CENTER *for*
EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON · COLLEGE OF EDUCATION

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# Supporting Close Reading: Common Core Shifts 2, 4 & 6

Host: Dr. June Rimmer, Associate Director
Presenters: Dr. Joanna Michelson, Project Director &
Jennifer McDermott, Project Director
University of Washington Center for Educational Leadership

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# Downloadable Resources for the Webinar

http://www.k-12leadership.org/ccss-webinar-1

**Webinar Resources**

We strongly encourage participants to print these resources for the webinar:

- The 6 Shifts from Engage New York:
  http://www.engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf
- Common Core Anchor Standards for Reading: http://www.corestandards.org/ELA-Literacy/CCRA/R/
- Common Core Anchor Standards for Language: http://www.corestandards.org/ELA-Literacy/CCRA/L/
- Instructional Practice Guide (6-12):
  http://achievethecore.org/content/upload/instructional_practice_guide_d_ela_6-12.pdf
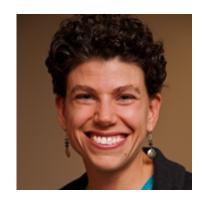- Case Study 1: Seventh Grade Language Arts

Printing optional:

- CCSS for 7th grade Reading Literature: http://www.corestandards.org/ELA-Literacy/RL/7/
- CCSS for 7th grade Language: http://www.corestandards.org/ELA-Literacy/L/7/

Supplemental (No printing needed):

- CCSS Appendix A: http://www.corestandards.org/assets/Appendix_A.pdf

# About the Presenters



Joanna Michelson is a project director at the Center for Educational Leadership where she supports teachers, coaches and principals in secondary literacy instruction and literacy coaching. Prior to joining CEL, Joanna worked as a middle school language arts teacher, secondary literacy coach and as a consultant. She recently completed her doctoral degree at the University of Washington College of Education with a focus on coach learning.

# About the Presenters



Jennifer McDermott, as a CEL project director, focuses on supporting teachers in secondary literacy, supporting coaches and leaders with their coaching practice and helping schools and districts design professional development. Prior to her work at CEL, she taught high school English, coached middle school literacy teachers and worked as a secondary literacy coach for the Center for School Improvement at the University of Chicago.

# About the Host



June Rimmer develops and manages district partnerships committed to building leaders' expertise in instructional leadership and transforming central office. Prior to joining the CEL team, June served in numerous leadership roles in urban education settings most recently as Chief Academic Officer in Seattle. She has also served as a program director with the Stupski Foundation in San Francisco coaching and providing technical assistance to urban district leaders committed to education reform.

# Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.

# Key Questions from the School Leaders

→ What should we actually be looking for when we observe classrooms where instruction is guided by the Common Core?

→ How do we analyze the instruction in these classrooms and then give the appropriate feedback so that teachers really can grow in their practice?

# Work for Today

**Learning targets:**

➜ Develop initial awareness of tools and processes associated with Common Core State Standards shifts 2, 4, and 6

➜ Develop *look fors* in relationship to these shifts

➜ Develop initial feedback for teachers

**Success criteria:**

➜ Explain to a colleague some tools that you can use associated with shifts 2, 4, 6

➜ Apply the *look fors* to a lesson

➜ Give a teacher feedback for a next step

# Materials for the Webinar

## http://www.k-12leadership.org/ccss-webinar-1

Webinar: Supporting Close Reading: Common Core Shifts 2, 4, and 6

**Friday, May 30, 2014, 10:00-11:00 a.m. PDT**

This is the first webinar in a series of three webinars that explores the major shifts in the Common Core State Standards. During this webinar, participants will engage in a series of activities designed to help them observe teaching and learning and understand what shifts 2, 4, and 6 require from principals, teachers and students. In addition, participants will also develop a way to give feedback that supports the implementation of these shifts.

