

Module 1  
Facilitator Guide

Focus on Instructional Shifts

# Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

*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, K–5 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
- Books
- Participant Guide for each participant
- Connecticut Core Standards K–5 ELA & Literacy Standards Progression document (separate handout for each participant)
- Grades K–2 and 3–5 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 Foundational Skills. 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

---

<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 K–5 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 (K–1, 2–3, and 4–5) 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 K–1, 2–3, and 4–5 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 K–1, 2–3, and 4–5 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

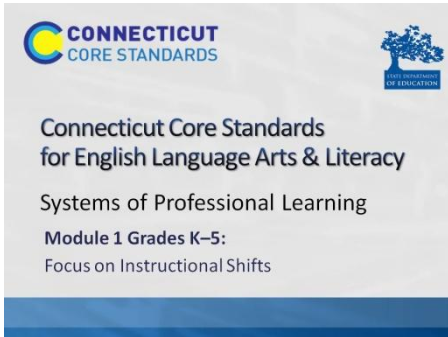
### PowerPoint Slides:

- 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. Briefly explain to participants.

## Today's Agenda

- Morning Session: CCS-ELA & Literacy
  - Pre-Assessment
  - Overview of K–12 CCS-ELA & Literacy
  - Vertical Progression of the Standards
  - Instructional Shifts and Related Practices
- Afternoon Session
  - Instructional Shifts and Related Practices
  - Evaluating Lesson Alignment
  - Examining Rigor
  - Collaboratively Plan for Sharing
- Post-Assessment and Wrap Up



3

### Slide 3

Review the agenda noting there will be a 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



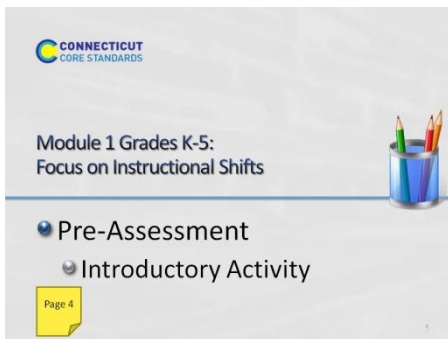
4

### Slide 4

Review the expected outcomes:

- 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

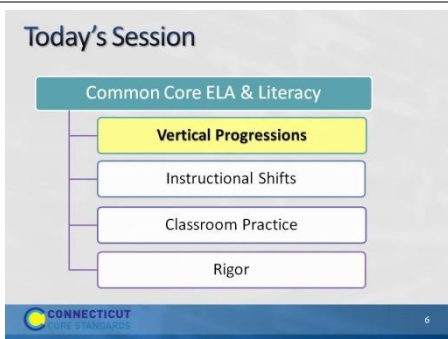


Slide 5

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 is a short Self-Assessment, found in the Participant Guide.) **Allow 3-4 minutes to complete.**



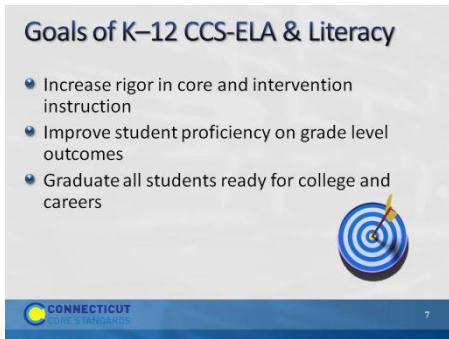
Slide 6

(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.

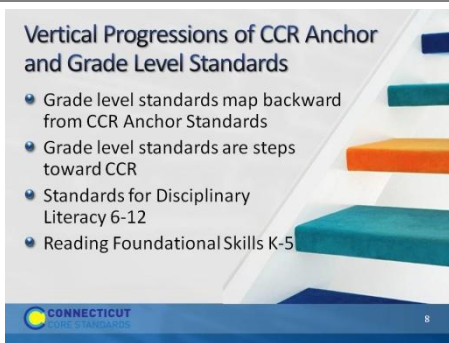


Slide 7

The overriding goals of the CCS are to:

- 1) Increase the rigor in the academic program. 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.

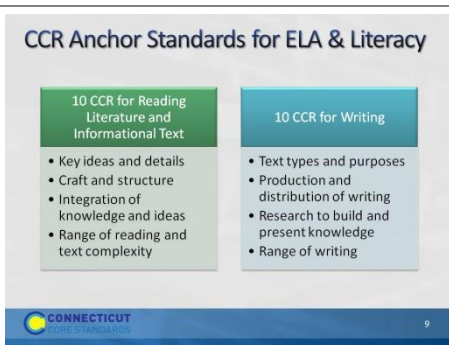
(Note: Rigor = special effort toward a goal)



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.

