

Common Core Shifts in English Language Arts



IMPLICATIONS FOR INSTRUCTION, ASSESSMENT AND LEADERSHIP!



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Session Goals



- Learn about the key features and differences of the ELA/Literacy Common Core Standards.
- Gain awareness of the shifts in the ELA/Literacy standards and implications for **instruction, assessment and leadership**.

Students Who are College and Career Ready



In Reading, Writing, Speaking, Listening and Language

- Demonstrate independence.
- Build strong content knowledge.
- Respond to the varying demands of audience, task, purpose, and discipline.
- Comprehend as well as critique.
- Value evidence.
- Use technology and digital media strategically and capably.
- Come to understand other perspectives and cultures.

Common Core English Language Arts

English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

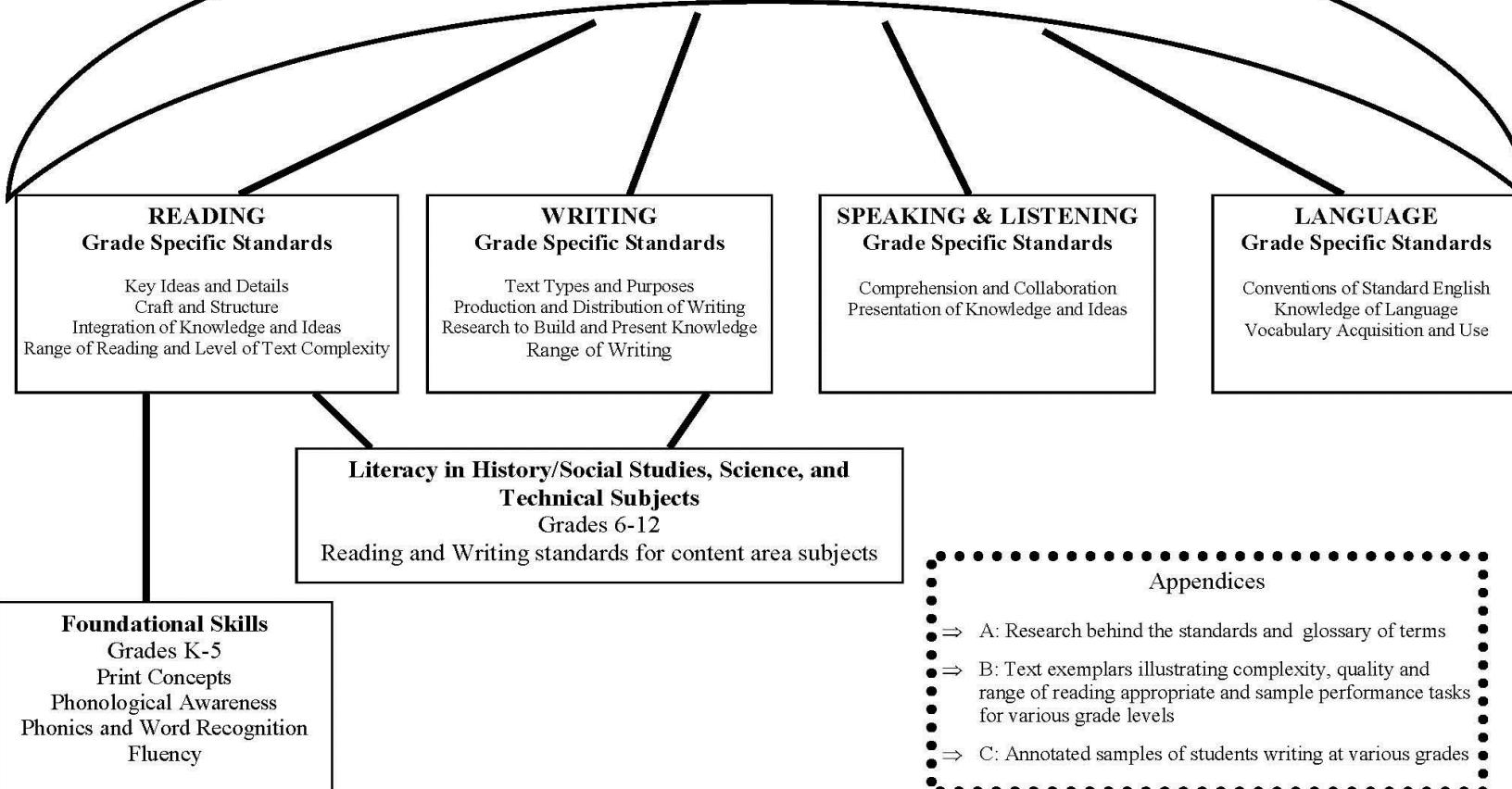
| K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9-10 | 11-12 |
|---|--|--|---|---|---|--|---|---|------|-------|
| | Foundational Skills: Print Concepts & Phonological Awareness | | | | | | | | | |
| | | Foundational Skills: Phonics & Word Recognition | | | | | | | | |
| CCR Anchor Standards for Reading | | Reading Literature Reading for Informational Text Balance K-5: 50% Literature 50% Informational Text | | | | Reading Literature-stories, drama, poetry Grades 6-8: 45%* Grades 9-12: 30%* | | | | |
| | | | | | | Reading Informational, including literary nonfiction Grades 6-8: 55%* Grades 9-12: 70%* | | | | |
| | | | | | | Reading for Literacy in History/Social Studies, Science and Technical Subjects 6-12 | | | | |
| CCR Anchor Standards for Writing | | Writing Text Types Opinion 30%, Informational/Explanatory 35%, Narrative 35% | | | | Writing Grades 6-8: Argument 35%, Informational/Explanatory 35%, Narrative 35% Grades 9-12: Argument 40%, Informational/Explanatory 40%, Narrative 20% | | | | |
| | | | | | | Writing for Literacy in History/Social Studies, Science and Technical Subjects 6-12 | | | | |
| CCR Anchor Standards for Speaking & Listening | | | | | | Speaking & Listening Comprehension and Collaboration Presentation of Knowledge and Ideas | | | | |
| CCR Anchor Standards for Language | | | | | | Language Standards Conventions of Standard English Knowledge of Language Vocabulary Acquisition and Use | | | | |

