

Module 1
Participant Guide

Focus on Instructional Shifts

Connecticut Core Standards for English Language Arts and Literacy



Grades K–5

Systems of Professional Learning

Connecticut Core Standards Systems of Professional Learning

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Participants will have continued support for the implementation of the new standards through virtual networking opportunities and online resources to support the training of educators throughout the state of Connecticut.

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Today's Agenda

Morning Session: CCS-ELA & Literacy

- Pre-Assessment
- Overview of K–12 CCS-ELA & Literacy
- Vertical Progression of the Standards
- Instructional Shifts and Related Practices

Afternoon Session

- Instructional Shifts and Related Practices
- Evaluating Lesson Alignment
- Examining Rigor
- Collaboratively Plan for Sharing

Post-Assessment, Session Evaluation, and Wrap Up

Introductory Activity

Introductory Activity: Pre-Assessment–CCS-ELA & Literacy and Instructional Shifts

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS-ELA & Literacy in your classroom (**5 minutes to complete the Pre-Assessment**).

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I understand how the grade level expectations of the CCS-ELA & Literacy build upon one another and relate to the College and Career Readiness Anchor Standards.				
I understand the purpose and demands of the Reading Standards: Foundational Skills, K–5.				
I understand the purpose and nature of the CCS Literacy standards for History/Social Studies, Science, and Technical Subjects.				
I understand the required instructional shifts for the CCS and how they relate to the standards and each other.				
I am familiar with instructional practices consistent with the CCS instructional shifts.				
I know what the EQUiP Rubric is and how to use it.				
I regularly engage in collaborative discussion about the standards, the shifts, related practices, and can identify relevant resources for implementation.				

Activity 1

Activity 1: Examining the Vertical Progressions of the K–5 CCS-ELA

DESCRIPTION

In mixed grade table groups, pairs of coaches will select a standard within a particular strand to explore: Reading, Writing, Language, Speaking and Listening, or Reading Foundational Skills. Table groups should ensure that at least one standard from each of the strands is chosen. Pairs will trace the standard from grade-to-grade, examine grade level expectations, think about how the grade level expectations lead to the Anchor Standard and discuss implications for curriculum and instruction. Pairs will share what they learned at their tables, and volunteers will share with the whole group.

RESOURCES

- Connecticut Core Standards English Language Arts, K–5 Standards Progression
- Activity Template

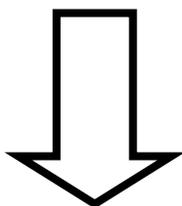
DIRECTIONS

1. Using the CCS-ELA K–5 Standards Progression handout, pairs select one College and Career Readiness (CCR) Anchor Standard (identified below) for the focus of their investigation. Using the template on the next page as a guide, pairs specify key verbs and phrases to trace the changes in the grade level expectations leading to proficiency on the CCR Anchor Standard. Select one of the following standards:
 - a. Reading: Literature – RL.2, RL.3, RL.5, RL.6, RL.7, RL.8, or RL.9
 - b. Reading: Informational Text – RI.2, RI.3, RI.5, RI.6, RI.7, RI.8, or RI.9
 - c. Foundational Skills – Any standard in Phonics and Word Recognition
 - d. Speaking and Listening – Any Speaking and Listening standard
 - e. Language – L.4 or L.5
 - f. Writing – W.1, W.2, W.3, W.6, W.7, W.8, or W.9 (W.9 applies to only grades 4 and above)
2. Identify a group recorder. Pairs share examples of the vertical alignment for each of the strands. Using the suggested discussion prompts, discuss the implications of the changes in grade level expectations for curriculum, instruction, and assessment at your school. Recorder captures the group’s comments on chart paper.
3. Volunteers share with the whole group examples of a significant change in grade level expectations and the implications for instruction at their school.

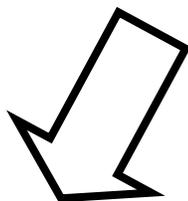
Activity Template: Examining the Vertical Progressions of the K–5 CCS-ELA
Specify standards by strand, cluster, and number.

College and Career Readiness Anchor Standard

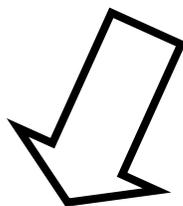
- **Highlight grade level changes**
 - **Action verbs**
 - **Key content**



Grade 4 or 5



Grade 2 or 3



Grade K or 1

Suggested Discussion Prompts

Relative to the College and Career Readiness Anchor Standard by strand, cluster, and number, what are the implications of the changes in the related grade level standards for curriculum and instruction?

Example: “Relative to the CCR Anchor Standard, implications of R.L.1 from kindergarten to grade 5 are ... students will need to grow in their ability from asking and answering questions about text, to recognizing key details, to providing text-based answers, both explicit and inferential, and quoting accurately.”

Relative to the identified College and Career Readiness Anchor Standard by strand, cluster, and number, what are the implications of the changes in the related grade level standards for curriculum-based assessment?

Example: “Relative to the CCR Anchor Standard, implications of RL.1 are that assessment will need to include rich authentic text, and students will be asked to support answers with evidence from the text about key ideas and details.”

Activity 2

Activity 2: Building Knowledge through Content-Rich Nonfiction

DESCRIPTION

In grade-alike groups of K–1, 2–3, and 4–5, coaches will read and reflect on content-rich exemplar texts. They may choose their own excerpt from one of the texts on the table or one of the excerpts provided from Appendix B.

Part 1: Within the text they have chosen, participants working in pairs will identify key content and understandings that students might gain from these texts.

Part 2: Participants will create an anchor chart to explain what they might observe in classrooms aligned with Shift 1, what supports teachers will need to implement Shift 1, and any questions they have about Shift 1.