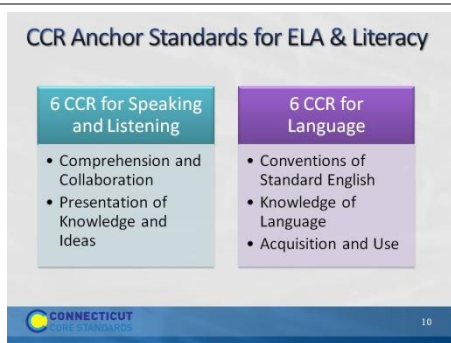


Slide 9

- 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

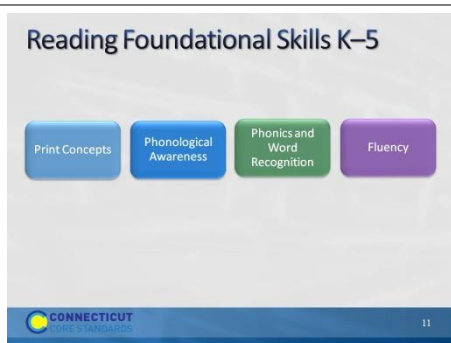
into four categories: 1) *key ideas and details* emphasizes close reading to determine meaning, drawing inferences, analyzing themes, and summarizing supporting details; 2) *craft and structure* emphasizes the author’s word choice, grammatical structures, and point of view as they impact text content 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.

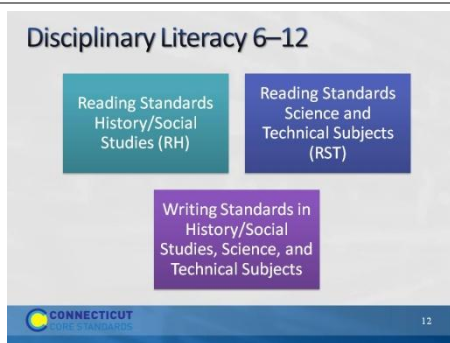


Slide 11

- These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.
- These foundational skills are not an end in and of themselves; rather, they are necessary and important

components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

- Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.  
<http://www.corestandards.org/ELA-Literacy/RF/introduction>
- One way of thinking about the foundational skills is that they are the beginning standards necessary for accomplishing the CCR. They unlock the door to reading independently.



Slide 12

- 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 different in a few ways. There are Reading and Writing standards (10 each) for Science, Social Studies and Technical Subjects
- 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.

## CCR Anchor Standards

*Strand:* Reading*Cluster:* Key Ideas & Details

College &amp; Career Readiness Anchor Standard #1

**Read closely** to determine what the text says explicitly and to make logical inferences from it; **cite specific textual evidence** when writing or speaking to support conclusions drawn from the text.

Source: Corestandards.org

CONNECTICUT  
Core Standards

13

## Slide 13

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?**



Vertical Progression of RL.1

Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Grade K: With prompting and support, ask and answer questions about key details in the text.

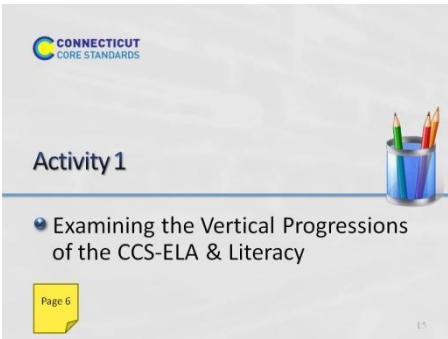


Slide 14

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.
- Point out to participants how the standard progresses through the grades. In K, students listen to text and answer questions about text. In grade 3, they can point back to the text as the basis for their answers. In grade 5 students begin to incorporate quotes as evidence both for explicit and inferential statements.
- Looking across this standard, the students grow in both their use of explicit evidence and in their ability to look more abstractly at the text.

Activity 1



Slide 15

**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 16

Slide 16

This slide gives a short overview of Activity 1. Before they begin, make sure everyone knows where the Activity 1 directions, template, and suggested discussion prompts are located in the Participant Guide and how they will regroup in mixed grade level pairs to examine closely the vertical alignment of the standards. Facilitate the participants getting into groups, selecting a standard and using the prompts to guide their discussion. Allow **30-40 minutes** to complete Activity 1. The participant guide tells which standards they may select for this activity.

Activity Resources:

1. CCS-ELA & Literacy Standards Progression, K–5 or 6–12 regrouped by CCR Anchor Standard and related grade level standards.
2. Activity directions, discussion prompts, template.

