






## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p><b>ELA Common Core Overview</b></p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Delaware Department of Education Module 1 September, 2012</p> </div>	<p>ELA Common Core Overview</p>	<ul style="list-style-type: none"> <li>Welcome! This module was created as part of a series of training for ELA CCSS.</li> <li>Check the materials list well in advance of completing or using this module for training.</li> </ul>	<ul style="list-style-type: none"> <li>Module PPT</li> <li>Module Overview</li> <li>ELA CCSS</li> <li>Publishers' Criteria K-2, 3-12</li> <li>Name the Standards Activity</li> <li>Delaware's Guide to the Shifts</li> <li>Publishers' Criteria Activity</li> <li>3-2-1 Shifts Activity</li> <li>3-Column Shifts Chart (Optional)</li> <li>Speakers (Optional for Video)</li> <li>Large Post It Paper/markers/pens/pencils/small Post Its</li> </ul>	<p>Whole Group</p>
 <p>What does it mean to be ELA Common Core-Ready?</p> <ul style="list-style-type: none"> <li>There is an understanding of the CCSS Structure <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> <li>Speaking &amp; Listening</li> <li>Language</li> </ul> </li> <li>There is an understanding of the shifts <ul style="list-style-type: none"> <li>implications for instruction</li> <li>Implications for assessment</li> </ul> </li> <li>There is an understanding of the Publishers' Criteria <ul style="list-style-type: none"> <li>to ensure alignment of materials with the Standards</li> <li>to provide a clear and consistent framework</li> </ul> </li> </ul>	<p>What does it mean to be ELA Common Core-Ready?</p>	<p>Before we can begin or refine curriculum, instruction, and assessments, we must have a deep understanding of the ELA Common Core Standards, the Shifts, and the Publishers' Criteria for aligned materials and resources.</p>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	<p>Whole Group</p>
 <p>Advanced Organizer</p> <ul style="list-style-type: none"> <li>Structure of ELA Common Core Standards (CCSS)</li> <li>Need for Change</li> <li>The Publishers' Criteria</li> <li>The Shifts</li> <li>Model of Integration</li> </ul>	<p>Advanced Organizer</p>	<p>This is the focus of the module. We will discuss:</p> <ul style="list-style-type: none"> <li>the structure of the ELA standards by looking at the key words and phrases in the anchors standards for all 4 strands;</li> <li>the need for change in Delaware and across the United States;</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	<p>Whole Group</p>

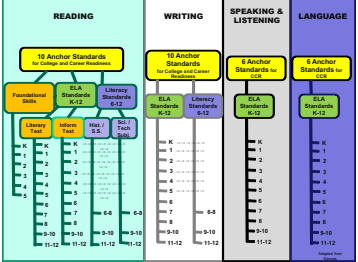
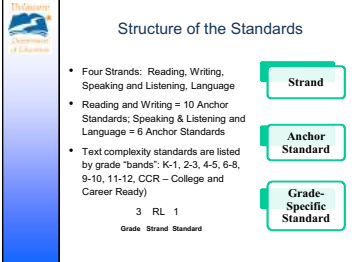
### ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<ul style="list-style-type: none"> <li>the purpose of the Publishers' Criteria and how the Shifts came from this document to clarify criteria for material and resource alignment as well as the Shifts in ELA;</li> <li>the CCSS as a model of integration.</li> </ul>		
 <p>The Background of the Common Core</p> <ul style="list-style-type: none"> <li>Initiated by the National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) with the following design principles:             <ul style="list-style-type: none"> <li>Result in College and Career Readiness</li> <li>Based on solid research and practice evidence</li> <li>Fewer, higher, and clearer</li> </ul> </li> </ul>	<p>The Background of the Common Core</p>	<ul style="list-style-type: none"> <li>In order for more students to be college and career ready, we need more clarity in what is expected of students each year during K-12 education.</li> <li>Previously, we had numerous ELA GLEs across 4 standards which were not a viable curriculum. Delaware underwent a prioritization of the GLEs to try to rectify this issue just prior to adopting the CCSS.</li> <li>The CCSS were designed to be a set of standards that are fewer in numbers, clearer in describing outcomes, and higher. What is included is what is expected for ALL students.</li> <li>To help students achieve these standards, all practitioners must be honest about the time they require.</li> <li>Teaching less at a much deeper level really is the key to Common Core success.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	<p>Whole Group</p>



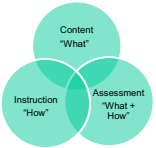
## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Standards for ELA &amp; Literacy in Common Core State History/Social Studies, Science, &amp; Technical Subjects</p> <p>College and Career Readiness (CCR) Standards</p> <ul style="list-style-type: none"> <li>Overarching standards for each strand that are further defined by grade-specific standards</li> </ul> <p>Grade-Level Standards in English Language Arts</p> <ul style="list-style-type: none"> <li>K-8, grade-by-grade</li> <li>9-10 and 11-12 grade bands for high school</li> <li>Four strands: <i>Reading, Writing, Speaking and Listening, and Language</i></li> </ul> <p>Standards for Literacy in History/Social Studies, Science, and Technical Subjects</p> <ul style="list-style-type: none"> <li>Standards are embedded at grades K-5</li> <li>Content-specific literacy standards are provided for grades 6-8, 9-10, and 11-12</li> </ul>	<p>Structure of the Standards</p>	<ul style="list-style-type: none"> <li>Read through the slide explaining the ELA CCSS begin with anchor standards which are overarching standards to ensure College and Career Readiness (CCR) – this is what all grade levels are working towards.</li> <li>Then, we have grade-specific standards, except for 9/10 and 11/12 which are in bands. The grade-specific and grand bands were created after the anchor standards. In other words, they were back-mapped from the anchors.</li> <li>There are 4 strands within the ELA standards; K-5 also has the additional strand of Reading Foundational.</li> <li>There are content literacy standards for reading and writing. The literacy standards were written for content teachers as literacy is a shared responsibility. Content teachers can go to the DOE CCSS website for CCSS support and to download a copy for their content area literacy standards without the ELA standards. <a href="http://www.doe.k12.de.us/coommoncore">www.doe.k12.de.us/coommoncore</a></li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	<p>Whole Group</p>


