding to the questions with textual evidence? Ask participants to pay special attention to the way that the teacher helps students become close readers as they build content knowledge related to the CCS-ELA reading standards for the lesson as identified on the lesson plan. **(5 minutes to watch the video)**
2. After watching the video, ask participants to “turn and talk” to their neighbor to discuss what they observed in the video that exemplifies the value of text-dependent questioning in close reading of meaningful content. Peer pairs then share their ideas with others at the table. **(10 minutes to discuss)**
3. One volunteer will share an idea from the table with all participants. **(2 minutes to share)**



**Activity 3: CCS Instructional Shift 2**  
**Part 2: Reading, Writing, and Speaking Grounded in Evidence from Text**

1. On your chart paper, write “Shift 2: Reading, Writing, and Speaking Grounded in Evidence from Text”
2. Divide the paper into 3 sections. Label these sections: *Observations, Supports, and Questions.*
3. In the top section answer: *What would you observe (see and hear) in a classroom aligned with Shift 2?*
4. In the second section answer: *What supports will teachers need to implement Shift 2 effectively?*
5. In the third section, jot down any questions you have about Shift 2.

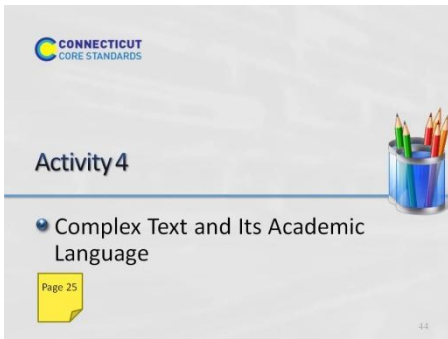
Place your anchor chart on the wall designated Shift 2.

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43

## Slide 43

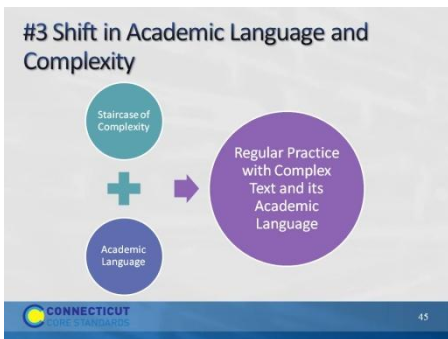
The point of an anchor chart is to anchor the teaching and learning that is happening in the classroom. We will create anchor charts to note the key points or “take-aways” from our work with each of the three shifts today. Later on, you’ll have the opportunity to see and comment upon what others have written.

Activity 4



Slide 44

This slide introduces Shift 3: Regular practice with complex text and its academic language. There are two key interrelated ideas here – text complexity and development of academic vocabulary. The latter refers to both academic language (e.g., analyze, synthesize, evidence, proclamation) and knowledge and use of domain-specific terms (e.g., terms and words you need to understand to read, write and talk about specific topics in different content areas such as science, social studies and technical subjects).



Slide 45

When this shift is shown as two shifts, the concept “Staircase of Complexity” is used to describe using increasingly complex texts with increasingly complex tasks. Staircase of complexity is about rigor – more complex tasks with more complex texts. Experts agree that academic language is a key factor in text complexity.



Regular Practice with Complex Text and its Academic Language – Why?



- Gap between complexity of college and high school texts is huge
- Standards include a staircase of increasing text complexity from elementary through high school
- Standards focus on building general academic vocabulary so critical to comprehension

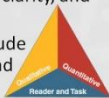
Slide 46

Just as evidence appears throughout the CCS-ELA & Literacy, so does complexity. Academic vocabulary and language including text structure and syntax are primary sources of text complexity.

- It very important that students develop deep understanding of vocabulary and language structure if they are to become proficient readers and writers.
- Hence, the third shift in instruction is to devote much more instructional time to vocabulary acquisition and language structure, primarily in the context of reading grade appropriate text.

Text Complexity

- **Quantitative** dimensions of text complexity include analysis of word frequency and sentence length
- **Qualitative** factors include levels of meaning, structure, language conventionality, clarity, and knowledge demands
- **Reader and Task** considerations include students' motivation, knowledge, and background interests



Common Core State Standards Initiative (2010)

Slide 47

There is a tendency to focus on quantitative measures of text complexity; however, there are numerous examples of texts that are seemingly simple in structure but complex in nuance and meaning. Students' background knowledge can greatly influence the complexity of text for that particular student.