**Final Thoughts about Vertical Progressions**

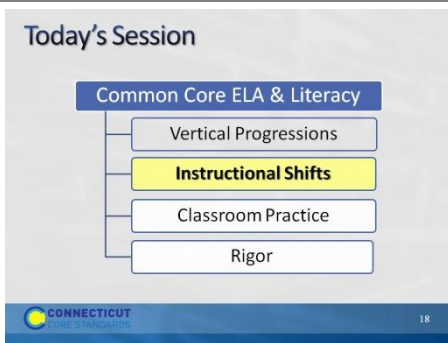
- Refer to the CCR Anchor Standard to know the goal
- Attend to what is unique about your grade level standard
- Refer to the grades above and below to understand your grade level's unique place in the progression
- Teach the whole standard

CONNECTICUT Core Standards 17

Slide 17

Use this slide to bring closure to the previous discussion. These are reminders.

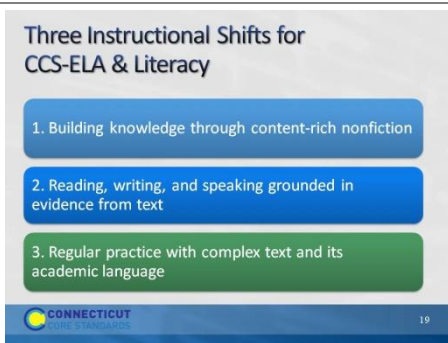
- In order to see where the grade level standard is headed, look out at the CCR standard. However, you need to focus on your specific standard; otherwise you risk generalizing and teaching what actually belongs to a different grade level.
- If you “unpack” a standard, be certain that you don’t artificially 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.



Slide 18

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.

In the next activities participants will explore the three major instructional shifts associated with the CCS-ELA & Literacy and instructional practices associated with each.



Slide 19

(Slides 19 – 26, introduction to the shifts, should take about 10 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

Balance of fiction and nonfiction

Building knowledge in the disciplines through text

Building Knowledge through Content-Rich Nonfiction

CONNECTICUT  
think & learn standards

20

Slide 20

- 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  
think & learn standards

21

Slide 21

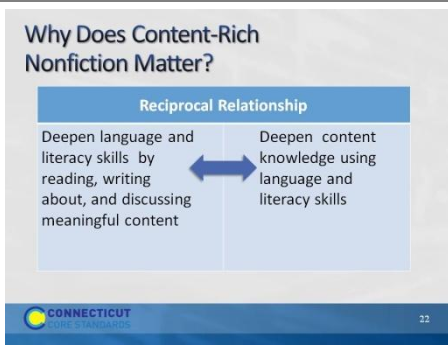
- The content literacy standards for grades 6–12 parallel the reading standards using discipline-specific content.
- 1<sup>st</sup> bullet: Even though reading informational texts proves to be more difficult for students, it is a skill that must

be developed for college and career readiness.

2<sup>nd</sup> bullet: The CCCS 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. 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. 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.

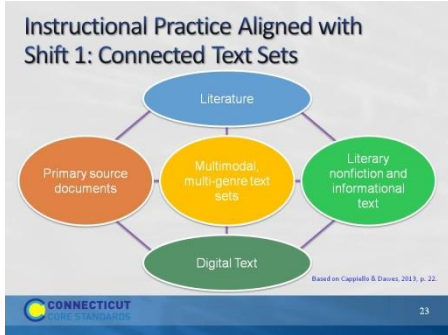


Slide 22

This slide addresses 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 on 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. Text is a source of knowledge.
5. The stronger one’s reading skills, the easier it is to learn independently through reading text.



Slide 23

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)

Slide 24

This is an example of a text set. This text set is used in Grade 3, Module 2A, Researching to Build Knowledge, written by Expeditionary Learning for EngageNY. Students learn about a “typical” frog in the central text, then research frogs with special adaptations in the other texts. Students will demonstrate their expertise through a “freaky frog trading card”—a research-based narrative that highlights their research and educates others about

the amazing diversity of frogs, with a focus on how their freaky frog survives.

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.
- Reading aloud texts that are well-above grade level should be done throughout K–5 and beyond.

If time allows, participants may offer examples of text sets they use now.

**Examples of Content-Rich Text, K–5**  
See Appendix B: Text Exemplars for exemplars of content-rich, grade appropriate texts.