RESOURCES

- Text exemplars from Appendix B
 - Grades K–1, Read-Aloud Informational Text: Jenkins, Steve and Robin Page. *What Do You Do With a Tail Like This?*
 - Grades 2–3, Informational Text: Alikei. *A Medieval Feast*
 - Grades 4–5, Informational Text: Lauber, Patricia. *Hurricanes: Earth's Mightiest Storms*
 - Grades 4–5, Informational Text: Simon, Seymour. *Horses*
- Connecticut Core Standards English Language Arts, K–5 Standards Progression

Activity 2, Part 1: Suggested Discussion Prompts

Why do you think this text was selected as an exemplar of content-rich nonfiction?

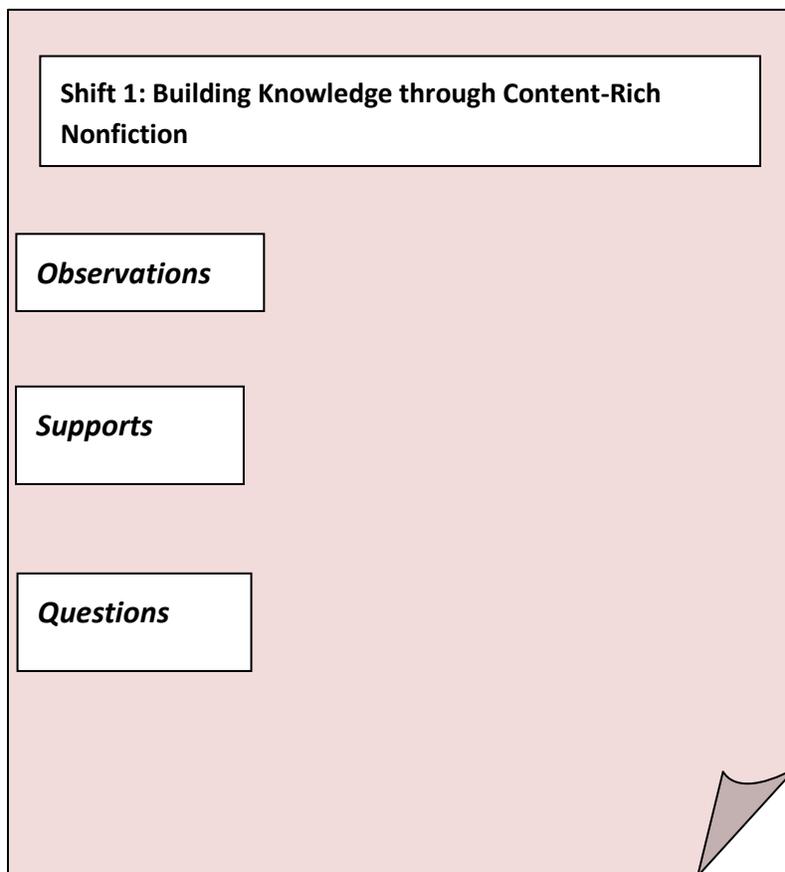
What is the knowledge that the text is building? Is this a good example of meaningful text that promotes critical thinking and “is worth reading”?

Activity 2, Part 2: Creating an Anchor Chart

The purpose of an anchor chart is to “anchor” the teaching and learning that takes place in the classroom. The work of the class is kept visible for reference by the teachers and students. You will be creating an anchor chart, relative to each of the three instructional shifts of the Core Standards.

DIRECTIONS

1. Divide your chart paper into three sections and label as shown below:



2. Discuss with your table: “What would you expect to see and hear in a classroom aligned with Shift 1?” In the section of your anchor chart labeled **Observations**, make notes about what you would expect to observe in an aligned classroom.
3. Discuss with your table: “What supports will teachers and students need in order to implement Shift 1 effectively?” In the section of your anchor chart labeled **Supports**, make notes about your discussion.
4. In the section labeled **Questions**, note any questions or further comments participants at your table have about implementing Shift 1.

Activity 3

Activity 3: Reading, Writing, and Speaking with Evidence

DESCRIPTION

Part 1: In table groups of grades K–1, 2–3, and 4–5, coaches will reflect on a video example of a teacher’s text-dependent questions based on a content-rich nonfiction text.

Part 2: Participants will create an anchor chart reflecting “take-aways” for Shift 2.

RESOURCES

- Video: Grade 4, ELA/Science – “Mars – Supporting Evidence” (Price)
- <http://commoncore.americaachieves.org/module/20> (Segment: 1:30 – 8:30) 7 minutes
- Lesson plan for “Mars – Supporting Evidence”
- Text exemplars from Appendix B
 - Grades K–1, Read-Aloud Informational Text: Jenkins, Steve and Robin Page. *What Do You Do With a Tail Like This?*
 - Grades 2–3, Informational Text: Alike. *A Medieval Feast*
 - Grades 4–5, Informational Text: Lauber, Patricia. *Hurricanes: Earth’s Mightiest Storms*
 - Grades 4–5, Informational Text: Simon, Seymour. *Horses*
- Connecticut Core Standards English Language Arts, K–5 Standards Progression

Activity 3, Part 1: Viewing a Video

DIRECTIONS

View a video of instruction related to Shift 2 and discuss your observations.

We are going to view segments of a video lesson that show a grade 4 class reading closely, Melvin Berger’s, *Discovering Mars: The Amazing Story of the Red Planet*. For Activity 3, we focus on the teacher’s text-dependent questions and the students’ text-based answers.

As you watch the video, focus on the text-dependent questions that the teacher poses and the students’ responses to the questions.