Note: We will go more deeply into the implications of text complexity in Module 2.

Changing Quantitative Complexity to Meet CCR

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Common Core State Standards for English Language Arts, Appendix A (Additional Information), Nga and Ccsso, 2012



48

Slide 48

From CCSS Appendix A:

Research indicates that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years. Furthermore, students in college are expected to read complex texts with substantially greater independence (i.e., much less scaffolding) than are students in typical K–12 programs. Despite steady or growing reading demands from various sources, K–12 reading texts have actually trended downward in difficulty in the last half century. Lexile is one quantitative measure. The stretch Lexile band was intended to close the complexity gap between high school texts and college texts.

Text Complexity

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

We want every country in the world, whether it is our friend or our enemy, to know that we will do whatever is necessary to make sure that freedom survives in the United States and around the world.



49

Slide 49

This slide provides a sample of complex and simple text based on the same social studies passage. The top of the screen represents John F. Kennedy’s actual words. On the bottom, the vocabulary and sentence structure have been simplified. Again, ask for a few observations about the texts from participants. **Allow 2-3 minutes for discussion.**

More complex texts and at every grade level

More rigorous conversations

More time and multiple reads on complex texts

Provide scaffolding; i.e., reading/thinking aloud, digital media to build background knowledge, routines for re-organizing text and collaborative activities such as reciprocal teaching.

Teach annotation techniques.

Use leveled texts carefully to build independence; **do not supplant opportunities for engagement with grade level complex text.**

**Use TDQs – both teacher and student generated.**

### Academic Language

“Words are not just words. They are the nexus—the interface between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings.”

Adams, 2009, p.180



Slide 50

This introduces the next topic. Ask someone to read the slide. Invite participants to discuss. What does Adams mean when she says, “Words are not just words”?

### Tier 1, 2, 3

#### Tier One Words

- Everyday speech
- Not considered a challenge to the average native speaker

#### Tier Two Words (general academic words)

- More likely to appear in written texts than in speech
- Appear in all sorts of texts: informational, technical, and literary
- Often highly generalizable

#### Tier Three words (domain-specific words)

- Specific to a domain or field of study
- Key to understanding a new concept within a text
- Often explicitly defined by the author of a text in context or a glossary

[http://www.corestandards.org/assets/Appendix\\_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)



Slide 51

Found in Appendix A. Tiers are credited to Beck, I. L., McKeown, M. G., & Kucan, L. (2008). *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford.

**Academic Vocabulary**

<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>• Important to understanding content and ideas</li> <li>• Not unique to a discipline</li> <li>• Not easily defined by context clues</li> <li>• Powerful because of their applicability to many sorts of reading</li> <li>• Teachers need to be alert to Tier Two words and leverage their use</li> </ul>	<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>• Important to understanding content and ideas</li> <li>• Specific to discipline or content area</li> <li>• Bold-faced, defined in context or glossary</li> <li>• Recognized as important and reinforced throughout lesson or unit</li> </ul>
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<http://www.corestandards.org/ELA-Literacy>

CONNECTICUT  
 Core Standards  
 52

Slide 52

**Background for Presenter: Tier 2 and Tier 3 words are considered academic vocabulary. Both are important to understanding content and ideas.**

Tier Three words are obviously unfamiliar to most students, contain the ideas necessary to a new topic, and are recognized as both important and specific to the subject area. **Teachers often define Tier Three words prior to students encountering them in a text and then reinforce their acquisition throughout a lesson. Tier Three words are often defined in context by the author of a text, or are in bold and in a glossary.** Vocabulary development for these words occurs most effectively through a coherent course of studying which subject matters are integrated and coordinated across the curriculum and domains become familiar to the student over several days or weeks

**Tier Two words are not unique to a particular discipline and are far less well defined by contextual clues in the texts in which they appear .They are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers need to be alert to the presence of Tier Two words and determine which ones need careful attention.**

**Information from Common Core State Standards, Appendix A <http://www.corestandards.org/ELA-Literacy>**

**Examples from CCS**

“In early times, no one knew how volcanoes were formed or why they spouted red-hot molten rock. In modern times, scientists began to study volcanoes. They still don’t know all the answers, but they know much about how a volcano works. Our planet is made up of many layers of rock. The top layers of solid rock are called the **crust**. Deep beneath the crust is the mantle, where it is so hot that some rock melts. The melted, or molten rock is called magma. Volcanoes are formed when magma pushes its way up through the crack in Earth’s crust. This is called a volcanic eruption. When magma pours forth on the surface, it is called lava.”