- Grades K-5
  - Stories: Label, Arnold. *Frog and Toad at Home* (K-1)
  - Poetry: Sandburg, Carl. "Fog" (4-5)
  - Read-Aloud Stories. Kipling, Rudyard. "How the Camel Got His Hump" (2-3)
  - Read-Aloud Poetry: Hughes, Langston. "Over in the Meadow" (K-1)
  - Informational: Lauber, Patricia. *Hurricane: Earth's Mightiest Storms* (4-5)
  - Read-Aloud Informational Texts: Russell Freedman. *Lincoln: A Photobiography* (2-3)

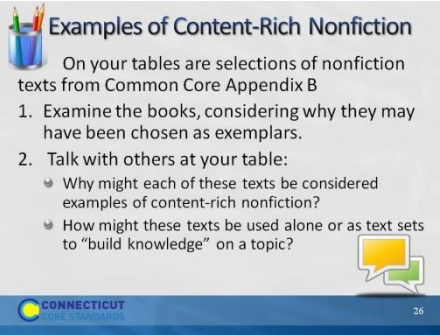
Source: [www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)

Slide 25

One 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 other 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 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?

CONNECTICUT CORE STANDARDS 26

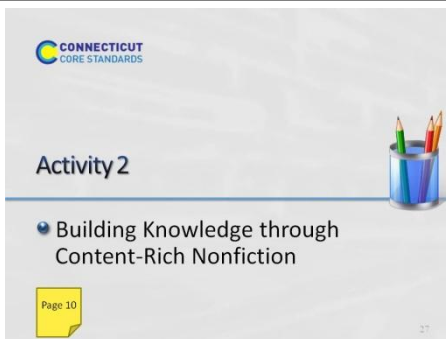
Slide 26

Prior to starting this activity, encourage participants to move to table groups of K–1, 2–3, and 4–5 coaches.

(Allow 15 minutes to examine the texts and talk about them.)

Direct participants to examine the texts on their table and then choose one (or an identified excerpt from Appendix B) to read more thoroughly (15 minutes).

## Activity 2



CONNECTICUT CORE STANDARDS

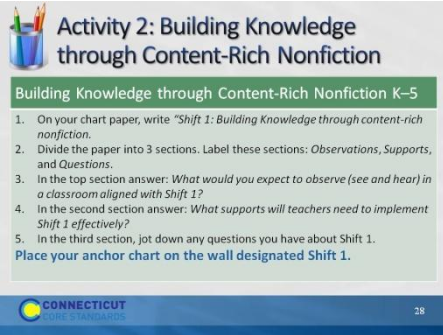
**Activity 2**

Building Knowledge through Content-Rich Nonfiction

Page 10 27

Slide 27





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

Building Knowledge through Content-Rich Nonfiction K–5

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.

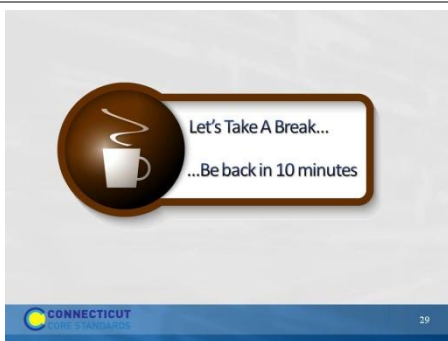
Place your anchor chart on the wall designated Shift 1.

CONNECTICUT CORE STANDARDS 28

Slide 28

(10 minutes) 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...

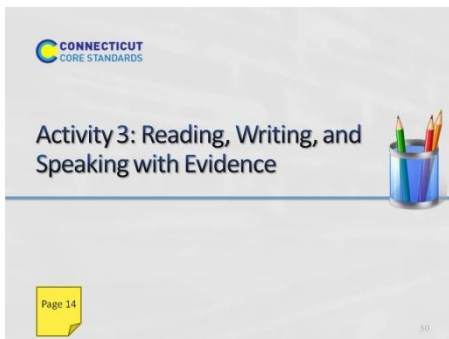
...Be back in 10 minutes

CONNECTICUT CORE STANDARDS 29

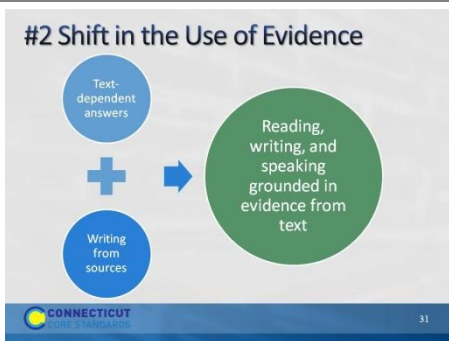
Slide 29

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 30




Slide 31

(Slides 31 – 45 will take about 1 hour 5 minutes. Allow 10 minutes for slides 31 – 36.)

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  
think & learn

32

Slide 32

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


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.

