







ELA Common Core Overview: Module 3

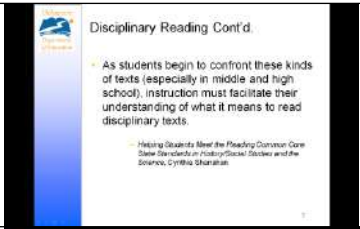
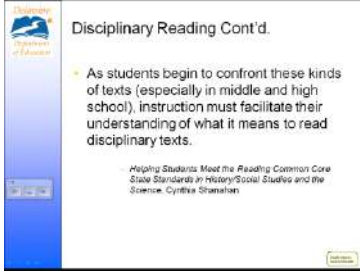
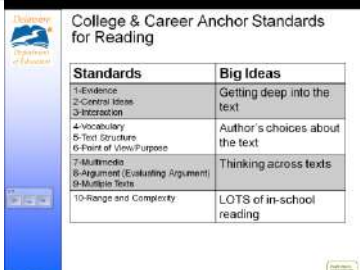
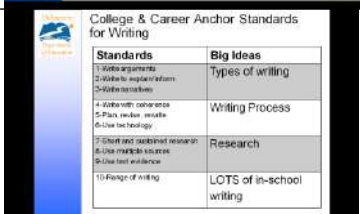
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>The logo for the Discipline-Specific Literacy Module 3 Reading Cadre. It features a blue vertical bar on the left with a small Delaware state flag icon at the top. To the right of the bar, the text "Discipline-Specific Literacy" is written in blue, and "Module 3 Reading Cadre" is written in a smaller font below it.</p>	ELA Common Core Overview	<ul style="list-style-type: none"> Welcome! This module was created as part of a series of training for ELA CCSS. Check the materials list well in advance of completing or using this module for training. 	<ul style="list-style-type: none"> Module PPT Module Overview Analysis of Informational Text Structures Activity Text Dependent vs. Text Inspired Activity Performance Tasks a. http://www.smarterbalanced.org/wordpress/wp-content/uploads/2012/09/performance-tasks/tulips.pdf Delaware's Guide to the Shifts www.engageny.com Video Resources www.teachingchannel.com www.pd360.com www.engageny.com Web Resources www.engageny.com www.doe.k12.de.us/common-core www.teachingchannel.com Speakers (Optional for Video) Large Post It Paper/markers/pens/pencils/small Post Its 	Whole Group



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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 Agenda <ul style="list-style-type: none"> Defining Content and Disciplinary Literacy CCSS Anchor Standards for Literacy in Grades 3-5 The Shifts Across the Content Areas Closer Look at the Standards Hands-on Activities with the Shifts Elementary Module Next Steps for Modules 	Give Overview of the Agenda	<ul style="list-style-type: none"> Provide focus for teachers. Remind the elementary teachers that there is a BALANCE of Informational Text not a focus of Informational text. 		Whole Group
 Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-12 <ul style="list-style-type: none"> a focus on discipline-specific vocabulary an acknowledgement of unique text structures found in informational text the expectation that students will read and write in non-ELA classrooms the expectation that students will develop informational/technical writing skills a focus on critical analysis and evidence 	Focus of Why We Teach a Balance of Literary and Informational Text	<ul style="list-style-type: none"> Discuss that the elementary teachers provide a foundation of the informational text. 		Whole Group
 Implications of Discipline-Specific Literacy <ul style="list-style-type: none"> Discipline-specific (DS) literacy is not the same as content knowledge <ul style="list-style-type: none"> Content knowledge is a prerequisite for discipline-specific literacy DS literacy is content specific. In DS literacy, reading and writing are complimentary tasks. The greatest gains can be expected when reading and writing are used in tandem. 	The Background of Discipline Specific Literacy	<ul style="list-style-type: none"> Go over slide talk with teachers about how to implement across all the disciplines. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	Whole Group
 International Studies <ul style="list-style-type: none"> 4th grade U.S. students performed among the best in the world 8th grade U.S. students performed considerably lower 10th grade U.S. students ranked among the lowest of the nations studied <p><i>Carnegie Council on Advancing Adolescent Literacy, 2010</i></p>	International Studies	<ul style="list-style-type: none"> This slide describes for teachers the need for informational text. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	Whole Group