*Excerpt from Seymour Simon, Volcanoes (2006)*

<http://www.corestandards.org/ELA-Literacy>

CONNECTICUT  
 Core Standards  
 53

Slide 53

(Allow 10 minutes for this Turn and Talk.)

Direct participants talk in pairs to identify Tier 2 and 3 words in this excerpt. Ask for examples.

**Examples from CCS**

- Critical?
- Define in Context?
- Provide?

"In early times, no one knew how **volcanoes** were formed or why they **spouted** red-hot **molten** rock. In modern times, scientists began to study volcanoes. They still don't know all the answers, but they know much about how a volcano works. Our **planet** is made up of many **layers** of rock. The top layers of solid rock are called the **crust**. Deep beneath the crust is the **mantle**, where it is so hot that some rock melts. The melted, or molten rock is called **magma**. Volcanoes are formed when magma pushes its way up through the crack in Earth's crust. This is called a volcanic **eruption**. When magma **pours forth** on the **surface**, it is called **lava**."

*Excerpt from Seymour Simon, Volcanoes (2006)*  
<http://www.corestandards.org/ELA-Literacy>

CONNECTICUT CORE STANDARDS 54

Slide 54

Many of the words like “layers,” “surface,” “pours forth” can appear in academic texts in both literal and figurative contexts (this would seem plausible on the surface;

Tier 2 – layers, crust, pours forth, surface, eruption – Tier 3 word, spouted, molten, mantle, magma, lava

Which words are critical to understanding the text? If there are too many, which can you ignore? Which words can be defined in context? (Remind teachers that when you are teaching kids to define words in context through TDQ's, you are teaching them to read complex text independently)

Which words could be the basis for further word study?

**Activity 4: Instructional Shift 3**

**Part 1: Regular Practice with Complex Text and its Academic Language**

In table groups of 6–8, 9–10, and 11–12 educators, coaches will reflect on a video of a lesson that is aligned with Shift 3: *Regular practice with complex text and its academic language*.

Pay careful attention to the text complexity and the text-dependent questions focused on the text's academic language.

Video: <http://commoncore.americaachieves.org/module/5>

CONNECTICUT CORE STANDARDS 55

Slide 55

This slide introduces Activity 4. Before participants begin, make sure everyone knows where the directions are located in the participant packet for watching and discussing the video exemplar. This time the focus is on reading, writing and talking about the text.

**View a video of instruction related to Shift 3 and discuss your observations (20 minutes total).** Tell participants that they are going to view a segment of a video lesson that show an eighth grade class reading closely, the Declaration of Independence. The lesson plan for the video lesson is included in the resources for this activity. We are focusing on the text-dependent questions focused on academic language the teacher asks and the student

responses.

Activity Resources:

Activity

Participant Guide for directions

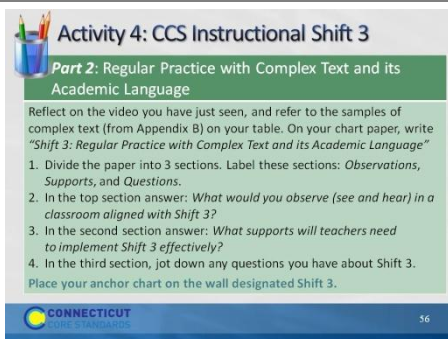
Video exemplar, lesson plan and discussion prompts

Video: <http://commoncore.americaachieves.org>

Grade 8, History/ English Language Arts

Segment 5: 00:07:25, Segment 6: 00:7:40, Segment 8: 00:09:30 to end (approximately 5 minutes total)