**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

CONNECTICUT  
think & learn

33

Slide 33

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	Text-Dependent
<ul style="list-style-type: none"> <li>• Alice in Wonderland: How would you react if you saw a talking rabbit?</li> </ul>	<ul style="list-style-type: none"> <li>• How did Alice react when she saw the talking rabbit?</li> </ul>
<ul style="list-style-type: none"> <li>• In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.</li> </ul>	<ul style="list-style-type: none"> <li>• What makes Casey's experiences at bat humorous?</li> </ul>
<ul style="list-style-type: none"> <li>• The Talking Cloth: Did you ever take a trip to a far-off country? What did you bring back from your trip?</li> </ul>	<ul style="list-style-type: none"> <li>• We just learned that the cloth originated in Africa. Why does the author include this information?</li> </ul>

CONNECTICUT CORE STANDARDS 34

Slide 34

If time allows, 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.

**Text-Dependent Questions**

Trivial	Important
<ul style="list-style-type: none"> <li>• What was the color of Red Riding Hood's cape?</li> <li>• What was the name of the girl who visited the three bears?</li> <li>• Where did Hansel and Gretel's parents tell them to wait?</li> <li>• What did the fairy godmother turn into a coach?</li> </ul>	<ul style="list-style-type: none"> <li>• Why did the fairy promise that Sleeping Beauty would one day prick her finger with a needle and die?</li> <li>• How did the stepmother and stepsisters treat Cinderella? Give examples from the text?</li> <li>• Why was it important that Cinderella lost her shoe?</li> </ul>

From Shanahan, Timothy. "Letting the Text Take Center Stage: How the Common Core Standards will Transform English Language Arts" American Educator. Fall 2013.

CONNECTICUT CORE STANDARDS 35

Slide 35

Shanahan, Timothy. Letting the Text Take Center Stage: How the Common Core Standards will Transform English Language Arts American Educator. Fall 2013.

Instruct participants in their table groups to discuss the difference between the questions in each column. Note that good text-dependent questions help students focus on key ideas and details that are important to comprehending the big ideas in the text. While there is a place for "right there" questions to check on basic comprehension and build confidence, most TDQ's should be aimed at building independent comprehension of text and should be a rehearsal for the questions good readers ask themselves.

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 20 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.

Phase 1:

1. Read the text closely, taking careful notes as to the important content, concepts, and academic language. Identify the key concepts that students need to understand.
2. Specify the content vocabulary and academic vocabulary that will be examined in the lesson. These are words and grammatical choices that are connected to content and ideas. The teacher defines key words and phrases as part of questioning, but students should also be able to define many words in context.
3. Identify segments of the text that are most challenging to focus questioning.

Phase 2:

4. Create logical sequence of text-dependent questions for each lesson, starting small with easier questions to build confidence.
5. Make sure that the standards to be addressed in the lesson are addressed in the questions.
6. Create the culminating activity for the lesson, aligned to the standards. Note: Not all lessons need to have culminating activities. Culminating activities for lessons are typically formative. End of unit assessments are typically summative.

**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

(Allow 15 minutes for this activity.)

This activity is a quick, informal activity, using sticky notes to craft a short series of TDQ’s.

**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.

**Writing Grounded in Evidence from Text**

Argumentative/Opinion    Explanation    Narrative

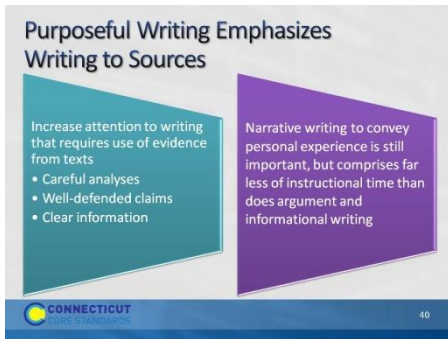
Research

CONNECTICUT CORE STANDARDS 39

Slide 39

Have participants discuss at their tables which of these they routinely see in classroom ELA/Literacy instruction –

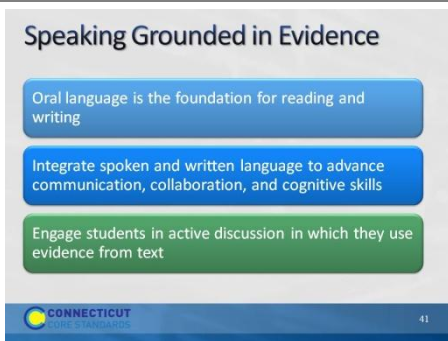
and in science and social studies and technical classes. Ask participants which of these types of writing can be grounded in evidence? What does that look like?