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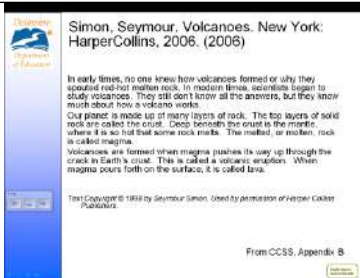
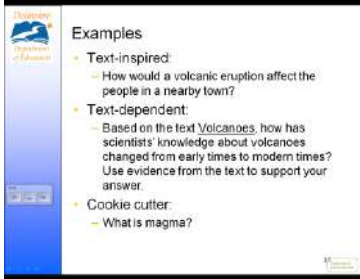
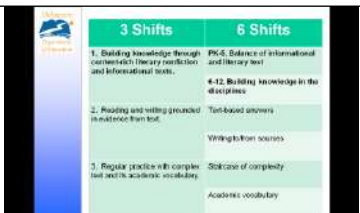
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
	International Studies Cont.	<ul style="list-style-type: none">This slide describes for teachers the need for informational text.	<ul style="list-style-type: none">Copy of the PPT for note-taking	Whole Group
	International Studies Cont.	<ul style="list-style-type: none">This slide describes for teachers the need for informational text.	<ul style="list-style-type: none">Copy of the PPT for note-taking	Whole Group
	CCR Anchor Standards	<ul style="list-style-type: none">Review the Anchor standards with the group. These are K-12.	<ul style="list-style-type: none">PPT for note-taking	Whole Group
	CCR Anchor Cont.	<ul style="list-style-type: none">Review the Anchor Standards with the group. These are K-12.	<ul style="list-style-type: none">PPT for note-taking	Whole Group

