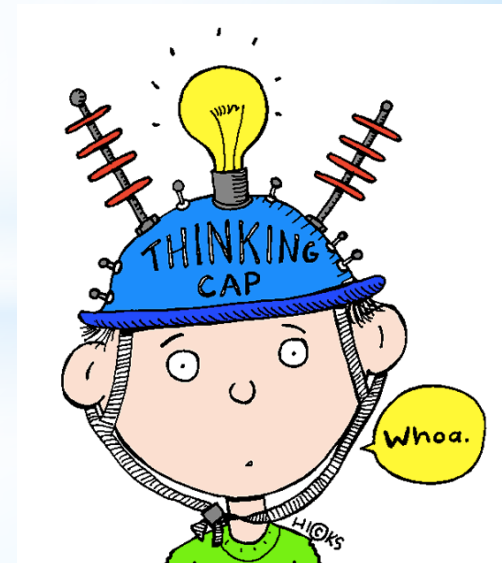


Real World Thinking: Managing the CCSS Shifts in the 6-12 ELA Classroom

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Learning Targets

- ① I understand the critical elements of the Common Core ELA shifts.
- ① I understand the importance of Text Dependent Questions and Constructed Response in the classroom.
- ① I can create Text Dependent Questions that elicit high levels of Constructed Response.
- ① I can create a basic rubric and score a Constructed Response.



Language Frames

Use to help build academic language of our learners in both speaking & writing: (p 10 of handout)

- * According to the presentation...
- * According to the text...
- * One thing I learned from the story/article was....because the text said....
- * I made a connection to the text when it said...and it made me think....
- * I made a connection when the presenter said...and it made me think....
- * The question/comment concerning...from my colleague made me think....

There are six shifts that the Common Core State Standards (CCSS) in ELA & Literacy in History/Social Studies, Science, and Technical Subjects require of us if we are to be truly aligned with the CCSS in terms of curricular materials and classroom instruction.

Shifts in ELA / Literacy	
Shift 1: Increase Reading of Informational Text	Classrooms are places where students access the world – science, social studies, the arts and literature – through informational and literary text. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; and by the end of high school, it is 70% (CCSS Introduction, p. 5). Increasing the amount of informational text students read K-12 will prepare them to read college and career-ready texts.
Shift 2: Text Complexity	In order to prepare students for the complexity of college and career-ready texts, each grade level requires growth in text complexity (Appendix A, pp. 5-17). Students read the central, grade-appropriate text around which instruction is centered (see exemplars and sample tasks, Appendix B). Teachers create more time in the curriculum for close and careful reading and provide appropriate and necessary supports to make the central text accessible to students reading below grade level.
Shift 3: Academic Vocabulary	Students constantly build the vocabulary they need to be able to access grade-level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) teachers constantly build students’ ability to access more complex texts across the content areas (Appendix A, pp.33-36).
Shift 4: Text-based Answers	Students have rich and rigorous conversations which are dependent on students reading a central text. Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well as in writing, to assess their comprehension of a text (Appendix A, p. 2).
Shift 5: Increase Writing from Sources	Writing instruction emphasizes use of evidence to inform or to make an argument; it includes short, focused research projects K-12. Students K-12 develop college and career-ready skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they listen to and read (Appendix A, pp. 24-26) student samples, (Appendix C).
Shift 6: Literacy Instruction in all Content Areas	Content-area teachers emphasize reading and writing in their planning and instruction for teaching the content. Students learn through reading domain-specific texts in history/social studies, science, and technical subjects and by writing informative/explanatory and argumentative pieces (CCSS Introduction, p. 3).



<http://goo.gl/okHYT>

7

Distilling Common Core Shifts in ELA/Literacy

1. Text Complexity: Close Reading - "...create more time in the curriculum for close and careful reading and provide supports to make...text accessible...."
1. Text Based Answers: Citing Evidence from Text - "classroom experiences stay deeply connected to text...in both conversation as well as in writing."
1. Increase Writing from Sources: Constructed Response - "Students...respond to the ideas, events, facts, and arguments presented in the texts they listen to and read."

What is Close Reading?