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 claims increases in emphasis through the grades. Writing with sources means that students are expected to support their written arguments with sources.



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, K–5**

In table groups of K-1, 2-3, and 4-5 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.

FOCUS: Text-dependent questions

Video: Grade 4, ELA/Science

Video: <http://commoncore.americaachieves.org/module/20>

CONNECTICUT Core Standards 42

## Slide 42

This slide introduces Activity 3. Before participants begin, make sure everyone knows where the directions are located in the Participant Guide 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 a fourth grade class reading closely, *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger. 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.

Video exemplar lesson plans and student worksheet

Video: Video: <http://commoncore.americaachieves.org/module/20>

Grade 4, English Language Arts/Science

Segment- 1:30 – 8:30, 7 minutes total

1. Tell participants that as they watch the video, they should take 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 **(7 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 **(3 minutes to share)**.





Slide 43

Play video from link or from flash drive.

**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.

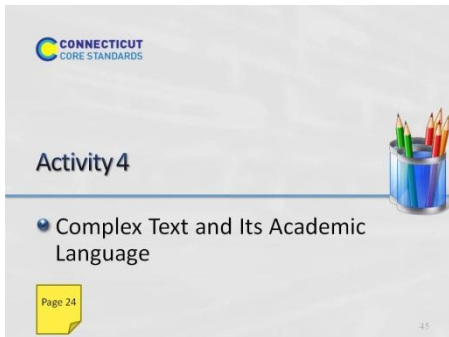
Place your anchor chart on the wall designated Shift 2.

Slide 44

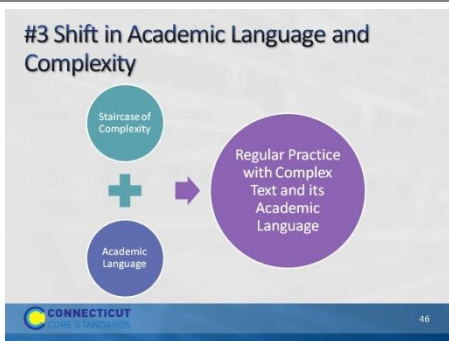
(10 minutes)

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 45



Slide 46

(Slides related to Shift 3 will take about 50 minutes total. Allow 10 minutes for introductory slides, 46–53.)

When this shift is shown as two shifts, the concept of “Staircase of complexity” is used to describe using increasingly complex texts and increasingly complex texts. 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



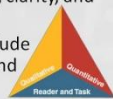
Slide 47

We now turn to Shift 3: Academic Language. 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 is 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 48

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), N/A and CCR: 2012



49

Slide 49

From CCS 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.



50

Slide 50

This slide provides a sample of complex and simple text based on the same social studies passage. The top side of the slide represents John F. Kennedy’s actual words. On the bottom of the slide, 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.**

Increased text complexity means:

- K–2 need exposure to complex read alouds
- 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.**

### 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



51

Slide 51

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)



52

Slide 52

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

## Tier 2

- Important to understanding content and ideas
- Not unique to a discipline
- Not easily defined by context clues
- Powerful because of their applicability to many sorts of reading
- Teachers need to be alert to Tier Two words and leverage their use

## Tier 3

- Important to understanding content and ideas
- Specific to discipline or content area
- Bold-faced, defined in context or glossary
- Recognized as important and reinforced throughout lesson or unit

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



53

## Slide 53

## 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>



54

Slide 54

(Allow 10 minutes for this Turn and Talk.)

Direct participants to 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>



55

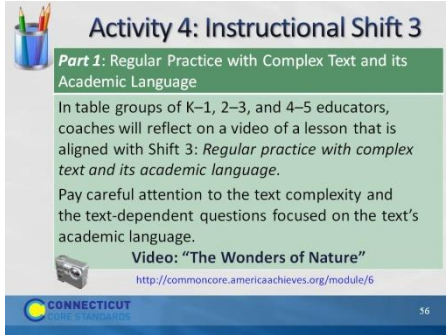
Slide 55

Many of the words like "layers," "surface," and "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 coaches 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 K–1, 2–3, and 4–5 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: “The Wonders of Nature”**  
<http://commoncore.americaachieves.org/module/6>

CONNECTICUT  
GRADE 2 STANDARDS  
56

## Slide 56

This slide introduces Activity 4. Before participants begin, make sure everyone knows where the directions are located in the Participant Guide for watching and discussing the video exemplar. This time the focus is on reading, writing and talking about the text **(20 minutes)**.

**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 shows a second grade class reading closely, “The Wonders of Nature,” by Cheryl Ryan. The text may be found at <http://www.readinga-z.com/book.php?id=1367>. 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.