**Webinar Resources**

We strongly encourage participants to print these resources for the webinar:

- The 6 Shifts from Engage New York:
  http://www.engageny.org/sites/default/files/resource/attachments/common-core-shifts.pdf
- Common Core Anchor Standards for Reading: http://www.corestandards.org/ELA-Literacy/CCRA/R/
- Common Core Anchor Standards for Language: http://www.corestandards.org/ELA-Literacy/CCRA/L/
- Instructional Practice Guide (6-12):
  http://achievethecore.org/content/upload/instructional_practice_guide_d_ela_6-12.pdf
- Case Study 1: Seventh Grade Language Arts

# Materials for the Webinar:

→ [The Six Shifts from Engage New York](#)

→ [CCSS Anchor Standards for Reading](#)

→ [CCSS Anchor Standards for Language](#)

→ [Instructional Practice Guide (6-12)](#)

→ [CCSS for 7th Grade Reading Literature](#)

→ [CCSS for 7th Grade Language](#)

# Shifts in ELA/ Literacy

| Shift 1 | Balancing Informational & Literary Text | Students read a true balance of informational and literary texts. |
|---------|------------------------------------------|-------------------------------------------------------------------|
| **Shift 2** | **Knowledge in the Disciplines** | **Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities** |
| Shift 3 | Staircase of Complexity | Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading. |
| **Shift 4** | **Text-based Answers** | **Students engage in rich and rigorous evidence based conversations about text.** |
| Shift 5 | Writing from Sources | Writing emphasizes use of evidence from sources to inform or make an argument. |
| **Shift 6** | **Academic Vocabulary** | **Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.** |

# Research Behind Shifts 2, 4, 6

"Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was **not** their relative ability in making inferences...Instead, **the clearest differentiator was students' ability to answer questions associated with complex texts**" (ACT, Inc., 2006, *Reading Between the Lines)*

(see pages 2-4 of Appendix A)

# Research Behind Shift 2, 4, 6

The NAEP data and its consistency across years suggests that the problems of adolescent literacy involve a **range of readers**, from **those with the most basic skill needs** to those who have developed general comprehension strategies, but not **the specialized strategies, vocabulary and knowledge base required for understanding complex discipline specific texts**. Attention to this problem of reading in the disciplines has the potential to meet the needs of a wide range of readers … (Lee & Spratley)

# Aligning the Shifts to the Standards

1. Read the CCSS College and Career Readiness Anchor Standards for Reading and for Language.

2. Which Anchor Standards are most closely aligned with shifts 2, 4 & 6?

3. Which words in the Reading and Language Anchor Standards let you know that that shift 2, 4 or 6 is aligned with that standard?

# Reading Anchor Standards

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading

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The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College ↗ and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

## Standards in this strand:

| | | |
|---|---|---|
| CCSS.ELA-LITERACY.CCRA.R.1 | CCSS.ELA-LITERACY.CCRA.R.2 | CCSS.ELA-LITERACY.CCRA.R.3 |
| CCSS.ELA-LITERACY.CCRA.R.4 | CCSS.ELA-LITERACY.CCRA.R.5 | CCSS.ELA-LITERACY.CCRA.R.6 |
| CCSS.ELA-LITERACY.CCRA.R.7 | CCSS.ELA-LITERACY.CCRA.R.8 | CCSS.ELA-LITERACY.CCRA.R.9 |
| CCSS.ELA-LITERACY.CCRA.R.10 | | |

# Language Anchor Standards

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Language

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The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College ↗ and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

**Standards in this strand:**

| | | |
|---|---|---|
| CCSS.ELA-LITERACY.CCRA.L.1 | CCSS.ELA-LITERACY.CCRA.L.2 | CCSS.ELA-LITERACY.CCRA.L.3 |
| CCSS.ELA-LITERACY.CCRA.L.4 | CCSS.ELA-LITERACY.CCRA.L.5 | CCSS.ELA-LITERACY.CCRA.L.6 |

| Shift | Anchor Standards |
|---|---|
| 2 – Knowledge in the Disciplines | CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 4 – Text-based Answers | |
| 6 – Academic Vocabulary | |

# Aligning the Shifts to the Standards

1. Read the CCSS College and Career Readiness Anchor Standards for Reading and for Language.

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| Shift | Anchor Standards |
|-------|------------------|
| 2 – Knowledge in the Disciplines | CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 4 – Text-based Answers | CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCRA.R.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 6 – Academic Vocabulary | CCRA.R.4 Interpret words and phrases as they are used in a text... CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues... CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness... |