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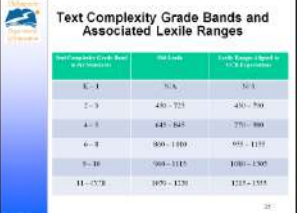
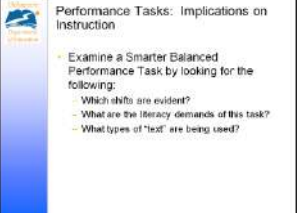
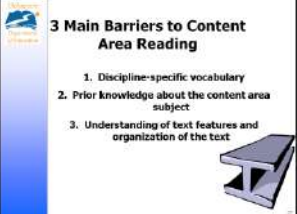
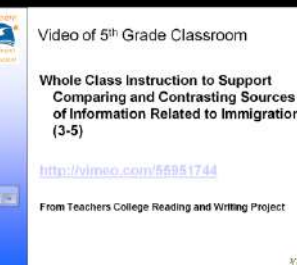
TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS						
<div> Content Area Reading</div> <div>Generalizable skills and activities that can be used in all or most reading:<ul style="list-style-type: none">• KWL• SQ3R• Word Maps• Frayer Model• Summarization• QAR</div>	Content Area Reading	<ul style="list-style-type: none">• These are the big ideas that are general resources that teachers can use to teach in the content areas.• Review that these are basic and can be extended for increased learning.	<ul style="list-style-type: none">• PPT for note-taking	Whole Group						
<div> Disciplinary Reading</div> <div><ul style="list-style-type: none">• Specialized skills and activities• Idea is to consider the learning demands of subject matter• Example: text is essential<ul style="list-style-type: none">• Pictures differ in their role• Technical drawings• Information may be descriptive, sequential, relational, hierarchical, causal</div>	Background of Disciplinary Reading	<ul style="list-style-type: none">• Discuss that disciplinary reading is specialized skills that are incorporated into each content area.	<ul style="list-style-type: none">• PPT for note-taking	Whole Group						
<div> Teaching Structures</div> <div><table><thead><tr><th colspan="2">Structure (Organizational)</th></tr></thead><tbody><tr><th>Library</th><th>Informational</th></tr><tr><td>Story elements<ul style="list-style-type: none">• Characters• Setting• Problem/solution• Plot</td><td><ul style="list-style-type: none">• Cause and Effect• Sequence• Problem/solution• Description• Compare and Contrast</td></tr></tbody></table></div>	Structure (Organizational)		Library	Informational	Story elements <ul style="list-style-type: none">• Characters• Setting• Problem/solution• Plot	<ul style="list-style-type: none">• Cause and Effect• Sequence• Problem/solution• Description• Compare and Contrast	Teaching Structures	<ul style="list-style-type: none">• Review teaching structures.	<ul style="list-style-type: none">• PPT for note-taking and/or this slide printed full size.	Whole Group
Structure (Organizational)										
Library	Informational									
Story elements <ul style="list-style-type: none">• Characters• Setting• Problem/solution• Plot	<ul style="list-style-type: none">• Cause and Effect• Sequence• Problem/solution• Description• Compare and Contrast									
<div> Teaching Features</div> <div><table><thead><tr><th colspan="2">Text Features</th></tr></thead><tbody><tr><th>Library</th><th>Informational</th></tr><tr><td><ul style="list-style-type: none">• Title• Chapter Index (or Chapter Book)• Illustrations• Side Panel• Continuous Text• Paragraphing• Dialogue</td><td><ul style="list-style-type: none">• Title• Table of Contents• Index• Photos• Captions• Chapters• Glossary• Date line (periodicals)• Side Panel• Headings• Subheadings</td></tr></tbody></table><div><small>*The slide reader lists 12 teaching features relevant to understanding texts. The table lists only some of the features of interest.</small></div></div>	Text Features		Library	Informational	<ul style="list-style-type: none">• Title• Chapter Index (or Chapter Book)• Illustrations• Side Panel• Continuous Text• Paragraphing• Dialogue	<ul style="list-style-type: none">• Title• Table of Contents• Index• Photos• Captions• Chapters• Glossary• Date line (periodicals)• Side Panel• Headings• Subheadings		<ul style="list-style-type: none">• Teachers understand text features.	<ul style="list-style-type: none">• PPT for note-taking.	Whole Group
Text Features										
Library	Informational									
<ul style="list-style-type: none">• Title• Chapter Index (or Chapter Book)• Illustrations• Side Panel• Continuous Text• Paragraphing• Dialogue	<ul style="list-style-type: none">• Title• Table of Contents• Index• Photos• Captions• Chapters• Glossary• Date line (periodicals)• Side Panel• Headings• Subheadings									