- Do the questions specifically address content-rich material in the text? What types of questions is the teacher asking?
- Are students successful in responding to the questions with textual evidence?
- Pay special attention to the way that the teacher helps students become proficient on the reading, writing, and speaking with evidence standards for the lesson:
 - RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
 - RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
 - RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
 - RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
 - RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
 - RF.4.4.a Read grade-level text with purpose and understanding.
 - SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

After watching the video, briefly review the lesson plan. “Turn-and-Talk” to your neighbor to discuss what you observed in the video and lesson plan that exemplifies the value of text-dependent questioning in close reading of meaningful content.

LESSON: MARS/EARTH COMPARISONS

Grade	4 th	Subject	Reading/Science
Unit name	Literature Settings: Weather or Not	Lesson	Mars/Earth Comparison
Lesson #	3	Teacher	Kim Price

CC Standards for English Language Arts	<p><u>RI.4.1</u> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p><u>RI.4.3</u> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p><u>RI.4.4</u> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p><u>RI.4.7</u> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><u>RF.4.4.a</u> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.</p> <p><u>SL.4.1</u> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
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LESSON PLAN: MARS/EARTH COMPARISONS

SECTION	TIME	SHIFT	DETAIL
Introduction	5 minutes		<p>Explain to students that they will be working on a close read for the next 1–2 weeks.</p> <p>Go over the expectations of a close read and the purpose for close reading.</p> <p>Discuss the expectations and purpose of answering text-dependent questions.</p> <p>Explain that this close reading will incorporate the reading and discussing of two expository texts and one video.</p>
Independent Reading	10 minutes	Building content knowledge through content-rich nonfiction text	Students will read the Mars passage independently just focusing on the text.
Vocabulary Instruction	5 minutes	Academic vocabulary	Teacher will then review the underlined and bolded vocabulary words in the text.
Read Aloud and Buddy Reading	10 minutes	Building knowledge through content-rich nonfiction	<p>Teacher will read passage aloud to model fluency.</p> <p>Students will read text again independently and then with a partner to grant multiple opportunities to access text and build knowledge through rereading the text. During this time, students will identify vocabulary words that are still confusing.</p>
Sharing Questions and Answers	10 minutes	Text-based questions	Students will discuss questions that accompany the text and write the answers to the questions on their own.
		Speaking and writing grounded in evidence from the text	

SECTION	TIME	SHIFT	DETAIL
Independent Reading	10 minutes	Building content knowledge through content-rich nonfiction text	Students will read the Earth passage independently just focusing on the text.
Vocabulary Instruction	5 minutes	Academic vocabulary	Teacher will then review the underlined and bolded vocabulary words in the text.
Read Aloud and Buddy Reading	10 minutes	Building knowledge through content-rich nonfiction	Teacher will read passage aloud to model fluency. Students will read text again independently and then with a partner to grant multiple opportunities to access text and build knowledge through rereading the text. During this time, students will identify vocabulary words that are still confusing.
Sharing Questions and Answers	10 minutes	Text-based questions	Students will discuss questions that accompany the text and write the answers to the questions on their own.
		Speaking and writing grounded in evidence from the text	
Video Viewing	10 minutes	Building knowledge through content-rich nonfiction	Students will view a video on Mars and complete the note-taker while watching the film. Group and class discussion of the video.
		Speaking and writing grounded in evidence from the text	
Closing	5 minutes	Speaking and writing grounded in evidence from the text	Group and class discussion of the culminating questions. Students will write the answers to the final three questions on their own.

Activity 3, Part 2: Creating an Anchor Chart

The purpose of an anchor chart is to “anchor” the teaching and learning that takes place in the classroom. The work of the class is kept visible for reference by the teachers and students. You will be creating an anchor chart, relative to each of the three instructional shifts of the Core Standards.

DIRECTIONS

1. Divide your chart paper into three sections and label as shown below:

The diagram shows a large rectangular anchor chart template with a light pink background and a folded bottom-right corner. The chart is divided into three main sections by horizontal lines. The top section is a white box containing the text "Shift 2: Reading, Writing, and Speaking Grounded in Evidence from Text". Below this, the chart is divided into three vertical sections. The first section is a white box labeled "Observations". The second section is a white box labeled "Supports". The third section is a white box labeled "Questions".

2. Discuss with your table: “What would you expect to see and hear in a classroom aligned with Shift 2?” In the section of your anchor chart labeled **Observations**, make notes about what you would expect to observe in an aligned classroom.
3. Discuss with your table: “What supports will teachers and students need in order to implement Shift 2 effectively?” In the section of your anchor chart labeled **Supports**, make notes about your discussion.
4. In the section labeled **Questions**, note any questions or further comments participants at your table have about implementing Shift 2.

A Guide to Creating Text-Dependent Questions for Close Analytic Reading

Text-Dependent Questions: What Are They?

The Core Standards for reading strongly focus on students gathering evidence, knowledge, and insight from what they read. Indeed, eighty to ninety percent of the Reading Standards in each grade *require* text-dependent analysis; accordingly, aligned curriculum materials should have a similar percentage of text-dependent questions.

As the name suggests, a text-dependent question specifically asks a question that can only be answered by referring explicitly back to the text being read. It does not rely on any particular background information extraneous to the text nor depend on students having other experiences or knowledge; instead it privileges the text itself and what students can extract from what is before them.

For example, in a close analytic reading of Lincoln’s “Gettysburg Address,” the following would not be text-dependent questions:

- Why did the North fight the civil war?
- Have you ever been to a funeral or gravesite?
- Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?

The overarching problem with these questions is that they require no familiarity at all with Lincoln’s speech in order to answer them. Responding to these sorts of questions instead requires students to go outside the text. Such questions can be tempting to ask because they are likely to get students talking, but they take students away from considering the actual point Lincoln is making. They seek to elicit a personal or general response that relies on individual experience and opinion, and answering them will not move students closer to understanding the text of the “Gettysburg Address.”