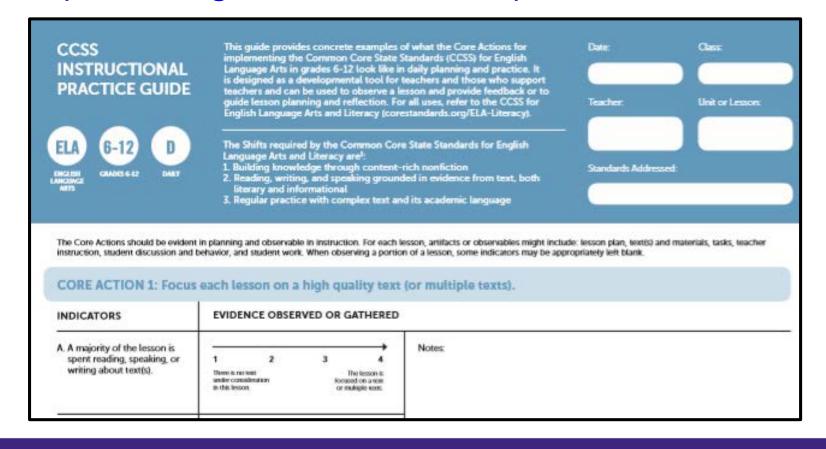# CCSS Instructional Practice Guide

→ You need the material from the following:

Instructional Practice Guide (6-12)

→ What are the different shifts?

→ What are the core actions?

→ What are the indicators?

# Instructional Practice Guide

http://achievethecore.org/content/upload/instructional_practice_guide_d_ela_6-12.pdf

# Aligning *Look Fors* to the Shifts

➔ Read through the "CCSS Instructional Practice Guide" (grades 6-12) from Student Achievement Partners

➔ Which of the *Indicators* in *Core Actions 1, 2, and 3* are most closely related to *Shifts 2, 4, and 6* and associated anchor standards?

➔ What language in those indicators tells you that the indicator is related to these shifts?

# Aligning *Look Fors* to the Shifts

"I think <u>*Core action 1, Indicator A* "A Majority of the lesson is spent reading, speaking or writing about texts"</u>

...has to do with <u>shift 4 – Text-Based Answers</u> because...

<u>....if students are going to be able to answer questions drawing on text, they must dedicate extended time to reading, speaking, or writing about texts...</u>"

# Aligning *Look Fors* to the Shifts

→ Read through the "CCSS Instructional Practice Guide" (grades 6-12) from Student Achievement Partners

→ Which of the *Indicators* in *Core Actions 1, 2, and 3* are most closely related to *Shifts 2, 4, and 6* and associated anchor standards?

→ What language in those indicators tells you that the indicator is related to these shifts?

# Preparing for our Case Study

➜ Imagine a 7th grade language arts classroom engaged in reading and discussing the text *The Outsiders*.

# What do **I** use to develop my *look fors*?

➜ **Context of the class**

➜ Instructional Practice Guide

– Core Action 1: Indicator A

– Core Action 2: Indicator C

– Core Action 3: Indicator B

➜ Shifts 2, 4, 6 from EngageNY

➜ Grade level standards  (7th grade RL.1-4, L.4 and L.6).

# Instructional Practice Guide

| Core Action | Indicator |
|---|---|
| 1) Focus each lesson a high quality text (or multiple texts). | A) A majority of the lesson is spent reading, speaking, or writing about text(s). |
| 2) Employ questions and tasks that are text dependent and text specific. | C) Questions and tasks attend to the academic language (i.e. vocabulary and syntax) in the text. |
| 3) Provide all students with opportunities to engage in the work of the lesson. | B) The teacher expects evidence and precision from students and probes students' answers accordingly. |

# Shifts in ELA/ Literacy

| Shift 1 | Balancing Informational & Literary Text | Students read a true balance of informational and literary texts. |
|---------|------------------------------------------|-------------------------------------------------------------------|
| **Shift 2** | **Knowledge in the Disciplines** | **Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities** |
| Shift 3 | Staircase of Complexity | Students read the central, grade appropriate text around which instruction is centered.  Teachers are patient, create more time and space and support in the curriculum for close reading. |
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| Shift 5 | Writing from Sources | Writing emphasizes use of evidence from sources to inform or make an argument. |
| **Shift 6** | **Academic Vocabulary** | **Students constantly build the transferable vocabulary they need to access grade level complex texts.  This can be done effectively by spiraling like content in increasingly complex texts.** |

# 7th Grade Reading Literature Standards

http://www.corestandards.org/ELA-Literacy/RL/7/

English Language Arts Standards » Reading:

Literature » Grade 7

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## Standards in this strand:

| CCSS.ELA-LITERACY.RL.7.1 | CCSS.ELA-LITERACY.RL.7.2 | CCSS.ELA-LITERACY.RL.7.3 |
|---|---|---|
| CCSS.ELA-LITERACY.RL.7.4 | CCSS.ELA-LITERACY.RL.7.5 | CCSS.ELA-LITERACY.RL.7.6 |
| CCSS.ELA-LITERACY.RL.7.7 | CCSS.ELA-LITERACY.RL.7.8 | CCSS.ELA-LITERACY.RL.7.9 |

CCSS.ELA-LITERACY.RL.7.10

### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

# 7<sup>th</sup> Grade Language Standards

http://www.corestandards.org/ELA-Literacy/L/7/

## English Language Arts Standards »

## Language » Grade 7

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## Standards in this strand:

| CCSS.ELA-LITERACY.L.7.1 | CCSS.ELA-LITERACY.L.7.2 | CCSS.ELA-LITERACY.L.7.3 |
|---|---|---|
| CCSS.ELA-LITERACY.L.7.4 | CCSS.ELA-LITERACY.L.7.5 | CCSS.ELA-LITERACY.L.7.6 |

**Conventions of Standard English:**

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.1.A

Explain the function of phrases and clauses in general and their function in specific sentences.

# 7th Grade Reading Literature and Language Standards

| Reading Literature Standards | Language Standards |
|---|---|
| **RL.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>**RL.7.2**  Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.<br>**RL.7.3**  Analyze how particular elements of a story or drama interact.<br>**RL.7.4**  Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings… | **L.7.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.<br><br>**L.7.6**  Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

# Developing *Look Fors*

Using_____[*name & part of tool*]_____ and the context we were given, if the teacher was making shift____[*number & name*]____,  I would expect to see and hear _____in the classroom because_____.

# Case Study – 7ᵗʰ Grade Language Arts

➔ Students are sitting in a circle with reading notebooks open on their laps.  The *Outsiders* books are closed and on the desks behind them.  The students are talking about how the character Cherry Valance has changed across the *Outsiders.*

➔ In the reading notebooks, students have lists of vocabulary words, collections of their personal connections, reflections, and a sampling of quotations from the text.

➔ Students often engage in whole class discussions using the information in their notebooks.

# Class Discussion Excerpt

→ Teacher: What do you think caused Cherry to change?

→ Student 1: Well, based on my notebook entry from last week, I think she changed because of peer pressure.

→ Student 2: I also think it was peer pressure. The book talks about how Cherry is considering becoming more like a Greaser.

# Class Discussion Excerpt (cont.)

→ Teacher: OK, good.  Thanks for building on each other's thinking.  We've been talking a lot about how the *Outsiders* is about class differences – like rich and poor – and what happens when people cross lines of class.  How successfully did Cherry cross class lines?

→ Student 3: She didn't because she's rich and the Greasers are poor.

→ Teacher: Good.

# What did you see and hear tied to your *look fors*?

➜ **Context of the class**

➜ Instructional Practice Guide

   – Core Action 1: Indicator A

   – Core Action 2: Indicator C

   – Core Action 3: Indicator B

➜ Shifts 2, 4, 6 from EngageNY

➜ Grade level standards (RL.1-4, L.4 and L.6).

# What did you see and hear tied to your *look fors*?

"I noticed _____in the case study and that was connected to my *look for*_____

because_____.

# Possible Feedback Based on *Look Fors*

➔ Now based on your *look fors* and what you saw in the excerpt, let's think about possible feedback for this teacher.

# Creating Possible Suggestions

→ Choose look for

→ Pick a moment from the excerpt

→ Compare the moment to the look for

→ What is one small step this teacher could take immediately that would bring the teacher closer to the shifts?

# Work for Today

**Learning targets:**

→ Develop initial awareness of tools and processes associated with Common Core State Standards shifts 2, 4, and 6

  → Develop *look fors* in relationship to these shifts

  → Develop initial feedback for teachers

**Success criteria:**

→ Explain to a colleague some tools that you can use associated with shifts 2, 4, 6

  → Apply the *look fors* to a lesson

  → Give a teacher feedback for a next step

# Questions?

# www.k-12leadership.org

# Contact Us

To learn more about CEL services, contact:

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