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 <p>Simon, Seymour. <i>Volcanoes</i>. New York: HarperCollins, 2006. (2006)</p> <p>In early times, no one knew how volcanoes 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.</p> <p>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.</p> <p>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.</p> <p>Text Copyright © 1997 by Seymour Simon. Used by permission of HarperCollins Publishers.</p> <p>From CCSS, Appendix B</p>		<ul style="list-style-type: none">Have teachers read the passage.	<ul style="list-style-type: none">PPT for note-taking	Small Groups													
 <p>Examples</p> <ul style="list-style-type: none">Text-inspired:<ul style="list-style-type: none">How would a volcanic eruption affect the people in a nearby town?Text-dependent:<ul style="list-style-type: none">Based on the text <i>Volcanoes</i>, how has scientists' knowledge about volcanoes changed from early times to modern times? Use evidence from the text to support your answer.Cookie cutter:<ul style="list-style-type: none">What is magma?		<ul style="list-style-type: none">Review what text inspired and text dependent questions are with teachers.	<ul style="list-style-type: none">PPT for note-taking	Whole Group													
		<ul style="list-style-type: none">Review with staff.	<ul style="list-style-type: none">PPT for note-taking	Whole Group													
 <table><thead><tr><th>3 Shifts</th><th>6 Shifts</th></tr></thead><tbody><tr><td>1. Building knowledge through content-rich literary selection and informational texts.</td><td>PK-6. Balance of informational and literary text</td></tr><tr><td>2. Reading and writing grounded in evidence from text.</td><td>4-12. Building knowledge in the disciplines</td></tr><tr><td>3. Regular practice with complex text and academic vocabulary.</td><td>Text-based answers</td></tr><tr><td></td><td>Writing from sources</td></tr><tr><td></td><td>Solutions 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 selection and informational texts.	PK-6. Balance of informational and literary text	2. Reading and writing grounded in evidence from text.	4-12. Building knowledge in the disciplines	3. Regular practice with complex text and academic vocabulary.	Text-based answers		Writing from sources		Solutions of complexity		Academic vocabulary	<ul style="list-style-type: none">Go over the shifts.	<ul style="list-style-type: none">PPT for note-taking	Whole Group
3 Shifts	6 Shifts																
1. Building knowledge through content-rich literary selection and informational texts.	PK-6. Balance of informational and literary text																
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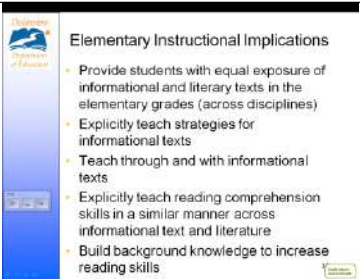
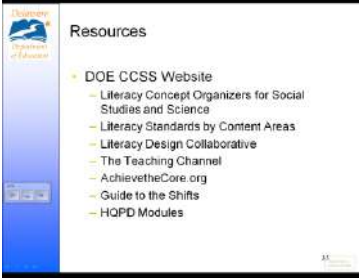
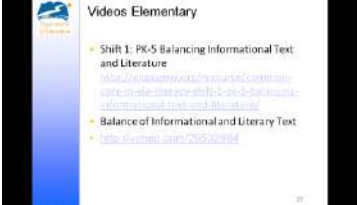
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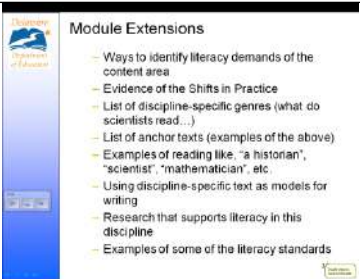