Good text-dependent questions will often linger over specific phrases and sentences to ensure careful comprehension of the text—they help students see something worthwhile that they would not have seen on a more cursory reading. Typical text-dependent questions ask students to perform one or more of the following tasks:

- Analyze paragraphs on a sentence by sentence basis and sentences on a word by word basis to determine the role played by individual paragraphs, sentences, phrases, or words
- Investigate how meaning can be altered by changing key words and why an author may have chosen one word over another

- Probe each argument in persuasive text, each idea in informational text, each key detail in literary text, and observe how these build to a whole
- Examine how shifts in the direction of an argument or explanation are achieved and the impact of those shifts
- Question why authors choose to begin and end when they do
- Note and assess patterns of writing and what they achieve
- Consider what the text leaves uncertain or unstated

Creating Text-Dependent Questions for Close Analytic Reading of Texts

An effective set of text-dependent questions delves systematically into a text to guide students in extracting the key meanings or ideas found there. They typically begin by exploring specific words, details, and arguments and then moves on to examine the impact of those specifics on the text as a whole. Along the way, they target academic vocabulary and specific sentence structures as critical focus points for gaining comprehension.

While there is no set process for generating a complete and coherent body of text-dependent questions for a text, the following process is a good guide that can serve to generate a core series of questions for close reading of any given text.

Step One: Identify the Core Understandings and Key Ideas of the Text

As in any good reverse engineering or “backwards design” process, teachers should start by identifying the key insights they want students to understand from the text—keeping one eye on the major points being made is crucial for fashioning an overarching set of successful questions and critical for creating an appropriate culminating assignment.

Step Two: Start Small to Build Confidence

The opening questions should be ones that help orientate students to the text and be sufficiently specific enough for them to answer so that they gain confidence to tackle more difficult questions later on.

Step Three: Target Vocabulary and Text Structure

Locate key text structures and the most powerful academic words in the text that are connected to the key ideas and understandings, and craft questions that illuminate these connections.

Step Four: Tackle Tough Sections Head-on

Find the sections of the text that will present the greatest difficulty and craft questions that support students in mastering these sections (these could be sections with difficult syntax, particularly dense information, and tricky transitions or places that offer a variety of possible inferences).

Step Five: Create Coherent Sequences of Text-Dependent Questions

The sequence of questions should not be random but should build toward more coherent understanding and analysis to ensure that students learn to stay focused on the text to bring them to a gradual understanding of its meaning.

Step Six: Identify the Standards That Are Being Addressed

Take stock of what standards are being addressed in the series of questions and decide if any other standards are suited to being a focus for this text (forming additional questions that exercise those standards).

Step Seven: Create the Culminating Assessment

Develop a culminating activity around the key ideas or understandings identified earlier that reflects (a) mastery of one or more of the standards, (b) involves writing, and (c) is structured to be completed by students independently.

*This document was sourced from www.achievethecore.org,
And developed by Student Achievement Partners*

Activity 4

Activity 4: Complex Text and its Academic Language

DESCRIPTION

In table groups of grades K–1, 2–3, and 4–5, coaches will view and reflect on a video example of a teacher’s text-dependent questions based on a content-rich nonfiction text. They will create an anchor chart reflecting “take-aways” for Shift 2.

RESOURCES

- Video: Grade 2, English language Arts – “The Wonders of Nature”
- <http://commoncore.americaachieves.org/module/6> (Segment 2:00 – 6:00) approximately 4 minutes
- Lesson plan for “The Wonders of Nature”
- Text exemplars from Appendix B
 - Grades K–1, Read-Aloud Informational Text: Jenkins, Steve and Robin Page. *What Do You Do With a Tail Like This?*
 - Grades 2–3, Informational Text: Alike. *A Medieval Feast*
 - Grades 4–5, Informational Text: Lauber, Patricia. *Hurricanes: Earth’s Mightiest Storms*
 - Grades 4–5, Informational Text: Simon, Seymour. *Horses*
- Connecticut Core Standards English Language Arts, K–5 Standards Progression

Activity 4, Part 1: Viewing a Video

DIRECTIONS

Part 1: View a video of instruction related to Shift 3 and discuss your observations.

1. We are going to view segments of a video lesson that show a grade 2 class reading closely David Liben’s “The Wonders of Nature.” For this activity, we focus on the teacher’s text-dependent questions and the students’ text-based answers related to academic language. See the lesson plan for the video segment. As you watch the video, note the text-dependent questions that the teacher poses and the students’ responses to the questions. Do the questions specifically address academic vocabulary or language structures? What types of questions is the teacher asking? Are students successful in responding to the questions with textual evidence? Pay special attention to the way that the teacher helps students become attentive to the contribution that academic language makes to text complexity:
 - a. RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
 - b. RI.5.4 Determine the meaning of general academic and domain-specific words and phrases
 - c. RI.5.8 Explain how an author uses evidence to support particular points
 - d. W.5.9 Draw evidence from informational text to support analysis
 - e. SL.5.1 Engage effectively in a range of collaborative discussion, building on others’ ideas and expressing their own identify.
2. After watching the video, “Turn-and-Talk” to your neighbor to discuss what you observed in the video that exemplifies the value of text-dependent questioning in close reading to acquire academic vocabulary and language structures, using the following prompt:

Do the text-dependent questions in the video exemplar specifically address academic language in the text? What types of questions is the teacher asking? Are students successful in responding to the questions with textual evidence? Pay special attention to the way that the teacher helps students become attentive to the contribution that academic language makes to text complexity. Is there evidence that the questions are directly connected to the lesson’s standards and to the development of academic language?