Common Core Standards

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

College and Career Readiness Anchor Standards

found in each of the strands below



6 Shifts in English Language Arts Common Core

- 1. Balancing Informational and Literary Text**
- 2. Building Knowledge in the Disciplines**
- 3. Staircase of Text Complexity**
- 4. Text-Dependent Questions, Text-Based Answers**
- 5. Writing from Sources**
- 6. Academic Vocabulary**



Implications for the Shifts



Instruction



Assessment



Leadership

Shift 1: Balancing Informational and Literary Text K-5

Instructional Shift

- Students should read a true balance of informational and literary texts.
- Students access the world—science, social studies, the arts, literature—through text.



Shift 1: Balancing Informational and Literary Text K-5

Instructional Implications

- Equal exposure of informational and literary texts
- Increase exposure to informational texts
- Explicitly teach students strategies for reading informational text
- Build students' background knowledge and content knowledge through text

| Grade | Literary | Informational |
|-------|----------|---------------|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

Shift 1: Balancing Informational and Literary Text K-5

Assessment Implications



- Students must be assessed with a balance of authentic informational and literary texts to include texts from the domains of ELA, science, history/social studies, technical subjects, and the arts.
- Both close, analytic reading as well as comparing and synthesizing ideas across texts should be expected.

Shift 1: Balancing Informational and Literary Text K-5

Implications for Leaders:

- Ensure students have access to a balance of literary and informational text in the classroom.
- Look for both literary and informational text being used within the same unit.
- Look for students engaging in reading then discussing and gathering evidence from informational text.



Shift 1: Balancing Informational and Literary Text K-5

Implications for Leaders:

- Provide professional development and collaborative planning opportunities for teachers around the use of literary non-fiction and informational text.
- Ensure student access to both informational as well as literary text.



Shift 2: Building Knowledge in the Disciplines 6-12

Instructional Shift

- Literacy standards (6-12) are predicated on teachers in ELA, social studies, science and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening and language in their respective fields.



Shift 2: Building Knowledge in the Disciplines 6-12

Instructional Implications

- All content area teachers teach literacy in their discipline
- Build background knowledge to increase reading skills
- Teach different strategies for different types of text
- Explicitly teach students how to use text as source of evidence—topic and opinion writing
- Teach use of primary and secondary sources



Shift 2: Building Knowledge in the Disciplines 6-12

Assessment Implications

- Students must demonstrate literacy skills;
 - reading carefully and closely;
 - gathering evidence to support an explanation, summary, claim, or comparison about what is read;
 - compare and contrast information from primary and secondary sources
 - analyzing, integrating, and presenting the supporting evidence in writing
 - construct their understanding of a topic using multiple sources
- Assessments will require critical thinking across texts, writing, and presentation.