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS																					
 <p>Text Complexity Grade Bands and Associated Lexile Ranges</p> <table><thead><tr><th>Text Complexity Grade Band</th><th>Lexile Range</th><th>Text Type (Based on CCSS Exemplars)</th></tr></thead><tbody><tr><td>K-1</td><td>NA</td><td>NA</td></tr><tr><td>2-3</td><td>400-725</td><td>400-700</td></tr><tr><td>4-5</td><td>800-1200</td><td>750-900</td></tr><tr><td>6-8</td><td>1000-1300</td><td>950-1150</td></tr><tr><td>9-10</td><td>1200-1400</td><td>1050-1300</td></tr><tr><td>11-12</td><td>1400-1600</td><td>1250-1550</td></tr></tbody></table>	Text Complexity Grade Band	Lexile Range	Text Type (Based on CCSS Exemplars)	K-1	NA	NA	2-3	400-725	400-700	4-5	800-1200	750-900	6-8	1000-1300	950-1150	9-10	1200-1400	1050-1300	11-12	1400-1600	1250-1550		<ul style="list-style-type: none">Review the text complexity bands. Note that these have changed since August 2012.	<ul style="list-style-type: none">PPT for note-taking	Whole Group
Text Complexity Grade Band	Lexile Range	Text Type (Based on CCSS Exemplars)																							
K-1	NA	NA																							
2-3	400-725	400-700																							
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9-10	1200-1400	1050-1300																							
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 <p>Performance Tasks: Implications on Instruction</p> <ul style="list-style-type: none">Examine a Smarter Balanced Performance Task by looking for the following:<ul style="list-style-type: none">Which shifts are evident?What are the literacy demands of this task?What types of "text" are being used?	Performance Task	<ul style="list-style-type: none">Have participants examine the math performance task for literacy demands within the task.Have participants mark the task where the demands occur.	<ul style="list-style-type: none">Elementary Math Performance Task (see attachment)	Small Groups																					
 <p>3 Main Barriers to Content Area Reading</p> <ol style="list-style-type: none">Discipline-specific vocabularyPrior knowledge about the content area subjectUnderstanding of text features and organization of the text	3 Main Barriers	<ul style="list-style-type: none">Discuss each barrier and have participants give feedback during the review.	<ul style="list-style-type: none">PPT for note-taking	Whole Group																					
 <p>Video of 5th Grade Classroom</p> <p>Whole Class Instruction to Support Comparing and Contrasting Sources of Information Related to Immigration (3-5)</p> <p>http://vimeo.com/55551744</p> <p>From Teachers College Reading and Writing Project</p>	Video	<ul style="list-style-type: none">Show video to see how the informational reading happens in the classroom.	<ul style="list-style-type: none">PPT for note-taking	Whole Group																					



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 <p>Elementary Instructional Implications</p> <ul style="list-style-type: none"> Provide students with equal exposure of informational and literary texts in the elementary grades (across disciplines) Explicitly teach strategies for informational texts Teach through and with informational texts Explicitly teach reading comprehension skills in a similar manner across informational text and literature Build background knowledge to increase reading skills 	Discussion	<ul style="list-style-type: none"> Review the implications for elementary instruction. 	<ul style="list-style-type: none"> PPT for note-taking 	Whole Group
 <p>Resources</p> <ul style="list-style-type: none"> DOE CCSS Website <ul style="list-style-type: none"> Literacy Concept Organizers for Social Studies and Science Literacy Standards by Content Areas Literacy Design Collaborative The Teaching Channel AchievetheCore.org Guide to the Shifts HQPD Modules 	Resources	<ul style="list-style-type: none"> Share resources. 	<ul style="list-style-type: none"> PPT for note-taking 	Whole Group
 <p>Videos Elementary</p> <ul style="list-style-type: none"> Shift 1: PK-5 Balancing Informational Text and Literature <ul style="list-style-type: none"> http://www.doe.state.de.us/curriculum/curriculum-revision/shift-1-pk-5-balancing-informational-text-and-literature Balance of Informational and Literary Text <ul style="list-style-type: none"> http://www.doe.state.de.us/curriculum 	Video Resources	<ul style="list-style-type: none"> Review the video resources. 	<ul style="list-style-type: none"> PPT for note-taking 	Whole Group

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 <p>Module Extensions</p> <ul style="list-style-type: none"> Ways to identify literacy demands of the content area Evidence of the Shifts in Practice List of discipline-specific genres (what do scientists read...) List of anchor texts (examples of the above) Examples of reading like: "a historian", "scientist", "mathematician", etc. Using discipline-specific text as models for writing Research that supports literacy in this discipline Examples of some of the literacy standards 	Ways to Extend the Module	<ul style="list-style-type: none"> Discuss ways to do more work with the module in PLCs. 	<ul style="list-style-type: none"> PPT for note-taking 	Whole Group
 <p>"...ultimately, our students are expected to develop as competent readers, writers, and thinkers in all academic disciplines."</p> <p><i>Developing Readers in the Academic Disciplines, Doug Buehl</i></p>	Quote	<ul style="list-style-type: none"> Share quote. 	<ul style="list-style-type: none"> PPT for note-taking 	Whole Group