Video: <http://commoncore.americaachieves.org/module/6>

Grade 2, English Language Arts/Science

Segment 2:00 – 6:00 (approximately 4 minutes)

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. 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 **(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 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 **(5 minutes to share)**.





Slide 57

**Activity 4: CCS Instructional Shift 3**

**Part 2: Regular Practice with Complex Text and its Academic Language**

Reflect on the video you have just seen, and refer to the samples of complex text (from Appendix B) on your table. On your chart paper, write “Shift 3: Regular Practice with Complex Text and its Academic Language”

1. Divide the paper into 3 sections. Label these sections: *Observations, Supports, and Questions.*
2. In the top section answer: *What would you observe (see and hear) in a classroom aligned with Shift 3?*
3. In the second section answer: *What supports will teachers need to implement Shift 3 effectively?*
4. In the third section, jot down any questions you have about Shift 3.

Place your anchor chart on the wall designated Shift 3.

CONNECTICUT CORE STANDARDS 58

Slide 58

(Allow 10 minutes for anchor chart.)


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 59

**Let's Do a Gallery Walk**

- Shifts
  - K–1: start at Shift 1
  - 2–3: start at Shift 2
  - 4–5: start at Shift 3
- Note similarities among charts
- STAR concepts which resonate with you
- Write questions and comments to share



CONNECTICUT CORE STANDARDS 60


Slide 60

In like groups, participants will review the shifts anchor charts. Allow 15 minutes after lunch. 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.

Activity 5

CONNECTICUT CORE STANDARDS

**Activity 5**



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

Page 31 61

Slide 61

**Structure of the EQulP Rubric**

Use the EQulP 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
--	--------------------------------------	------------------------	------------

CONNECTICUT CORE STANDARDS 62

Slide 62

Participants will become familiar with the EQulP 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: Use the EQuIP Rubric to Assess Alignment**

**Using the EQuIP Rubric**

In table groups of K–1, 2–3, and 4–5 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: "Graphic Nonfiction: Harriet Tubman" (Sims)

<http://commoncore.americaachieves.org/module/2>

CONNECTICUT  
GRADE 5 LITERACY

63

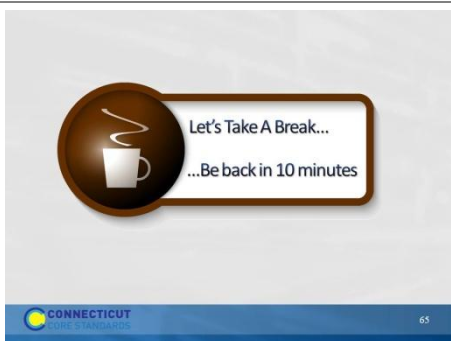
Slide 63

**(40 minutes)** Participants will be provided with a copy of the lesson plan for the lesson they will see conducted in the video. They view the video, and use the lesson plan to make decisions about the alignment of the lesson. They will not be able to observe all of the elements of the EQuIP rubric in this lesson.

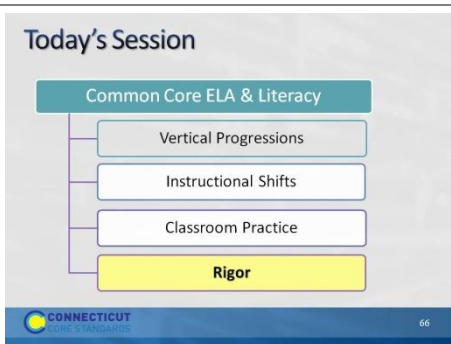
This activity culminates with volunteers offering observations or asking questions of the entire group.



Slide 64



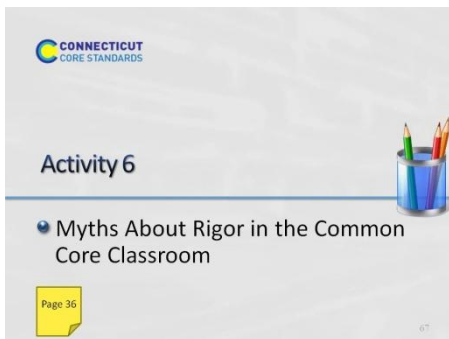
Slide 65



Slide 66

(Have this slide visible when participants return from a break.)