Shift 2: Building Knowledge in the Disciplines 6-12

Implications for Leaders:

- Ensure school-wide content-area literacy
- Look for teachers building content knowledge through reading text and writing about what they read
- Look for students applying literacy skills with content area texts; including primary and secondary documents



Shift 2: Building Knowledge in the Disciplines 6-12

Implications for Leaders:

- Provide professional development and collaborative planning opportunities around disciplinary literacy.
- Provide professional development for teaching of discipline-specific strategies vs. a generic list of strategies.
- Look for students reading and writing for multiple audiences and purposes across disciplines.



Shift 3: Staircase of Text Complexity



Instructional Shift

- K-12 emphasizes text complexity as the most important factor in developing skilled readers
- CCSS ELA require a step of growth on the text complexity staircase
- Instruction should be centered around appropriate text complexity with close reading



Shift 3: Staircase of Text Complexity



Instructional Implications

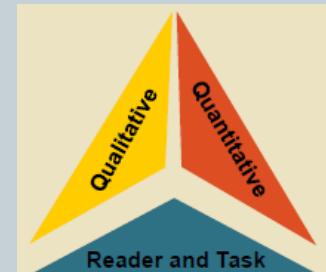
- Ensure students are engaged in more complex texts at each grade level
- K-2 exposure to complex text through read aloud
- Students must engage in rigorous discussion around complex text
- Give more time for reading
- Allow students to productively struggle
- Provide scaffolding



Text Complexity is Defined by:



- **Qualitative Measures:**
 - levels of meaning, structure, language conventionality and clarity, and knowledge demands
- **Quantitative Measures: (Lexiles)**
 - readability and other scores of text complexity (word length or frequency, sentence length, text cohesion)
- **Reader and Task:**
 - background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Text Complexity

Quantitative

measures difficulty

+

Qualitative

levels of meaning

+

Reader Task Components

reader motivation and prior knowledge

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

| Text Complexity Grade Band In the Standards | Old Lexile Ranges | Lexile Ranges Aligned to CCR expectations |
|---|-------------------|---|
| K-1 | N/A | N/A |
| 2-3 | 450-725 | 450-790 |
| 4-5 | 645-845 | 770-980 |
| 6-8 | 860-1010 | 955-1155 |
| 9-10 | 960-1115 | 1080-1305 |
| 11-CCR | 1070-1220 | 1215-1355 |

Shift 3: Staircase of Text Complexity



Assessment Implications



- Passage and/or text selection for assessments should be based on appropriate text complexity guidelines for each grade level (CCSS Appendix A)
- Students will be required to read closely and answer questions by citing evidence from text

Shift 3: Staircase of Text Complexity



Implications for Leaders:

- Ensure teachers are increasing text complexity from grade-to-grade (R.CCR.10)
- Review current grade level materials and resources to determine appropriate text complexity
- Encourage and look for teachers allowing students to productively struggle with complex texts



Shift 3: Staircase of Text Complexity



Implications for Leaders:

- Provide professional development and collaborative planning for teachers to learn appropriate scaffolding techniques for complex texts



Shift 4: Text-Dependent Questions Text-Based Answers

Instructional Shift

- Teachers should train students to go back to the text to find evidence to and develop their ability to engage in rich, evidence-based dialogue about a text they have read
- Teachers should design questions and tasks that require students to respond both orally and in writing to questions about a text in which the answers are found within the text and **not based on prior knowledge, experience or opinion** text.



Shift 4: Text-Dependent Questions Text-Based Answers

Instructional Implications

- Create opportunities for students to have deep, evidence-based conversations about text
- Teach students how to go back and find evidence in text
- Ask and identify questions that are text-dependent
- Have students read, reread, reference other texts, and dig deeply in order to answer questions



Shift 4: Text-Dependent Questions Text-Based Answers

Assessment Implications



- Questions on assessments should require students to gather evidence from the text and not rely on memorization
- Students should have opportunities to argue their beliefs around complex texts in assessments.
- Students should be able to make evidentiary arguments both in conversation as well as writing citing evidence from text.