LESSON: THE WONDERS OF NATURE, LESSON 2

Grade	2	Subject	Reading
Unit name	The Wonders of Nature	Lesson	The Wonders of Nature – Lesson 2
Lesson #	2 of 5	Teacher	David Liben

CC Standards for English Language Arts	<u>Reading Standards</u>
	RI.2.1 Ask and answer such questions as who, what, where, when and why to demonstrate understanding of key details in a text.
	RI.2.4 Determine the meaning of words and phrases.
	RI.2.5 Know and use various text features.
	<u>Speaking and Listening Standards</u>
	SL.2.1 Participate in collaborative conversations.

LESSON PLAN: THE WONDERS OF NATURE, LESSON 2

Overview: Before today’s lesson, the teacher had read aloud the entire text of the piece with the students following along in the text. After that, the students read it independently.

SECTION	TIME	SHIFT	DETAIL
Introduction	2 minutes		Revise the previous reading of the text and the discussion had in the last lesson about which animals were amazing and why.
Vocabulary in context	2 minutes	Academic vocabulary	Direct students to look at the cover of the text. Call on students to answer: <i>What is a “wonder”?</i> Relate the answers to some of the animals that are featured in the text. Call on students to answer: <i>What does the word “nature” mean? And What is not part of nature?</i>

SECTION	TIME	SHIFT	DETAIL
Vocabulary in context	8 minutes	Academic vocabulary	<p>Direct the students to the Introduction and have them get their pencils ready for underlining.</p> <p>Read from the introduction: “The world is full of strange and interesting animals. Some animals look unusual or have special abilities. Let’s look at some of these wonders of nature.”</p> <p>Have students underline the word “unusual.”</p> <p>Call on students to answer: <i>What do you think this word (unusual) means?</i></p> <p>Have students cross out the first two letters of the word (“un”). Ask students to discuss in their table groups: <i>What word is left and what does it mean?</i></p> <p>Call on students for answers.</p> <p>Then discuss what “un” means. (in general it means ‘not’).</p> <p>Direct students to the second sentence and read it aloud to them: “Some animals look unusual or have special abilities.”</p> <p>Call on students to answer: <i>What does ability mean?</i></p> <p>Explain what special means to students.</p>
Vocabulary in context	1 minute	Academic vocabulary	<p>Direct students to page 6 – The Trapdoor Spider</p> <p>Discuss bold-faced text. Revise the meaning of “bold” from last lesson.</p> <p>Call on students to answer: <i>Why would an author put a word in bold-faced print?</i></p> <p>Have students identify the second word on the page that is in bold (silk).</p>

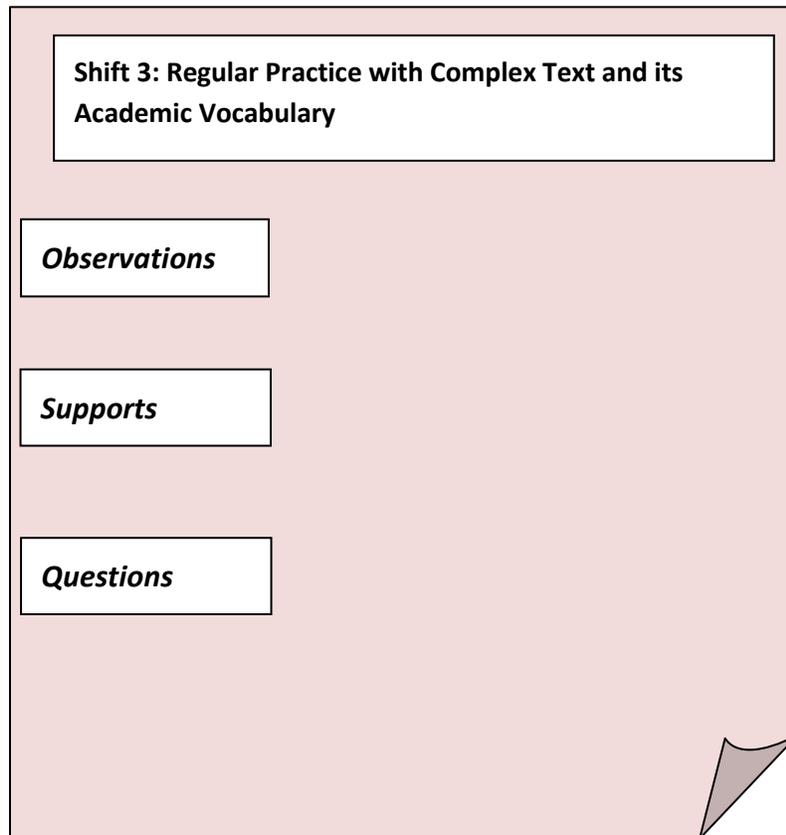
SECTION	TIME	SHIFT	DETAIL
Group work on text	7 minutes	Evidence from text Evidence from text	<p>Read the section on trapdoor spiders aloud to students. (Conclude at ... “and jumps out to grab it.”)</p> <p>Ask students to talk in groups and to underline evidence to answer this question: <i>What is the door made out of?</i></p> <p>Call on students to answer the question.</p> <p>Ask students to talk in groups and to underline evidence to answer this question: <i>What keeps the water out?</i></p> <p>Call on students to answer that question.</p> <p>Read the last sentence. Circle “senses” and talk in groups about what it means in this context.</p>
Drawing inferences from evidence	7 minutes	Evidence from text	<p>Ask students to underline and talk in groups to answer this question: <i>What are the two things the text tells us about the tunnel?</i></p> <p>Direct students to look at the section on the Archer Fish. Have students underline the two abilities and discuss in groups.</p> <p>Discuss answers with the class, then ask students to decide in groups: <i>Which of the two abilities is more special?</i></p>
Finding evidence	8 minutes	Vocabulary Evidence from text	<p>Ask students to turn to the section on the chameleon. (In the title in bold)</p> <p>Ask students: <i>What makes the “k” sound in the word chameleon?</i></p> <p>With the class, identify one of the special abilities that the chameleon has.</p> <p>Ask students to work in groups to identify, underline and number another 4–5 special abilities of the chameleon.</p> <p>Discuss answers with the whole class.</p>