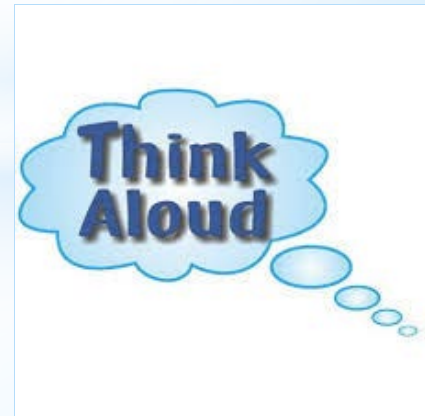
- * "Close Reading is an instructional approach that requires readers to re-read a text several times and really develop a deep understanding of the content contained in the text.
 - ✓ Students "read with a pencil" and learn to annotate as they go.
 - ✓ Students are asked text-dependent questions that require that they produce evidence from the text as part of their responses."
- *Dr. Douglas Fisher*



Close Reading Process - Gradual Release

I do: Start w/a Think-aloud - Excerpt from *Tests That Teach* by Karen Tankersley (ASCD) pp 1-3 of handouts

- Show your thinking as you read through a paragraph or two.
- Annotate, starting w/a few common marks:
 1. Number paragraphs
 2. Underline claims/key information
 3. Circle key words
- As you/students become more comfortable, add more marks, modeling each new one.



We do together:

- * Invite students to identify areas for you to mark (key words to circle, claims or significant information to underline).

You do together:

- * With a partner, read the next paragraph and determine what to mark.

You do independently:

- * Continue marking the article on your own.



Language Frames to Get Started

* Turn and Talk to an elbow partner:

* Identify Partner A & Partner B:

* Partner A, choose one:

1. I underlined _____ because....

2. I circled _____ because....

* Partner B, use the remaining frame.



Developing Text Dependent Questions (TDQs)

What are they? TDQs are questions that require a student to go back into the text in order to answer the question.

How do TDQs relate to Close Reading?

Close reading requires multiple passes in the text, although one may not re-read the whole text (depending on length). TDQs provide a *purpose* for re-reading and drilling down into text.



Constructed Response Items

Two Parts:

1. Text Dependent Question (TDQ) which elicits
2. a high level Constructed Response

Using the facts you collected on the front of this sheet while listening to Radio Lab, decide whether you think Fritz Haber was good or evil. Justify your answer with at least three supporting details/facts that you collected.

I think Fritz Haber was a evil guy because he caused a lot of deaths in the war which I think is very bad. After killing so many people he celebrated with a dinner party. His wife was so mad & sad that she killed herself. Also, he left his wife's dead body and his son alone and he left to kill more people.

His job - facilitated led
Marked & named
More than 3 million people

TDQ Samples - From SBA

Central Ideas from an Informational Text (Target 2)

“What is the central idea of the article? Use details from the text to support your answer.”

“What is the author’s message about _____? Use details from the passage to support your answer.”

Reasoning & Evidence (Target 11)

“What inference can be made about _____? Support your answer with evidence from the text.”

“What conclusion can be drawn about the author’s point of view? Use details from the passage in your answer.”

Let's Play!

TDQ or not TDQ?

- * In "Letter from Birmingham Jail", Dr. King discusses nonviolent protest. Discuss a time you wanted to fight against something that you felt was unfair.

NO

- * After reading Dr. King's letter, what can you infer about the content of the letter he received? Use details from the text to support your answer.

YES

- * How does Poe's use of symbolism impact the story? Support your answer with key details from the text.

YES

- * After reading the story, "The Tell Tale Heart," describe a time you felt guilty.