1. Tell participants that as they watch the video, they should take careful notes on the text-dependent questions that the teacher poses about academic language and the students’ responses to the questions. Do the questions specifically address content-rich material in the text? What types of questions does the teacher ask? Are students successful in responding to the questions? Ask participants to pay special attention to the way that the teacher helps students become close readers as they build content knowledge related to the CCS-ELA reading standards for the lesson as identified on the lesson plan. **(4 minutes to watch the video)**
2. After watching the video, ask participants to “turn and talk” to their neighbor to discuss what they observed in the video that exemplifies the value of text-dependent questioning in close reading to unlock academic language. Peer pairs then share their ideas with others at the table. **(10 minutes to discuss)**
3. One volunteer will share an idea from the table with all participants. **(2 minutes to share)**



Slide 56

The point of an anchor chart is to anchor the teaching and learning that is happening in the classroom. We will create anchor charts to note the key points or “take-aways” from our work with each of the three shifts today. Later on, you’ll have the opportunity to see and comment upon what others have written.




Slide 57

Lunch will be 45 minutes. Remind participants of the need to be timely. Before taking a break, Review with participants that after lunch, they'll be given an opportunity to walk around and view all the anchor charts. They should be alert to the slide directing them what to do as they return.

**Let's Do a Gallery Walk**

- Shifts
  - 6–8: start at Shift 1
  - 9–10: start at Shift 2
  - 11–12: start at Shift 3
- Note similarities among charts
- STAR concepts which resonate with you
- Write questions and comments to share



CONNECTICUT CORE STANDARDS 58

Slide 58


In like groups participants will review the shifts anchor charts. Allow 10 minutes after break. Ask them to make notes charts using sticky notes. After time has been allowed to view all charts, ask those nearest the charts to share comments on the charts.

CONNECTICUT CORE STANDARDS

**Activity 5**

- Bringing it All Together – Using the EQuIP Rubric to Assess Alignment

Page 29



59

Slide 59

This slide introduces Activity 5. Before participants begin make sure everyone knows where the Activity directions are located for using the Practice Guide.

**Structure of the EQuIP Rubric**

Use the EQuIP Rubric to examine alignment of units and lessons to CCS-ELA & Literacy:

Alignment to the depth of CCS-ELA & Literacy	Key shifts in the CCS-ELA & Literacy	Instructional supports	Assessment
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CONNECTICUT CORE STANDARDS 60

Slide 60

Participants will become familiar with the EQuIP Rubric to determine if a lesson is aligned to the CCS-ELA & Literacy. Read the information below and allow participants **10 minutes** to review the rubric and become familiar



with its components.

- Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working to increase the supply of quality instructional materials that align with the CCSS for use in elementary, middle, and high schools. This rubric was developed by Massachusetts, Rhode Island, and New York as the Tri-State Rubric, with the assistance of Achieve. The rubric is now available for use by all states.
- The rubric helps educators examine the following dimensions:
  1. Alignment to the rigor of CCCS-ELA & Literacy: For example, are the standards identified and addressed? Is the purpose of instruction clear? Are appropriately complex texts used?
  2. Key areas of focus: 1) content-rich text; 2) reading closely; 3) purposeful writing; 4) academic language
  3. Instructional supports: engagement; variety of opportunities to engage with challenging text; scaffolding for all learners
  4. Assessment: observable evidence that students are working towards proficiency on specified standards; use of aligned rubrics to assess writing

Note that we will mostly focus on 1 and 2 today.

### Activity 5

**Activity 5: Use the EQuIP Rubric to Assess Alignment**

**Using the EQuIP Rubric**

In table groups of 6–8, 9–10, and 11–12 educators, coaches will reflect on an entire lesson for evidence of alignment using the EQuIP Rubric.

Look for:

- Alignment to the depth of the CCS-ELA & Literacy
- Key shifts in the CCS
- Instructional supports
- Assessments

Video: <http://commoncore.americaachieves.org/module/14>

CONNECTICUT  
61

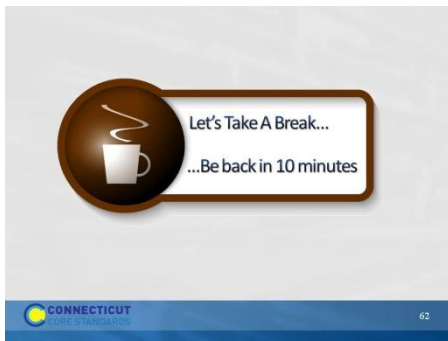
Slide 61

Participants will become familiar with the EQuIP Rubric to determine if a lesson is aligned to the CCS-ELA & Literacy. Read the information below and allow participants **10 minutes** to review the rubric and become familiar with its components.