Activity 4, Part 2: Creating an Anchor Chart

The purpose of an anchor chart is to “anchor” the teaching and learning that takes place in the classroom. The work of the class is kept visible for reference by the teachers and students. You will be creating an anchor chart, relative to each of the three instructional shifts of the Core Standards.

DIRECTIONS

1. Divide your chart paper into three sections and label as shown below:



2. Discuss with your table: “What would you expect to see and hear in a classroom aligned with Shift 3?” In the section of your anchor chart labeled **Observations**, make notes about what you would expect to observe in an aligned classroom.
3. Discuss with your table: “What supports will teachers and students need in order to implement Shift 3 effectively?” In the section of your anchor chart labeled **Supports**, make notes about your discussion.
4. In the section labeled **Questions**, note any questions or further comments participants at your table have about implementing Shift 3.

Activity 5

Activity 5: Bringing It All Together—Using the EQuIP Rubric to Assess Alignment

DESCRIPTION

In table groups, coaches will use the EQuIP Rubric to assess the extent to which a video lesson and its accompanying lesson plan align with the features of CCS-ELA instructional shifts. As a group, you will view an entire lesson and determine which features of aligned instruction are clearly evident. (You may not be able to assess all elements of aligned instruction.)

- Alignment to the Rigor of the CCS
- Key Areas of Focus in the CCS
- Instructional Supports
- Assessment

RESOURCES

- EQuIP/Tri-State Quality Review Rubric for lessons and units
- Note: The rubric is included in the resources on the America Achieves site:
<http://commoncore.americaachieves.org/>
- Video: Grade 5, English language Arts “Graphic nonfiction: Harriet Tubman” (Sims).
<http://commoncore.americaachieves.org/module/2> (Segment 1:30 – 8:30) approximately 7 minutes
- Lesson plan for Harriet Tubman, The Life of an African-American Abolitionist

DIRECTIONS

1. View the video and review the written lesson plan (on the following pages of the participant guide).
2. Read each of the four dimensions of the rubric. As a table, establish a consensus rating for each dimension that you feel able to rate.
3. Be prepared (as a table) to share out with the whole group an observation about the experience of using the rubric and/or the alignment of the lesson with the rubric.

LESSON: HARRIET TUBMAN, THE LIFE OF AN AFRICAN-AMERICAN ABOLITIONIST

Grade	5	Subject	English Language Arts
Unit name	Slavery and Segregation	Lesson	Harriet Tubman, The Life of an African-American Abolitionist
Lesson #	3	Teacher	Monica Sims
CCS Standards for English Language Arts	<p><u>Reading Standards</u></p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific information in the text.</p> <p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><u>Writing Standards</u></p> <p>W.5.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Speaking and Listening Standards</u></p> <p>SL.5.1 Engage effectively in a range of collaborative discussion, building on others’ ideas and expressing their own clearly.</p>		

UNIT OVERVIEW

Day One	Formal assessment on the book <i>Mississippi Trial 1955</i> . Reading: nonfiction article that provides the confession from Roy Bryant and J.W. Milam about the murder and death of Emmett Till.
Day Two	Examine specific quotes from the text and draw conclusions about the expressions and the point of view of Emmett Till, J.W. Milam and Roy Bryant.
Day Three	Graphic text study: <i>Harriet Tubman, The Life of an African-American Abolitionist</i>
Day Four	Socratic Seminar – through Socratic Seminar, students will practice building on others’

	ideas and expressing their own clearly. Informal assessment and feedback on questions asked throughout the text during the week.
Day Five	Formal assessment

LESSON PLAN: HARRIET TUBMAN, THE LIFE OF AN AFRICAN-AMERICAN ABOLITIONIST

SECTION	TIME	SHIFT	DETAIL
Review	3 minutes	Text selection Academic vocabulary	Recap the unit on Emmett Till and address questions students asked about the origin of segregation and racism. Have students think about the earlier time period as they prepare to read the text. Review the objective of the lesson which is to have students quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Discuss and explain complex vocabulary Peculiar – strange Institution – any established law or custom
Reading the text/independent reading	10 minutes	Text selection	Read aloud to students who need additional support to give them access to the text
Introduction to activity	2 minutes		Distribute the questions that accompany the text for students to review as we begin a shared reading of the text.
Shared reading of text	10 minutes	Vocabulary	Shared reading – students read aloud with teacher support where needed.

Gathering evidence	15 minutes	Evidence from text	Students discuss the questions in table groups and answer the questions independently on a sheet of paper.
Sharing answers and questions	8 minutes	Evidence from text Vocabulary	Students share out their answers citing text support.
Discussion and close	2 minutes		After the reading, students will write down something that stood out to them in their reading. Pull named popsicle sticks to have 5–7 students share their written thoughts.

Activity 6

Activity 6: Myths about Rigor in the Common Core Classroom

DESCRIPTION

In mixed grade table groups, coaches will discuss and take a short quiz on myths about rigor and the CCS-ELA & Literacy. They will then read the article to find the “answers.” At tables, participants discuss what they have learned.