NO

Creating Text Dependent Questions

*SBA Claim 1 - Reading

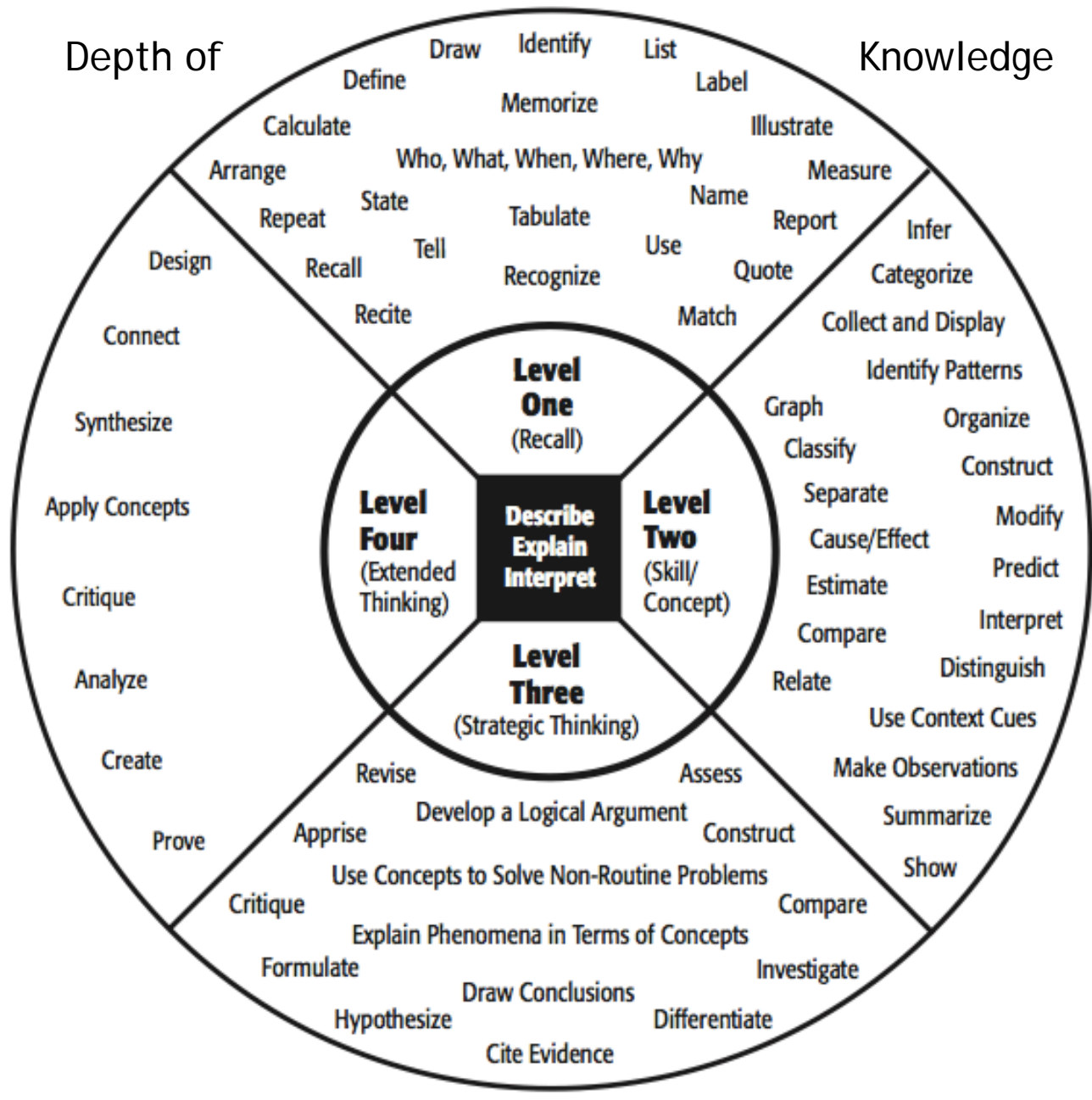
- ✓ 47% of ELA SBA Items on Computer Adapted Test (CAT)
- ✓ 4 Targets specifically include Constructed Response Items Resources
 - SBAC Item Specification Stems (see handout pp 4-7)
 - “Creating Text Dependent Questions for Close Analytic Reading of Texts” (handout pp 8-9) <http://goo.gl/ozXh3O>
 - *Text-Dependent Questions: Pathways to Close and Critical Reading* (Fisher & Frey)
 - *Connecting Reading & Writing Through Authors Craft, The Reading Teacher*, Richards & Hawes, Dec. 2006. <http://goo.gl/hVge0o>



Achieve the Core

Connecting Reading & Writing





Gradual Release:

I do: Choose a stem, add the key understanding you wish to assess, narrow the scope (longer text) and finally, cue the text.