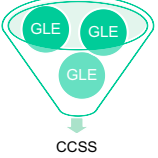


## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>The diagram shows four strands: Reading, Writing, Speaking &amp; Listening, and Language. Each strand has 10 anchor standards. Reading and Writing have 10 anchor standards each, while Speaking &amp; Listening and Language have 6 anchor standards each. The standards are organized into grade bands: K-1, 2-3, 4-5, 6-8, 9-10, and 11-12.</p>	<p>Visual Structure of ELA and Literacy Standards</p>	<ul style="list-style-type: none"> <li>You can use this slide to point out the specifics of the standards.</li> <li>You can mention that we now have 32 standards vs. the hundreds of GLEs; this makes it easier to teach deeply.</li> <li>Point out that teachers will see a large percentage of the standards in each unit they teach as it takes time across several units to teach each standard deep enough for mastery.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	<p>Whole Group</p>
 <p>The diagram shows the structure of the standards. It lists four strands: Reading, Writing, Speaking and Listening, and Language. It also lists the number of anchor standards for each strand: Reading and Writing have 10 anchor standards each, while Speaking &amp; Listening and Language have 6 anchor standards each. It also lists the number of grade-specific standards for each strand: Reading and Writing have 3 grade-specific standards each, while Speaking &amp; Listening and Language have 1 grade-specific standard each. The standards are organized into grade bands: K-1, 2-3, 4-5, 6-8, 9-10, and 11-12.</p>	<p>Structure of the Standards</p>	<ul style="list-style-type: none"> <li>This is another visual and shows coding that can be used for lesson planning and curriculum. The Coded CCSS can be found at <a href="http://www.doe.k12.de.us/commoncore/ela/teachertoolkit/geninfo.shtml">http://www.doe.k12.de.us/commoncore/ela/teachertoolkit/geninfo.shtml</a></li> <li>This is an opportunity to point out the text complexity standards that are listed by grade bands.</li> <li>The lower grade in the band expects students will read with scaffolding vs. the higher grade in the band students will read independently.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of the PPT for note-taking</li> </ul>	<p>Whole Group</p>



## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Structure of ELA CCSS Activity</p> <ul style="list-style-type: none"> <li>• Work with a partner or small group to complete the <i>Name the Standards</i> handout           <ul style="list-style-type: none"> <li>– Examine each of the anchor standards for each strand</li> <li>– Decide on a one-word or short phrase to describe the anchor standard</li> <li>– Let's do one together               <ul style="list-style-type: none"> <li>• Reading Anchor Standard One (read aloud)</li> <li>• What one word or phrase describes this anchor?</li> </ul> </li> </ul> </li> <li>• Please complete the handout</li> <li>• Debrief findings/questions whole group</li> </ul>	<p>Name the Standards Activity</p>	<ul style="list-style-type: none"> <li>• Participants will examine each of the anchor standards and decide on a one-word or short phrase to describe the anchor standard.</li> <li>• Model one together first – there is an example on the slide to do Reading Anchor Standard One.</li> <li>• Participants will complete the handout; then, debrief findings whole group.</li> <li>• Note: encourage participants to look for overlap between the strands/ integration between strands; i.e. evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• ELA CCSS</li> <li>• Name the Standards Activity Sheet</li> <li>• Name the Standards Answer Key</li> </ul>	<p>Small groups or pairs</p>
 <p>Time to Change</p> <ul style="list-style-type: none"> <li>• ELA CCSS signify a need to change practice in the areas of:</li> </ul> 	<p>ELA CCSS signify a need to change</p>	<p>Change needs to take place simultaneously in three areas:</p> <ul style="list-style-type: none"> <li>• Content = the “what” we are teaching; the CCSS is a prioritized, viable curriculum. Some content has shifted to lower grades to ensure college and career readiness.</li> <li>• Instruction = the “how” we are teaching; deeper and integrated</li> <li>• Assessment = the “what + how”; needs to reflect/be aligned to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>



## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>GLEs and CCSS</p> 	GLEs and CCSS	<ul style="list-style-type: none"> <li>• There is NOT a 1:1 match between the GLEs and the CCSS. We cannot “recode” previously used curriculum with a Common Core Standard.</li> <li>• It takes several GLEs to get to the depth of a CCSS.</li> <li>• As seen in the previous slide, change needs to happen in all areas.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole Group
 <p>What and How</p> <ul style="list-style-type: none"> <li>• ELA CCSS = What</li> <li>• Shifts in ELA = How</li> </ul> <p>➤ In order to ensure these new standards prepare Delaware’s students to be college and career ready, educators need to focus on the “big” shifts that affect ELA.</p>	What and How	The CCSS cannot stand alone; educators must understand the documented Shifts to teach deeper and to a higher level.	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole Group
 <p>The “Big” Instructional Shifts</p> <ul style="list-style-type: none"> <li>• Building knowledge through content-rich literary nonfiction and informational texts</li> <li>• Reading and writing grounded in evidence from the text</li> <li>• Regular practice with complex text and its academic vocabulary</li> </ul> <p><i>Revised Publishers’ Criteria, K-2 and 3-12</i></p>	The “Big” Instructional Shifts	<ul style="list-style-type: none"> <li>• There are 3 “big” documented shifts that came from the understanding of the Publishers’ Criteria.</li> <li>• These Shifts have a direct impact on instruction and assessment.</li> <li>• Read through the 3 shifts. This is just an introduction; we will look at the Shifts in depth shortly.</li> <li>• The next two slides will explain the Publishers’ Criteria and the correlation of the 3 shifts into 6 shifts.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	Whole Group