RESOURCE

Blackburn, B. (2014). Five myths about rigor and the Common Core. Posted on *Middleweb* 1/22/2014. Retrieved from <http://www.middleweb.com/12318/five-myths-rigor-common-core/>

DIRECTIONS

1. In mixed table groups, coaches discuss and take a short quiz on beliefs about rigor in the classroom related to the CCSS-ELA & Literacy. Table participants make consensus decisions about each statement. See the quiz below.
2. Each person at the table reads an entire blog post on the following pages and underlines information pertinent to the rigor quiz they have just taken.
3. Coaches discuss and revise their answers on the quiz, using evidence from the blog post.

SHORT QUIZ: RIGOR AND THE CCS-ELA & LITERACY

Statements about the CCS-ELA & Literacy	Yes	Maybe	No
1. Quantity of homework is a sign of rigor.			
2. More classwork and activities are signs of rigor.			
3. Rigor is not meant for all students.			
4. Providing support for students means the rigor is less.			
5. Raising the level of rigor requires new resources.			

Five Myths about Rigor and the Common Core

MIDDLEWEB 01/22/2014 by Barbara Blackburn

Rigor is one of the most discussed topics in education today, especially given the emphasis on meeting the challenging Common Core State Standards. But there is much debate over what rigor is and is not. Let's look at five myths of rigor that will be familiar to many middle grades educators, then at a concrete definition of the actual meaning.

MYTH ONE: LOTS OF HOMEWORK IS A SIGN OF RIGOR.

For many people the best indicator of rigor is homework. Some teachers pride themselves on the amount of homework they expect from their students, and there are parents who judge teachers by homework quantity.

Realistically, all homework is not equally useful. Some of it is just busywork, assigned by teachers because principals or parents expect it. For some students, doing more homework than necessary leads to burnout. When that occurs, students are less likely to complete homework and may become discouraged about any kind of learning activity, in or out of school. In the Common Core, you'll notice the focus is on depth, not coverage, which extends to homework.

MYTH TWO: RIGOR MEANS DOING MORE.

"Doing more" often means doing more low-level activities, frequent repetitions of things that students have already learned or can learn with little investment of time. Such narrow and rigid approaches to learning do not define a rigorous classroom.

Students learn in many different ways. Just as instruction must vary to meet the individual needs of students, so must homework. Rigorous and challenging learning experiences will vary with the student. Their design will vary, as will their duration. Ultimately, it is the quality of the assignment that makes a difference in terms of rigor.

Again you'll notice throughout the Common Core State Standards that the focus is on high-quality, in-depth assignments, rather than simply assigning more problems.

MYTH THREE: RIGOR IS NOT FOR EVERYONE.

Some teachers think the only way to assure success for everyone is to lower standards and lessen rigor. This may mask a hidden belief that some students can't really learn at high levels.

You may have heard of the Pygmalion Effect—students live up to or down to our expectations of them. It’s true. Each student can complete rigorous work at high levels, whether they are advanced or a student with special needs. As I said in Myth Two, “rigorous” is different for different learners.

The Common Core standards reinforce this notion when they speak of preparing each student, not just some students, for college and careers. I know from my own experience as a teacher of struggling students who came reading far below their grade level that any teacher can be rigorous, and any student can reach higher levels with the right support.

MYTH FOUR: PROVIDING SUPPORT MEANS LESSENING RIGOR.

In America, we believe in rugged individualism. We are to pull ourselves up by our bootstraps and do things on our own. Working in teams or accepting help is often seen as a sign of weakness. Supporting students so that they can learn at high levels is central to the definition of rigor. As teachers design lessons for the Common Core that move students toward college and career-ready work, they must provide scaffolding to support them as they learn. The Core calls on teachers as well as students to respond to higher expectations.

MYTH FIVE: RESOURCES EQUAL RIGOR.

Recently, I’ve heard a common refrain. “If we buy this program, or textbook, or technology, then we would be rigorous.” This is particularly true with resources claiming to match the Common Core.

Some of these resources are much better than others, so the old saying “Buyer Beware” is particularly pertinent. The right resources can certainly help increase the rigor in your classroom. However, raising the level of rigor for your students is not dependent on the resources you have.

Think about the resources you have now. How can you use them more effectively? Do you use a textbook that includes true-false tests? Often, they are not rigorous because students can guess the answer. However, add one step for more rigor. Ask students to rewrite all false answers into true statements, requiring students to demonstrate true understanding.

It’s not the resources; it’s how you use them that makes a difference.

TRUE RIGOR

Despite its reputation, the word *rigor* does not have to be a negative in your classroom.

True instructional rigor is “creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels (Blackburn, 2012).”

Notice we are talking about four distinct aspects of the classroom: environment, expectations, support, and demonstration of learning.

- An environment that supports rigor focuses on risk-taking, since working at higher levels requires that students take a risk. How do we do this? By reinforcing progress, effort, and grit, or persistence.
- Next, having high expectations means increasing wait time, using positive encouragement to coach students to continue with their work rather than shutting down, and insisting that students provide high quality responses to higher-order questions.
- Support must balance these high expectations, since learning to learn at higher levels requires assistance while moving there. This can include modeling, use of graphic organizers, or chunking information.
- Finally, students must demonstrate learning at high levels. This includes providing work that is quality, rather than just completed at a minimum level. Teachers should provide rubrics and other tools to help students understand what “good” looks like.

A FINAL NOTE

Moving beyond the myths of rigor to incorporate true instructional rigor in the classroom is critical, especially in light of the Common Core State Standards. The standards are rigorous, yet we must match the rigor of those standards with our instruction. Having a thorough understanding of rigor allows us to match the standards with appropriately rigorous instruction and assessment.