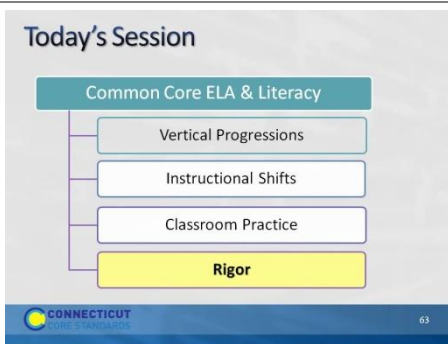
- Educators Evaluating Quality Instructional Products (EQuIP) is a collaborative of states working to increase the supply of quality instructional materials that align with the CCSS for use in elementary, middle, and high schools. This rubric was developed by Massachusetts, Rhode Island, and New York as the Tri-State Rubric, with the assistance of Achieve. The rubric is now available for use by all states.
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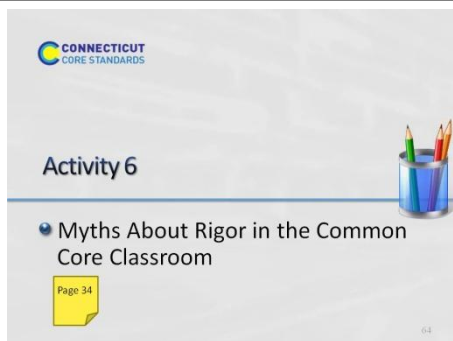
Slide 62



Slide 63

Explain that the CCS are often referred to as “rigorous” new standards. What does rigor mean? How does it manifest in the standards?

Activity 6



CONNECTICUT CORE STANDARDS

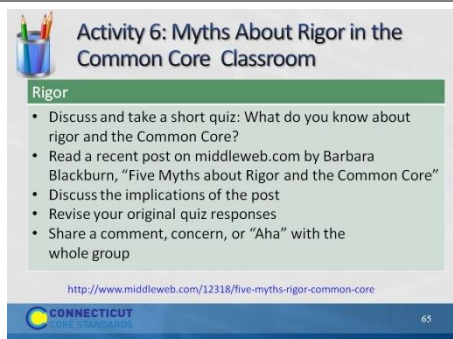
Activity 6

Myths About Rigor in the Common Core Classroom

Page 34

64

Slide 64



Activity 6: Myths About Rigor in the Common Core Classroom

Rigor

- Discuss and take a short quiz: What do you know about rigor and the Common Core?
- Read a recent post on middleweb.com by Barbara Blackburn, "Five Myths about Rigor and the Common Core"
- Discuss the implications of the post
- Revise your original quiz responses
- Share a comment, concern, or "Aha" with the whole group

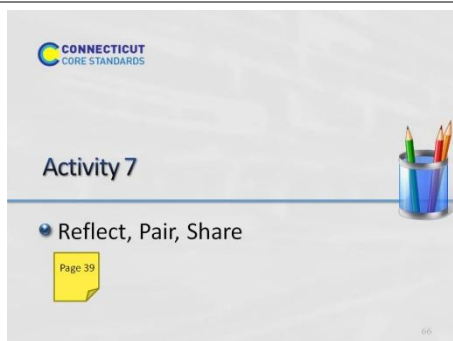
<http://www.middleweb.com/12318/five-myths-rigor-common-core>

CONNECTICUT CORE STANDARDS

65

Slide 65

Complete instructions and article are provided in the participant guide.