## ELA Common Core Overview: Module 1



TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS														
 <p><i>Revised Publishers' Criteria, Grades K-2 and 3-12</i></p> <ul style="list-style-type: none"> <li>Developed by two of the lead authors of the Common Core State Standards and revised through conversations with teachers, researchers and other stakeholders, these criteria are designed to guide publishers and curriculum developers as they work to strengthen existing programs and ensure alignment of materials with the Standards to provide a clear and consistent framework. (p. 1, 2012)</li> </ul>	<p>Background on the Publishers' Criteria</p>	<ul style="list-style-type: none"> <li>Read though the slide to give context to the writing of the Publishers' Criteria.</li> <li>Although the intent of the Publishers' Criteria was to provide guidance for alignment of current programs and materials, the document also provides guidance for instruction and assessment of the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>Publishers' Criteria</li> <li>The slide comes from p. 1</li> </ul>	<p>Whole Group</p>														
 <table border="1" data-bbox="157 808 436 995"> <thead> <tr> <th>3 Shifts</th> <th>6 Shifts</th> </tr> </thead> <tbody> <tr> <td>1. Building knowledge through content-rich literary nonfiction and informational texts.</td> <td>PK-5. Balance of informational and literary text</td> </tr> <tr> <td>2. Reading and writing grounded in evidence from text.</td> <td>6-12. Building knowledge in the disciplines</td> </tr> <tr> <td>3. Regular practice with complex text and its academic vocabulary.</td> <td>Text-based answers</td> </tr> <tr> <td></td> <td>Writing to/from sources</td> </tr> <tr> <td></td> <td>Staircase of complexity</td> </tr> <tr> <td></td> <td>Academic vocabulary</td> </tr> </tbody> </table>	3 Shifts	6 Shifts	1. Building knowledge through content-rich literary nonfiction and informational texts.	PK-5. Balance of informational and literary text	2. Reading and writing grounded in evidence from text.	6-12. Building knowledge in the disciplines	3. Regular practice with complex text and its academic vocabulary.	Text-based answers		Writing to/from sources		Staircase of complexity		Academic vocabulary	<p>3 Shifts = 6 Shifts</p>	<ul style="list-style-type: none"> <li>This slide is an introduction to the 6 shifts with a correlation to the 3 shifts. The break down into 6 shifts may help participants have a better understanding of the expectations of the Shifts.</li> <li>Participants will do an activity with the Publishers' Criteria next; then, a deeper activity with the 6 shifts.</li> <li>The facilitator can give a brief overview of the Shifts at this point OR wait until the Shifts Activity:             <ul style="list-style-type: none"> <li>Big Shift 1 = a balance of informational and literary text at the elementary level; anthologies have dictated a</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking and/or this slide printed full size.</li> </ul>	<p>Whole Group</p>
3 Shifts	6 Shifts																	
1. Building knowledge through content-rich literary nonfiction and informational texts.	PK-5. Balance of informational and literary text																	
2. Reading and writing grounded in evidence from text.	6-12. Building knowledge in the disciplines																	
3. Regular practice with complex text and its academic vocabulary.	Text-based answers																	
	Writing to/from sources																	
	Staircase of complexity																	
	Academic vocabulary																	