Activity 6

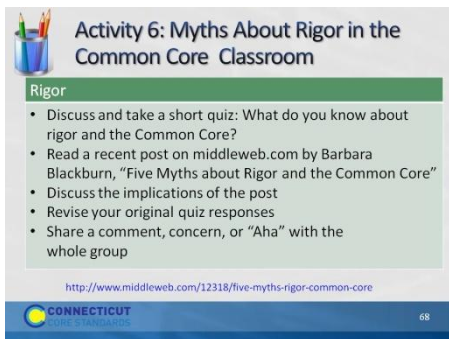


Slide 67

(This activity will take about 30 minutes.)

Explain: Throughout the morning, we looked at and discussed the need for increased rigor (i.e. effort) needed to achieve help all students achieve CCR.

We will now have an opportunity to discuss the concept of rigor as it relates to the Common Core, by considering first our own beliefs about rigor, and then reading and reflecting on a blog post.



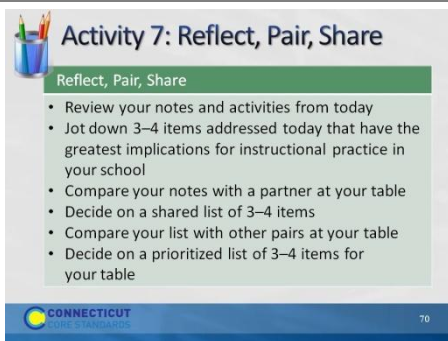
Slide 68

- Complete instructions and article are provided in the participant guide. You may want to briefly review them with participants

Activity 7



Slide 69



Slide 70

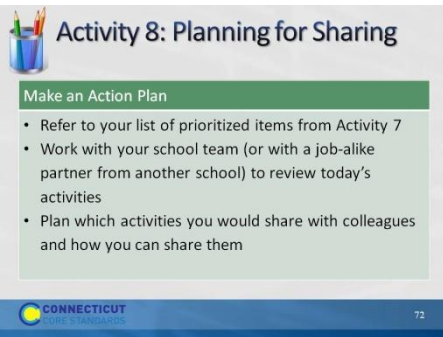
**Allow 20 minutes for this activity.**

5 minutes for individual work, 5 minutes with partner, 5 minutes with table, 5 minutes for share out. Adjust time as needed.

Activity 8



Slide 71



**Activity 8: Planning for Sharing**

**Make an Action Plan**

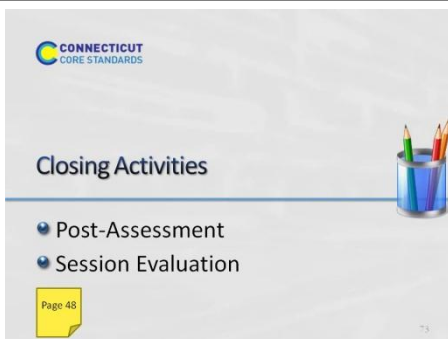
- Refer to your list of prioritized items from Activity 7
- Work with your school team (or with a job-alike partner from another school) to review today's activities
- Plan which activities you would share with colleagues and how you can share them

CONNECTICUT CORE STANDARDS 72

Slide 72

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

Post-Assessment and Session Evaluation



CONNECTICUT CORE STANDARDS

**Closing Activities**

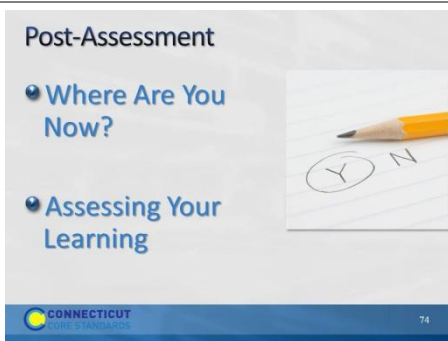
- Post-Assessment
- Session Evaluation

Page 48

73

Slide 73

Adjusting for time, you may want to ask groups to share some of their ideas from Activity 8.



**Post-Assessment**

- **Where Are You Now?**
- **Assessing Your Learning**

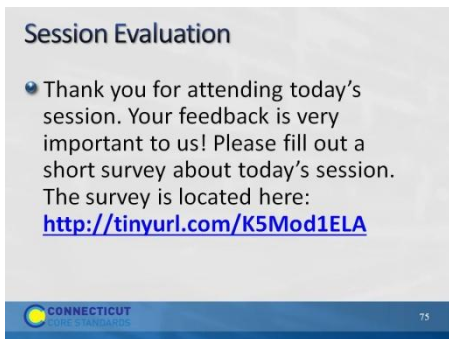
CONNECTICUT CORE STANDARDS 74

Slide 74

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 in the Participant Guide **(3-4 minutes)**.

Ask for further thoughts, questions.



Slide 75

Remind participants to complete an online Session Evaluation before leaving for the day.



Slide 76