CONNECTICUT CORE STANDARDS

Activity 7

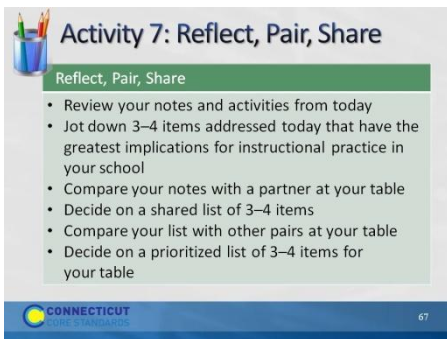
Reflect, Pair, Share

Page 39

66

Slide 66

Activity 7



**Activity 7: Reflect, Pair, Share**

Reflect, Pair, Share

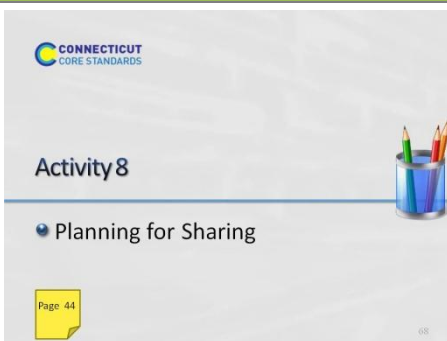
- Review your notes and activities from today
- Jot down 3–4 items addressed today that have the greatest implications for instructional practice in your school
- Compare your notes with a partner at your table
- Decide on a shared list of 3–4 items
- Compare your list with other pairs at your table
- Decide on a prioritized list of 3–4 items for your table

CONNECTICUT CORE STANDARDS 67

Slide 67

**Allow 20 minutes for this activity.** 5 minutes for individual work, 5 minutes with partner, 5 minutes with table, 5 minutes for share out. Adjust time as needed.)

Activity 8



CONNECTICUT CORE STANDARDS

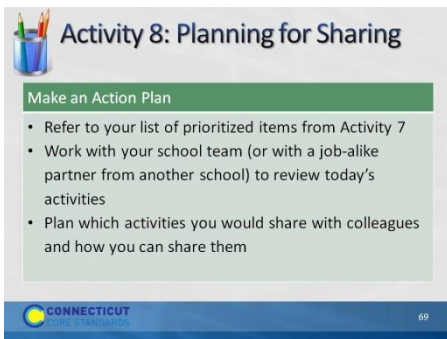
Activity 8

• Planning for Sharing

Page 44

68

Slide 68



**Activity 8: Planning for Sharing**

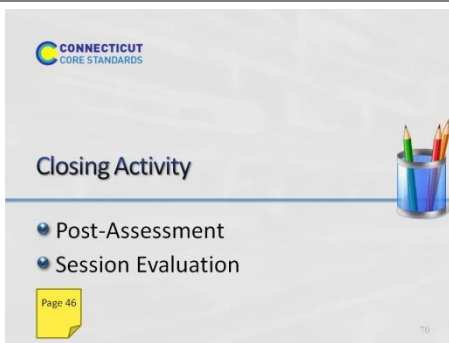
Make an Action Plan

- Refer to your list of prioritized items from Activity 7
- Work with your school team (or with a job-alike partner from another school) to review today's activities
- Plan which activities you would share with colleagues and how you can share them

CONNECTICUT CORE STANDARDS 69

Slide 69

(Allow 15 minutes for this activity; adjust time as needed.)



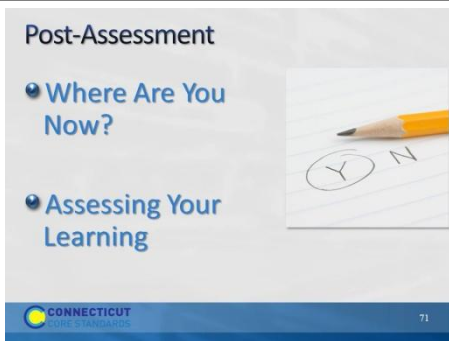
Slide 70

Remind participants that they will have an opportunity at the beginning of Module 2 to share successful PD activities or challenges related to Module 1 at their schools.

Post-Assessment

Session Evaluation

## Post-Assessment and Session Evaluation



Slide 71

The post-assessment will be the same as the pre-assessment they took in the beginning of the session. This assessment is to gauge their learning based on the activities of the morning. They will find the post-assessment on page 46 of the participant guide **3-4 min**. Ask volunteers to share out any insights about the CCS-ELA & Literacy that they gained from this morning's session.

### Session Evaluation

• Thank you for attending today's session. Your feedback is very important to us! Please fill out a short survey about today's session. The survey is located here: <http://tinyurl.com/612Mod1ELA>



Slide 72

Remind participants to complete an online Session Evaluation. **(10 minutes)**

### Some Key Resources

- [ctcorestandards.org](http://ctcorestandards.org)
- [engageNY.org](http://engageNY.org)
- [achievethecore.org](http://achievethecore.org)
- [americaachieves.org](http://americaachieves.org)



Slide 73