Stem: What inference can be made about the author's opinion about...

Key understanding: student achievement

Narrow the scope(for longer text): in paragraphs 3 & 4 of the text

Cue the text: Support your answer with evidence from the text.

Put it together: What inference can be made about the author's opinion [regarding] student achievement in paragraphs 3 & 4 of the text? Support your answer with evidence from the [excerpt].

You do together:

Turn and Talk:

1. Discuss with your partner a **key understanding** from the article you think would make a good TDQ topic.
2. Identify a **stem** around which you think you could build a TDQ with your chosen key understanding.
3. Develop the rest of the question!

You do independently...

Develop an open question based on this article (from *Tests That Teach*) that is “text dependent” and which can elicit a high level Constructed Response.



Constructed Response

- * Look at **p 13** of your handouts.
- * Take 2 minutes to read the text.
- * Take 2 more minutes to read the rubric.
 - ✓ **Circle** key words you see repeated through the three score points.
 - ✓ **Underline** words/phrases that distinguish the "2" from score points of 1 and 0.
 - ✓ Turn & Talk to your partner about what you see.

Let's try scoring a few examples!

A - It focuses on how the life on the island is connected. Wolves and moose and pines all affect each other's populations.

Score: ?

1

30 sec. Table Talk: Justify the score point.

B - The section "Ups and Downs" explains how the food chain operates on the island. When the moose increase, they eat more pines. When the pines die, the moose have nothing to eat, so they die. When there are plenty of moose, the wolves eat well. When the wolves eat well, they multiply. They require more moose to eat. The connections between the species control the population on the island as years go by.

Score: ?

2

30 sec. Table Talk: Justify the score point.

C - Life is connected in a chain on the island.

Score: ?

0

30 sec. Table Talk: Justify the score point.

Report out: What did you notice?

You can find these samples/scores on pp 12 (7th) & 14 (11th)



Based on your own thoughts and what you heard from your colleagues:

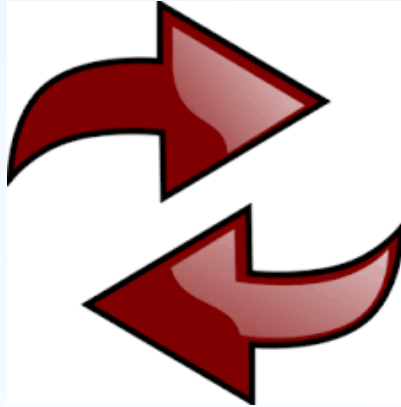
Discuss steps you think students would need to take in order to successfully respond to a TDQ.



Go back and take a look at p 10 of your handouts. Did your discussion touch on any of these steps or add more steps?

Developing High Level Constructed Response

Swap!



Exchange the TDQ you and your partner each wrote.

Develop a constructed response for your partner's question, keeping in mind the steps you just discussed.

The Rubric

- * SBA uses a 2-pt rubric for Constructed Response questions, like those found on pp 11 & 13 in your handout.
- * Look at the **Item Prompt** and compare it to the **rubric**. What does the prompt ask students to *do*?

Grade 7

Prompt: **Summarize** the central idea....**Use key evidence** from the text.

Score 2: Gives **sufficient evidence** of the ability to **summarize**. Includes **specific examples [from] text**. **Explains** the author's central idea with clearly relevant information.

Grade 11

Prompt: What do the stories of survival **suggest...about the narrator?** **Support...using details** from text.

Score 2: **Sufficient evidence** of the ability to make a clear **inference**...specific examples/**details**. **Explains** inference with clearly relevant information.

So...

Looking back at your TDQ, complete the following frame for a **score point of 2**:

The response gives **sufficient evidence** of the ability to _____.

Now, create an exemplar response for your TDQ that would score a 2 with your rubric.

OR

Identify the elements a response must have to score a 2 on your rubric.

Test it out:

Examine the Constructed Response your partner wrote for your TDQ. Would it score a 2 on your rubric? Why/why not? Discuss with your partner.



Did we hit our targets?

- ✓ I understand the critical elements of the Common Core ELA shifts.
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- ✓ I can create a basic rubric and score a Constructed Response.



Comments/Questions:

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