Shift 4: Text-Dependent Questions Text-Based Answers

Implications for Leaders:

- Encourage teachers to spend more time teaching students how to revisit texts to find evidence and write stronger argument
- Look for students who are responding to text-dependent questions based on evidence and findings from the text
- Provide planning time for teachers to craft appropriate text-dependent questions and tasks



Shift 5: Writing From Sources

Instructional Shift

- Writing needs to use evidence to inform or make an argument.
- Less emphasis on personal narratives
- Writing should respond to ideas, events, and facts read in texts.
- Short, focused research projects K-12

| | Opinion/ Argument | Informative/ Explanatory | Narrative |
|---|----------------------|-----------------------------|-----------|
| K | 30% | 35% | 35% |
| - | 35% | 35% | 30% |
| 4 | 40% | 40% | 20% |



Shift 5: Writing From Sources



Instructional Implications

- Students should write from multiple sources about a single topic
- Students should synthesize and analyze ideas and concepts to draw an opinion or conclusion
- Teach text features and apply to writing
- Develop reading, writing, speaking, listening through research projects
- Use rubrics as an instructional tool



Shift 5: Writing From Sources



Assessment Implications

- Students should engage in purposeful writing that requires text evidence to support reasoning and synthesis of information from multiple texts.
- Students must write to sources rather than writing to de-contextualized expository prompts.
- Assessments should include rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.



Shift 5: Writing From Sources



Implications for Leaders:

- Guide teachers to increase opportunities for students to write from sources and maintain focus on writing genres in CCSS.
- Look for students synthesizing, analyzing and writing about information from multiple texts.
- Look for student use of rubrics and writing exemplars as a tool for self-evaluating.



Shift 6: Academic Vocabulary



Instructional Shift

- Students must acquire and apply academic vocabulary that crosses multiple content areas and is found in both informational and literary text.
- Academic vocabulary development will facilitate access and comprehension of grade-level complex text.



Shift 6: Academic Vocabulary



Instructional Implications

- Develop students ability to use and access words found in text that may slightly out of reach.
- Explicitly teach strategies that can be transferred across content areas.
- Discriminate the tiers of vocabulary, addressing Tier 2 as a priority coupled with domain specific words



Academic Vocabulary



Three Tiers of words

- **Tier 1:** Words of everyday speech*
- **Tier 2: Academic Vocabulary:**
 - **informational texts;** *analyze, relative, vary, formulate, specify, and accumulate*
 - **technical texts;** *calibrate, itemize, periphery*
 - **literary texts;** *misfortune, dignified, faltered, unabashedly*
- **Tier 3: Domain Specific**
 - **circumference, lava, aorta, autocratic**

Shift 6: Academic Vocabulary

Assessment Shift

- Students should be assessed directly on the meaning of key, common terms that occur frequently and regularly across various content-area texts; of which the definition is discerned from text.
- Assessments should address academic vocabulary assessed indirectly based on comprehension of text and academic language that pervades complex texts.



Shift 6: Academic Vocabulary



Implications for Leaders:

- Look for explicit, research-based vocabulary instruction in which students are being taught transferable strategies
- Look at students reading a variety of texts often
- Look for students discussing words in relation to previous knowledge, what they are reading, digital media and informational text.



Shift 6: Academic Vocabulary



Implications for Leaders:

- Provide collaborative time for teachers to study and identify key academic vocabulary
- Provide training to teachers on strategically choosing and teaching of Tier 2 and Tier 3 vocabulary



The ELA/Literacy Common Core State Standards signify a need to change practice in the areas of content, instruction and assessment in order to prepare New Mexico students to be college and career ready.

If teachers are to teach differently, then principals need to lead differently.

The importance of structures like teacher teams, common planning time, as well as support from school leadership, are integral to a school's ability to make significant shifts in their everyday classroom practice.

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Good Morning
Monday
September 17, 2012

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NMELC Home

The New Mexico Educator Leader Cadre (NMELC) is a network of K–16 educators brought together by the Public Education Department (PED) in order to assist with the Common Core State Standards (CCSS) and Partnership for Assessment of Readiness for College and Careers (PARCC) implementation. Cadre members are nationally trained by the PARCC consortium in order to disseminate the most up-to-date information and provide relevant professional development throughout New Mexico.

Our Mission



<http://ped.state.nm.us/elc>

5 Local Action Steps Supported by the NMLEC

1. Evaluate the Systems
2. Identify Individual Needs for Professional Development
3. Target Individual Student Growth
4. Retool and Reteam
5. Assess technology and infrastructure

Thank You!



Questions?

<http://ped.state.nm.us/elc>