## ELA Common Core Overview: Module 1


TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS														
 <p>Publishers' Criteria Activity</p> <ul style="list-style-type: none"> <li>• Work with a partner or small group <ul style="list-style-type: none"> <li>– Note evidence of the shifts in the Publishers' Criteria, Grades 3-12</li> <li>– Let's do the first one together <ul style="list-style-type: none"> <li>• Shift: Balance of Text, pp. 4-5</li> <li>• Evidence: "In grades 3-5, literacy programs shift the balance of texts..." "In grades 6-12, ELA programs shift the balance of texts..."</li> </ul> </li> <li>– Please complete the chart for each of the shifts</li> <li>– Debrief findings/questions whole group</li> </ul> </li> </ul>	<p>Publishers' Criteria Activity</p>	<ul style="list-style-type: none"> <li>• This activity gives participants an opportunity to peruse through the Publishers' Criteria. Ask how many people have had the opportunity to read through this document.</li> <li>• There is a K-2 and a 3-12 Publishers' Criteria; you will use the 3-12 document for this activity.</li> <li>• If many participants have NOT read through this document, take a moment to point out the table of contents and how the document is structured.</li> <li>• Participants will be looking for the Shifts to note evidence of the Shift as well as page #s for future reference and work with this document.</li> <li>• Do one together; this slide will take you through Balance of Text.</li> <li>• Debrief findings/questions whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Publishers' Criteria Activity Sheet</li> <li>• Grades 3-12 Publishers' Criteria</li> </ul>	<p>Small groups or pairs</p>														
 <p>Implications for Instruction and Assessment</p> <table border="1" data-bbox="184 1198 424 1399"> <thead> <tr> <th>Instructional Shifts</th> <th>Assessment Shifts</th> </tr> </thead> <tbody> <tr> <td>PK-5, Balancing Informational and Literary Texts</td> <td>A balance of authentic informational and literary texts</td> </tr> <tr> <td>6-12, Building Knowledge in the Disciplines</td> <td>Knowledge-based questions about discipline-specific, informational text</td> </tr> <tr> <td>Staircase of Complexity</td> <td>Higher level of text complexity appropriate to grade level</td> </tr> <tr> <td>Text-Based Answers</td> <td>Evidence from text, including paired passages, to make an argument, inform or explain; short, focused research</td> </tr> <tr> <td>Writing From Sources</td> <td></td> </tr> <tr> <td>Academic Vocabulary</td> <td>Tier Two words which can be discerned from the text.</td> </tr> </tbody> </table> <p>Adapted from engageNY</p>	Instructional Shifts	Assessment Shifts	PK-5, Balancing Informational and Literary Texts	A balance of authentic informational and literary texts	6-12, Building Knowledge in the Disciplines	Knowledge-based questions about discipline-specific, informational text	Staircase of Complexity	Higher level of text complexity appropriate to grade level	Text-Based Answers	Evidence from text, including paired passages, to make an argument, inform or explain; short, focused research	Writing From Sources		Academic Vocabulary	Tier Two words which can be discerned from the text.	<p>Implications for Instruction and Assessment</p>	<p>This slide reiterates the necessity for instruction and assessment to align. It is not enough to revise curriculum to reflect the CCSS, assessment must reflect the CCSS and its Shifts as well.</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>
Instructional Shifts	Assessment Shifts																	
PK-5, Balancing Informational and Literary Texts	A balance of authentic informational and literary texts																	
6-12, Building Knowledge in the Disciplines	Knowledge-based questions about discipline-specific, informational text																	
Staircase of Complexity	Higher level of text complexity appropriate to grade level																	
Text-Based Answers	Evidence from text, including paired passages, to make an argument, inform or explain; short, focused research																	
Writing From Sources																		
Academic Vocabulary	Tier Two words which can be discerned from the text.																	






## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Critical Conversations About "The Big Shifts"</p> <p><b>READING</b></p> <ol style="list-style-type: none"> <li>1. <b>Informational text</b> must be studied in <b>addition to literature</b>.</li> <li>2. <b>Foundational reading skills</b> are more specifically defined K-5.</li> <li>3. <b>Text complexity and range of text types</b> is more specifically defined to <b>ensure consistency and rigor</b>.</li> <li>4. <b>Close reading</b> is required for acquiring knowledge from text and deepening comprehension.</li> <li>5. <b>Technology</b> is viewed as <b>more than a tool</b>; it changes reading and reading instruction.</li> </ol>	<p>Critical Conversations about "The Big Shifts" - Reading</p>	<p>The following slides will take participants through the Shifts specific to each strand.</p> <ul style="list-style-type: none"> <li>• This slide illustrates the major emphases in the CCSS Reading strand.</li> <li>• These points provide educators with a beginning point for critical conversation about the impact of the CCSS on curriculum, instruction and assessment and are intended to be used alongside the CCSS and the accompanying appendix documents; i.e. Appendix A for and explanation of Text Complexity, Appendix B for Text Exemplars.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Table copies of the appendices (optional)</li> </ul>	<p>Whole Group</p>
 <p>Critical Conversations About "The Big Shifts"</p> <p><b>WRITING</b></p> <ol style="list-style-type: none"> <li>1. <b>Narrative, informative/explanatory, and opinion/argument</b> writing are emphasized.</li> <li>2. Writing exemplars are included to ensure <b>consistent rigorous expectations</b> for student writing.</li> <li>3. <b>Research and inquiry</b> are emphasized as <b>processes</b> rather than a text type.</li> <li>4. <b>Technology</b> is viewed as <b>more than a tool</b>; it changes writing and writing instruction.</li> </ol>	<p>Critical Conversations about "the Big Shifts" - Writing</p>	<ul style="list-style-type: none"> <li>• This slide illustrates the major emphases in the CCSS Writing strand.</li> <li>• These points provide educators with a beginning point for critical conversation about the impact of the CCSS on curriculum, instruction and assessment and are intended to be used alongside the CCSS and the accompanying appendix documents; i.e. Appendix A for an explanation of Text Types and Appendix C for writing exemplars. (Note: Participants will not see text-based writing in the exemplars; our guess would be that there was none available to show the</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> <li>• Table copies of the appendices (optional)</li> </ul>	<p>Whole Group</p>




### ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>rigor of the CCSS. However, the exemplars and their annotations can be used to help understand the writing standards; i.e. “sense of closure”</p> <ul style="list-style-type: none"> <li>Note that a big shift for Delaware is away from emotional appeals in persuasive writing to opinions and arguments grounded in evidence.</li> <li>Another big shift for Delaware is around short-focused research; research and inquiry embedded in every unit as students manipulate multiple texts to synthesize information to answer a question(s).</li> </ul>		
 <p>Critical Conversations About “The Big Shifts”</p> <p><b>SPEAKING and LISTENING</b></p> <ol style="list-style-type: none"> <li>1. <b>Discussion</b> is viewed as a key component of learning and shared knowledge.</li> <li>2. Speaking and listening are viewed as <b>embedded aspects</b> of every English Language Arts classroom.</li> <li>3. <b>Technology</b> is viewed as <b>more than a tool</b>; it changes the way speaking and listening occurs.</li> </ol>	<p>Critical Conversations about “the Big Shifts” - Speaking and Listening</p>	<ul style="list-style-type: none"> <li>This slide illustrates the major emphases in the CCSS Speaking and Listening strand.</li> <li>These points provide educators with a beginning point for critical conversation about the impact of the CCSS on curriculum, instruction and assessment and are intended to be used alongside the CCSS and the accompanying appendix documents.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Table copies of the appendices (optional)</li> </ul>	<p>Whole Group</p>




## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Critical Conversations About “The Big Shifts”</p> <p><b>LANGUAGE</b></p> <ol style="list-style-type: none"> <li><b>Punctuation and grammar</b> instruction must occur in <b>embedded and authentic</b> contexts.</li> <li><b>Vocabulary instruction</b> must be intentional and occur in authentic contexts.</li> </ol>	<p>Critical Conversations about “the Big Shifts” - Language</p>	<ul style="list-style-type: none"> <li>This slide illustrates the major emphases in the CCSS Language strand.</li> <li>These points provide educators with a beginning point for critical conversation about the impact of the CCSS on curriculum, instruction and assessment and are intended to be used alongside the CCSS and the accompanying appendix documents.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> <li>Table copies of the appendices (optional)</li> </ul>	<p>Whole Group</p>
 <p>3-2-1 with the Shifts</p> <p>Work with a partner/small group to explore the <i>Delaware Guide to the Shifts in ELA CCSS</i>:</p> <ul style="list-style-type: none"> <li>3 things you discovered</li> <li>2 things that are interesting</li> <li>1 question you may have</li> </ul>  <p>We will debrief/share out together.</p>	<p>3-2-1 with the Shifts</p>	<ul style="list-style-type: none"> <li>This activity will take participants deeper into the 6 shifts.</li> <li>Participants will be in jigsaw groupings becoming an expert on one of the shifts.</li> <li>They will use Delaware’s Guide to the Shifts to complete: <ul style="list-style-type: none"> <li>3 things they discover</li> <li>2 things that are interesting</li> <li>1 question they may have</li> </ul> </li> <li>Encourage participants to review the shift individually and complete their own 3-2-1; then, work with their expert group to create a 3-2-1 poster sheet to share with the larger group.</li> <li>Participants should look at the instructional shift, assessment shift, implications for instruction,</li> </ul>	<ul style="list-style-type: none"> <li>Delaware’s Guide to the Six Shifts</li> <li>3-2-1 Shifts Activity Organizer</li> <li>3-Column Shifts Organizer (optional for use to debrief after the 3-2-1 activity)</li> <li>Large Poster Post It paper</li> <li>Markers</li> </ul>	<p>Jigsaw</p> <ul style="list-style-type: none"> <li>Count off participants 1-6</li> <li>All “1s” will meet and become an expert on Shift#1, etc.</li> <li>Expert groups will complete a 3-2-1 Poster Sheet on their shift to report out to the larger group</li> </ul>




## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>implications for administrators, and the resource section.</p> <ul style="list-style-type: none"> <li>If participants have limited knowledge of the Delaware Shifts document, review the organization of the document first.</li> </ul>		
 <p>Whole Group Debrief/Share Out</p> <ul style="list-style-type: none"> <li>A representative from each group will share the 3-2-1 for their shift</li> <li>Prepare to review the shifts by examining the rationale and the implications for instruction</li> <li>You will need your 3-column chart, <i>Shifts in the ELA Common Core State Standards</i></li> </ul>	<p>Whole Group Debrief/Share Out</p>	<ul style="list-style-type: none"> <li>Review the directions for the whole group share out by expert group representatives.</li> <li>After the share out, prepare participants for a final review of the shifts using the 3-column chart (optional)</li> </ul>	<ul style="list-style-type: none"> <li>3-2-1 expert posters</li> <li>3-Column Shifts Chart for review</li> </ul>	<ul style="list-style-type: none"> <li>Expert groups</li> <li>Whole group</li> </ul>
 <p>Shift #1: PK-5, Balance of Informational and Literary Text</p> <ul style="list-style-type: none"> <li><b>Rationale:</b> Elementary students typically encounter curriculum that is heavily influenced by literary text.</li> <li><b>Implications for Instruction:</b> Elementary students need a balance (50/50); they need to learn the structures of both literary and informational text to deepen comprehension.</li> </ul>	<p>PK-5, Balance of Informational and Literary Text</p>	<ul style="list-style-type: none"> <li>Review the rationale and implications for instruction.</li> <li>In addition, students need to be comfortable moving between literary and informational text within the same unit of study.</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart</li> </ul>	<p>Whole Group</p>
 <p>Shift #2: 6-12, Building Knowledge in the Disciplines</p> <ul style="list-style-type: none"> <li><b>Rationale:</b> Literacy needs to be owned by all.</li> <li><b>Implications for Instruction:</b> Students need an opportunity to read a variety of discipline-specific texts <ul style="list-style-type: none"> <li>Literary Nonfiction and Informational Text for ELA</li> <li>Discipline-specific texts across other content areas</li> </ul> </li> </ul>	<p>6-12, Building Knowledge in the Disciplines</p>	<ul style="list-style-type: none"> <li>Review the rationale and implications for instruction.</li> <li>According to Sue Pimentel and Dick Allington (2012), secondary ELA curriculum should include approximately 25% literary nonfiction and informational text. However...until content teachers</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart</li> </ul>	<p>Whole Group</p>



## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS												
		consistently use text via embedded literacy skills, secondary ELA teachers may need to fill the gap with up to 40% literary nonfiction and informational texts in their programs.														
 <p>Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Literary</th> <th>Informational</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>8</td> <td>40%</td> <td>60%</td> </tr> <tr> <td>12</td> <td>30%</td> <td>70%</td> </tr> </tbody> </table> <p>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.</p>	Grade	Literary	Informational	4	50%	50%	8	40%	60%	12	30%	70%	NAEP Percentages	<ul style="list-style-type: none"> <li>Note that the percentages of informational text should come from across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart and/or PPT for note-taking</li> </ul>	Whole Group
Grade	Literary	Informational														
4	50%	50%														
8	40%	60%														
12	30%	70%														
 <p>Shift #3: Staircase of Complexity</p> <ul style="list-style-type: none"> <li><b>Rationale:</b> All students need to read a range of texts; they need appropriate scaffolding to be able to read closely and analyze challenging text.</li> <li><b>Implications for Instruction:</b> Choose short and extended texts that represent a range. Teach students how to choose books (independent, challenging, just right). Model how to read closely and analyze text. Let students productively struggle.</li> </ul>	Staircase of Complexity	<ul style="list-style-type: none"> <li>Review the rationale and implications for instruction.</li> <li>Teachers should be prepared to spend more time with text to allow students to analyze and synthesize what the text has to offer.</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart</li> </ul>	Whole Group												
 <p>A need for complex text...</p> <ul style="list-style-type: none"> <li>An analysis of schoolbooks found that text difficulty has been significantly reduced from texts published in 1919 to those published in 1991 (Adams, 2010–2011; Hayes Wolfer, &amp; Wolfe, 1996).</li> </ul>	A Need for Complex Text	<ul style="list-style-type: none"> <li>Note that instead of bringing students up to the level of school texts, textbooks have come down to the level of our students. Therefore, a gap exists of where students are when they leave high school and where they need to be when they enter college and/or the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart and/or PPT for note-taking</li> </ul>	Whole Group												



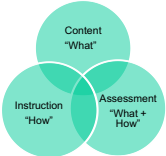
## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Shift #4: Text-Based Answers</p> <ul style="list-style-type: none"> <li><b>Rationale:</b> Students need to discuss/ answer text-dependent questions – not text-inspired or “cookie cutter”</li> <li><b>Implications for Instruction:</b> Teachers need to ask text-based questions and teach students how to refer back to the text to gather evidence. Encourage students to use text-dependent questions during discussions.</li> </ul>	Text-Based Answers	<ul style="list-style-type: none"> <li>Review the rationale and implications for instruction.</li> <li>Text-inspired questions are good for class discussions to probe background knowledge; they are not good for evidence-based discussions and/or writing. An example of a text-inspired question, “Casey just hit 6 homeruns in the story _____, have you ever hit a homerun?”</li> <li>Cookie cutter questions, such as, “Who is the main character”, do not lend themselves to evidence-based discussions and/or writing.</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart</li> </ul>	Whole Group
 <p>Text evidence</p> <ul style="list-style-type: none"> <li>Based on Conley’s 4 intellectual standards – a rough basis for an ELA curriculum in the 21<sup>st</sup> Century: <ul style="list-style-type: none"> <li>Students would resolve conflicting viewpoints as they argued and made inferences about the characters and life issues in <i>Green Eggs and Ham</i>, the <i>Ramona Quimby</i> books, <i>Wiesel’s Night</i>, or current events articles from <i>TIME for Kids</i> or <i>Newsweek</i>.</li> </ul> </li> </ul>	Text Evidence	In the text, Focus by Mike Schmoker, Conley sets forth a curriculum for the 21 <sup>st</sup> Century learner.	<ul style="list-style-type: none"> <li>3-Column Shifts Chart and/or PPT for note-taking</li> </ul>	Whole group
 <p>Shift #5: Writing From Sources</p> <ul style="list-style-type: none"> <li><b>Rationale:</b> Students need to learn how to gather evidence to marshal an argument, using multiple sources.</li> <li><b>Implications for Instruction:</b> Students need to do purposeful writing that requires text evidence. Short, focused research, using multiple texts, needs to be a staple in a unit.</li> </ul>	Writing from Sources	<ul style="list-style-type: none"> <li>Review the rationale and implications for instruction.</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart</li> </ul>	Whole Group

## ELA Common Core Overview: Module 1



TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Writing from sources</p> <ul style="list-style-type: none"> <li>We don't learn to read well by being taught reading skills. We learn to read well by reading a lot for meaning: to analyze or support arguments, to arrive at our own opinions as we make inferences or attempt to solve problems. (Schmoker, 2011) p. 107</li> </ul>	Writing from Sources	Review quote from Schmoker, 2011, p. 107.	<ul style="list-style-type: none"> <li>3-Column Shifts Chart and/or PPT for note-taking</li> </ul>	Whole Group
 <p>Shift #6: Academic Vocabulary</p> <ul style="list-style-type: none"> <li><b>Rationale:</b> Teachers need to spend more time on academic vocabulary (Tier 2).</li> <li><b>Implications for Instruction:</b> Tier 2 vocabulary (or academic vocabulary) exposes students to multi-meaning words that transcend all content areas. Tier 3 vocabulary is domain or discipline-specific and should be encountered in the content-area classroom in an authentic context.</li> </ul>	Academic Vocabulary	<ul style="list-style-type: none"> <li>Review the rationale and implications for instruction.</li> <li>Typically, tier 2 vocabulary was chosen by the textbook company not the teacher. Studies have shown that anthology-driven vocabulary needs a second look to ensure that it is tier 2. (Refer to <a href="http://www.achievethecore.org">www.achievethecore.org</a> The Basal Alignment Project (BAP); this project has review the 8 major anthologies K-5 for academic vocabulary and text-dependent questions.)</li> <li>Typically, secondary teachers have not focused on tier 2 vocabulary although tier 2 words are needed in the service of reading. Especially in ELA where the content words are NOT in the service of reading the text; i.e. theme.</li> <li>All teachers K-12 need to spend time on both academic (tier 2) and</li> </ul>	<ul style="list-style-type: none"> <li>3-Column Shifts Chart</li> </ul>	Whole Group

