

Common Core State Standards Shifts in ELA

Landels Elementary

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Introduction to Math and ELA Shifts of the Common Core State Standards

Role as an Instructional Coach

How are the CCSS different? What is emphasized in the CCSS?

Standards

Staircase of Complexity

College and Career Readiness Standards

Shifts in ELA

Shifts in Math

Standards for Mathematical Practices

21st Century Skills

Depth of Knowledge

What is Landels doing to support CCSS in the classroom?

Instructional Coach

Support teachers

- Planning, demonstrations, co-teach, and observe
- Provide ongoing support with workshops/initiatives.
- Provide professional development

Support teaching practices...

- School Site
- Grade level teams
- Individual teachers

What is emphasized in the Common Core State Standards?

Shifts in ELA

Shifts in Math

What are we doing (or will be doing) to address these shifts here at Landels?



Why learn about the shifts?

The Common Core State Standards for Mathematics (*and English Language Arts*) build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. **Understanding how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing them.**

corestandards.org

The CCSS Requires Three Shifts in ELA/Literacy

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

Outline of Presentation for the shifts in ELA

- Take a look at one shift at a time
- Why is the shift important
- Information about the shift
- How we are addressing the shift here at Landels?
- Questions

Shift #1: Regular practice with complex text and its academic language

Regular Practice With Complex Text and its Academic Language: Why?

- What students can read, in terms of complexity is the greatest predictor of success in college (ACT study).
- Too many students are reading at too low a level. (<50% of graduates can read sufficiently complex texts).
- Standards include a staircase of increasing text complexity from elementary through high school.
- Standards also focus on building general academic vocabulary – critical for comprehension.

What are the Features of Complex Text?

- Subtle and/or frequent transitions
- Multiple and/or subtle themes and purposes
- Density of information
- Unfamiliar settings, topics or events
- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences or paragraphs that review or pull things together for the student
- Longer paragraphs
- Any text structure which is less narrative and/or mixes structures

How we are supporting regular practice using complex text here at Landels?

Teachers are finding and using complex text beyond current curriculum.

Close Reading Strategies

- Rereading of the text
 - First to get the flow, multiple rereadings with a purpose
- Annotating the text
 - Finding unfamiliar words, parts that are confusing
- Chunking the text
- Get the gist – what this section is mostly about

Questions/Comments

- About practice with complex text
- About how we are implementing the shift here at Landels
- Other

Shift #2: Reading, Writing, and Speaking Grounded in Evidence From Text, Both Literary and Informational

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

- Most college and workplace writing requires evidence.
- Evidence is a major emphasis of the ELA Standards: Reading Standard 1, Writing Standard 9, Speaking and Listening standards 2, 3, and 4, all focus on the gathering, evaluating and presenting of evidence from text.
- Being able to locate and deploy evidence are hallmarks of strong readers and writers

Shift #2

Text-Dependent Questions


Not Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text-Dependent



What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

What are we doing here at Landels to address text-dependent questions?

- Lesson planning/grade level release days
- Support teachers in creating (or locating) text-dependent questions
- **Constructed Responses** – Also called open-response questions, require students to “construct” or develop their own answers without the benefit of any suggestions or choices.
 - Students analyze the question/prompt
 - Topic, audience, and key words
 - Find evidence in the text
 - Discuss with classmates and write responses

Questions/Comments

- About text-dependent questions
- About how we are implementing shift #2 here at Landels
- Other

Shift #3: Building knowledge through content-rich nonfiction

Shift #3

Content-Rich Nonfiction

- 50/50 balance K-5
- 70/30 in grades 9-12
- Students learning to read should exercise their ability to comprehend complex text through read-aloud texts.
- In grades 2+, students begin reading more complex texts, consolidating the foundational skills with reading comprehension.
- Reading aloud texts that are well-above grade level should be done throughout K-5 and beyond.

Building Knowledge Through Content-Rich Nonfiction: Why?

- Students are required to read very little informational text in elementary and middle school.
- Non-fiction makes up the vast majority of required reading in college/workplace.
- Informational text is harder for students to comprehend than narrative text.

How are we addressing non-fiction text here at Landels?

Support teachers in finding and using content rich non-fiction text.

Examine curriculum

Scholastic News

Readworks.org

Newsela.com

- Focus on text features and text structure
- Support students with academic vocabulary
 - Determine the meaning of unknown words

Questions/Comments

- About content rich non-fiction
- About how we are implementing shift #3 here at Landels
- Other

Video – Grappling with Complex Text

This video highlights key points from each of the three ELA shifts.

Last year, teachers were trained in close reading of complex text and using evidence from the text for students to construct their response.

This video was used as a model/sample of how to teach close reading and use text dependent questions.

<http://vimeo.com/54007714>

What would you like to learn more about?

We need your input in order to provide the most meaningful parent trainings and presentations this year.



Feedback and Input

Please write the topic(s) you are interested in learning more about this year and your child's grade level.

Anchor Standards and Staircase of complexity

Compare CCSS to the previous standards

21st Century Skills

Depth of Knowledge

What parents can do at home to support _____.

Homework

New state assessments (grades 3-5)

Resources

www.achievethecore.org

www.corestandards.org