### ELA Common Core Overview: Module 1




TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Pinwheel Discussions: Texts in Conversation</p> <ul style="list-style-type: none"> <li>• <a href="https://www.teachingchannel.org/videos/high-school-literature-lesson-plan">https://www.teachingchannel.org/videos/high-school-literature-lesson-plan</a> <ul style="list-style-type: none"> <li>– Sarah Wessling Brown – National Teacher of the year, 2010</li> <li>– Which “shifts” are evident in this lesson?</li> <li>– Debrief/share whole group</li> </ul> </li> </ul>	<p>Pinwheel Discussions: Text in Conversation</p>	<p>discipline-specific (tier 3) vocabulary.</p> <ul style="list-style-type: none"> <li>• This video clip features Sarah Wessling Brown’s classroom. The students are AP English students (make participants aware that although these students may not “look” like our students, please focus on the classroom instruction).</li> <li>• This video will give participants an opportunity to see the Shifts at the classroom level.</li> <li>• Participants should note evidence of the Shifts in this lesson. (writing from sources, text-dependent questions, academic and discipline-specific vocabulary, text evidence, complex text)</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>
 <p>What do the Shifts signify?</p> 	<p>What do the Shifts signify?</p>	<p>Review with the participants what the Shifts signify now that we have been through the standards, Publishers’ Criteria, and the Shifts.</p>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>



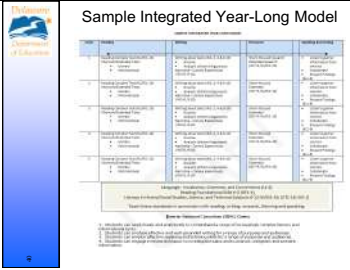
## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Advantages to Common Core State Standards</p> <ul style="list-style-type: none"> <li>Although the Standards are divided into Reading, Writing, Speaking and Listening, the processes of communication are closely connected:               <ul style="list-style-type: none"> <li>Writing standard 9 requires that students be able to write about what they read.</li> <li>Speaking and Listening standard 4 sets the expectation that students will share findings from their research.</li> </ul> </li> <li>The benefits of an integrated literacy approach – all DE educators have a <i>shared responsibility for literacy instruction, regardless of discipline or content area.</i></li> </ul>	<p>Advantages to the Common Core Standards</p>	<ul style="list-style-type: none"> <li>Discuss the benefits of the integrated nature of the standards (participants should have noticed this during the Name the Standards Activity).</li> <li>Discuss the benefits of a shared literacy approach.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>
 <p>CCSS Foundations of English Language Arts Discipline</p> <ul style="list-style-type: none"> <li>English Language arts is an <i>integrated discipline</i> and even though represented in standards as four distinct areas these should be taught in <i>rich, authentic learning contexts</i> (CCSS, p. 4)</li> <li>The concept of <i>what it means</i> to be literate is constantly <i>changing</i> and the <i>process</i> of becoming literate occurs over an entire lifetime (CCSS, p. 4)</li> <li><i>Critical thinking</i> and problem solving, <i>communication, collaboration,</i> and <i>creativity</i> are <i>essential</i> attributes of being college and career ready (CCSS, p. 7)</li> <li>Learning is a <i>social</i> event requiring <i>diversity of texts, multiple language uses,</i> and sharing of <i>multiple perspectives</i> in order to explore and analyze the world (CCSS, p. 7)</li> </ul>	<p>CCSS Foundations of English Language Arts Discipline</p>	<p>This slide review important information stated in the ELA Standards document.</p> <ul style="list-style-type: none"> <li>ELA is an integrated discipline. Though the CCSS are separated into strands, the processes of reading, writing, speaking, listening, viewing, and representing happen in a connected way.</li> <li>As society and technology change, so does literacy. Literacy evolves as widening perspectives change the way we communicate. Students begin the process of becoming literate before entering school and continue this process long after formal schooling is completed.</li> <li>21<sup>st</sup> Century skills are embedded in the ELA CCSS.</li> <li>Exposure to different genres and text types, and access to multiple</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	<p>Whole Group</p>



## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		and global perspectives provide a venue to explore and analyze the world.		
 <p>Integrated Model of Literacy</p> <ul style="list-style-type: none"> <li>Approaching literacy from an integrated perspective... <ul style="list-style-type: none"> <li>Instruction focuses on making the common structures and processes across text visible to students</li> <li>By knowing text patterns, students can build common, shared understandings about how text works.</li> </ul> </li> </ul> <p>— (Engel &amp; Manago, 1991)</p>	Integrated Model of Literacy	<ul style="list-style-type: none"> <li>Review the information on the slide about approaching literacy from an integrated perspective.</li> <li>This slide reiterates the need for students to understand text structure and be comfortable working with both literary and informational text within the same unit.</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group
 <p>Integrated Model of Literacy</p> <ul style="list-style-type: none"> <li>An integrated model of literacy gives students the opportunity to find logical and purposeful connections among texts using reading skills and strategies.</li> <li>An important feature of the ELA Common Core State Standards is the representation of reading comprehension skills in a <b>similar manner across informational text and literature</b></li> </ul> <p>— (Liebering &amp; Meltzer, 2011)</p>	Integrated Model of Literacy	<ul style="list-style-type: none"> <li>Students need opportunities to read, write, listen, discuss, view a variety of text types with a range of complexity.</li> <li>An important feature of the CCSS is that the literary and informational standards mirror each other.</li> <li>Have participants look at a chosen grade level to see the similarities between the informational and literary reading standards.</li> </ul>	<ul style="list-style-type: none"> <li>ELA CCSS</li> <li>PPT for note-taking</li> </ul>	Whole Group
 <p>That was then...this is now.</p> <ul style="list-style-type: none"> <li>Literary Unit <ul style="list-style-type: none"> <li>Story Map</li> <li>Predictions</li> <li>Author's Purpose</li> <li>Writer's Workshop – Narrative</li> </ul> </li> <li>Informational Unit</li> <li>Research Unit</li> <li>Themes/Unit <ul style="list-style-type: none"> <li>Text Structures for both literary and informational</li> <li>Gather evidence for both literary and informational</li> <li>Author's purpose/perspective both</li> <li>Writer's workshop that includes both opinion or informational and narrative writing</li> <li>Integrated research</li> </ul> </li> </ul>	That was then...this is now	<ul style="list-style-type: none"> <li>Curriculum typically covered one text type per unit, therefore, not giving students an opportunity to see similarities and differences in structures and patterns.</li> <li>Research was typically one sustained project without the opportunity for</li> </ul>	<ul style="list-style-type: none"> <li>PPT for note-taking</li> </ul>	Whole Group

### ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<p>regular interaction with multiple texts to answer question(s). Sustained projects should come after students have built background knowledge and can craft deep questions that require further investigation (after short-focused research opportunities).</p>		
 <p>Sample Integrated Year-Long Model</p>	<p>Sample Integrated Year-Long Model</p>	<ul style="list-style-type: none"> <li>• This model serves to show that CCSS units of instruction need to be deeper and integrated incorporating all strands.</li> <li>• The numbers on the side represent “units” – there is NOT a significance in the numbers per se...although, most are seeing the need to spend more time within a unit therefore working through 4 units a year vs. 6 units with an introductory unit to “set the stage” for the year; i.e. explicitly teaching protocols, rubrics, expectations, etc.</li> <li>• The SBAC ELA Claims are included to show the alignment of instruction and assessment. Participants can read more about the SBAC Claims by going to the SBAC website via the CCSS DOE Website.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	

## ELA Common Core Overview: Module 1

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS				
 <p>What is Rigor?</p> <table border="1" data-bbox="157 446 441 560"> <tr> <td><b>Rigor is NOT</b></td> <td><b>Rigor IS</b></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>•A special program or curriculum for select students</li> <li>•About severity or hardship</li> <li>•About back-to-basics</li> <li>•About higher-order thinking</li> <li>•A measure of quantity of content to be covered</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>•Rigor is the goal of helping students develop the capacity to understand content that is <i>complex, ambiguous, provocative, and personally or emotionally challenging</i></li> <li>•Students need to <i>productively</i> struggle</li> </ul> </td> </tr> </table> <p>From <i>Teaching What Matters Most: Standards and Strategies for Raising Student Achievement</i> by Richard W. Strong, Harvey F. Silver and Matthew J. Perini, ASCD, 2001</p>	<b>Rigor is NOT</b>	<b>Rigor IS</b>	<ul style="list-style-type: none"> <li>•A special program or curriculum for select students</li> <li>•About severity or hardship</li> <li>•About back-to-basics</li> <li>•About higher-order thinking</li> <li>•A measure of quantity of content to be covered</li> </ul>	<ul style="list-style-type: none"> <li>•Rigor is the goal of helping students develop the capacity to understand content that is <i>complex, ambiguous, provocative, and personally or emotionally challenging</i></li> <li>•Students need to <i>productively</i> struggle</li> </ul>	<p>What is Rigor?</p>	<ul style="list-style-type: none"> <li>• There has been a lot of discussion about rigor since the introduction of the CCSS.</li> <li>• It is important to point out that rigor is a goal for ALL students.</li> <li>• Students need to be expected to productively struggle; teachers need to model and monitor what that looks like in their classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• PPT for note-taking</li> </ul>	<p>Whole Group</p>
<b>Rigor is NOT</b>	<b>Rigor IS</b>							
<ul style="list-style-type: none"> <li>•A special program or curriculum for select students</li> <li>•About severity or hardship</li> <li>•About back-to-basics</li> <li>•About higher-order thinking</li> <li>•A measure of quantity of content to be covered</li> </ul>	<ul style="list-style-type: none"> <li>•Rigor is the goal of helping students develop the capacity to understand content that is <i>complex, ambiguous, provocative, and personally or emotionally challenging</i></li> <li>•Students need to <i>productively</i> struggle</li> </ul>							
 <p>What does it mean to be ELA Common Core-Ready?</p> <ul style="list-style-type: none"> <li>• There is an understanding of the CCSS Structure <ul style="list-style-type: none"> <li>– Reading</li> <li>– Writing</li> <li>– Speaking &amp; Listening</li> <li>– Language</li> </ul> </li> <li>• There is an understanding of the shifts <ul style="list-style-type: none"> <li>– implications for instruction</li> <li>– implications for assessment</li> </ul> </li> <li>• There is an understanding of the Publishers' Criteria <ul style="list-style-type: none"> <li>– to ensure alignment of materials with the Standards</li> <li>– to provide a clear and consistent framework</li> </ul> </li> </ul>	<p>What does it mean to be ELA Common Core-Ready?</p>	<ul style="list-style-type: none"> <li>• It is not enough to know where to find the standards or to have read through them, or unpacked them.</li> <li>• We need a deep understanding of the structure of the CCCSS and how each strand interacts with the other to foster integration.</li> <li>• We need a deep understanding of the Shifts in order to teach and assess with the rigor expected of the CCSS.</li> <li>• Lastly, we need a deep understanding of the Publishers' Criteria to ensure our current programs, materials, and resources align to the CCSS.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>					