From *Five Myths about Rigor and the Common Core*, by B. R. Blackburn, 2014, Little Switzerland, NC: MiddleWeb.com. Copyright 2014 by Barbara R. Blackburn. Reprinted with permission. Retrieved from <http://www.middleweb.com/12318/five-myths-rigor-common-core/> (website link: barbarablackburnonline.com)

Activity 7

Activity 7: Reflect, Pair, Share

DESCRIPTION

Independently, coaches will review notes and activities from today, reflecting on videos, texts, activities, and discussions. Each coach shares his/her list with a partner and they agree on 3–4 items to share with the table. Partners then share their list with the whole table, and the table agrees on three or four items to share with the entire workshop group.

DIRECTIONS

1. Reflect on your notes, anchor charts, and discussions from today.
2. Create a list of take-aways that have implications for curriculum, instruction, and learning in your school. Record your notes on the chart on the next page.
3. Discuss your list with a partner at your table. Decide upon 3–4 take-aways that you both agree are important. Record those on the chart on the next page.
4. At your table, choose one person to lead a discussion about the partners' lists. Decide upon 3–4 items that you all agree are important. Be prepared to share with the whole group.
5. Share your items with the whole group.

My Take-Aways from Module 1

What I learned (or revisited) today	How it informed or changed my thinking	How it can impact teaching and learning in my school
<i>Example: Importance of content-rich nonfiction. Students can be learning about content from text, not teacher.</i>	<i>Example: I need to reconsider some of the texts I use for read alouds to be sure that they are nonfiction, and will help students build knowledge on important topics.</i>	<i>Do we have enough content-rich nonfiction of appropriate complexity for each grade level?</i>

My Partner and I Agree on These 3–4 Items

What we learned (or revisited) today	How it informed or changed our thinking	How it can impact teaching and learning in our schools

At Our Table, We Agree on These 3–4 Items:

What we learned (or revisited) today	How it informed or changed our thinking	How it can impact teaching and learning in our schools

Activity 8

Activity 8: Plan for Sharing

DESCRIPTION

This activity allows time for an open discussion and planning by school teams or job-alike groups. Participants review notes from Activity 7 regarding the vertical progression of the standards, the instructional shifts, and the EQuIP Rubric. They decide which activities would be valuable for their colleagues and how they can conduct or modify them to share in their schools.

DIRECTIONS

1. Work with your school team or with a partner at your table.
2. Using your notes from Activity 7, and the descriptions of activities (in your Participant Guide), decide which of the activities we did today would be valuable for your colleagues to experience.
3. Discuss how you might conduct or share the activities in your school, considering:
 - a. Time you have available
 - b. Possible modifications to the activities
 - c. Support you'll need from school leaders
 - d. Resources

PLAN FOR SHARING

Activity	Time available	Modifications	Support needed	Resources

Closing Activities

Closing Activities

Post-Assessment—CCS-ELA & Literacy and Instructional Shifts

Instructions: Check the box on the scale that best represents your knowledge or feelings about the CCS ELA & Literacy in your classroom.

Self-Assessment Questions	No	Somewhat	Yes	Absolutely, and I could teach it to someone else
	1	2	3	4
I understand how the grade level expectations of the CCS-ELA & Literacy build upon one another and relate to the College and Career Readiness Anchor Standards.				
I understand the purpose and demands of the Reading Standards: Foundational Skills, K–5.				
I understand the purpose and nature of the CCS Literacy standards for History/Social Studies, Science, and Technical Subjects.				
I understand the required instructional shifts for the CCS and how they relate to the standards and each other.				
I am familiar with instructional practices consistent with the CCS instructional shifts.				
I know what the EQuIP Rubric is and how to use it.				
I regularly engage in collaborative discussion about the standards, the shifts, related practices, and can identify relevant resources for implementation.				

Session Evaluation

Thank you for attending today’s session. Your feedback is very important to us! Please fill out a short survey about today’s session. The survey is located here: <http://tinyurl.com/K5Mod1ELA>

Text Excerpts from CCS-ELA Appendix B

Grades K–1, Read-Aloud Informational Text: Jenkins, Steve, and Robin Page. *What Do You Do With a Tail Like This?* Orlando: Houghton Mifflin, 2003. (2003)

What do you do with a nose like this?

If you're a platypus, you use your nose to dig in the mud.

If you're a hyena, you find your next meal with your nose.

If you're an elephant, you use your nose to give yourself a bath.

If you're a mole, you use your nose to find your way underground.

If you're an alligator, you breathe through your nose while hiding in the water.

What do you do with ears like these?

If you're a jackrabbit, you use your ears to keep cool.

If you're a bat you "see" with your ears.

If you're a cricket, you hear with ears that are on your knees.

If you're a humpback whale, you hear sounds hundreds of miles away.

If you're a hippopotamus, you close your ears when you're under water.

What do you do with a tail like this?

If you're a giraffe, you brush off pesky flies with your tail.

If you're a skunk, you lift your tail to warn that a stinky spray is on the way.

If you're a lizard, you break off your tail to get away.

If you're a scorpion, your tail can give a nasty sting.

If you're a monkey, you hang from a tree by your tail.

What do you do with eyes like these?

If you're an eagle, you spot tiny animals from high in the air.

If you're a chameleon, you look two ways at once.

If you're a four-eye fish, you look above and below the water at the same time.

If you're a bush baby, you use your large eyes to see clearly at night.

If you're a horned lizard, you squirt blood out of your eyes.

What do you do with feet like these?

If you're a chimpanzee, you feed yourself with your feet.

If you're a water strider, you walk on water.

If you're a blue-footed booby, you do a dance.

If you're a gecko, you use your sticky feet to walk on the ceiling.

If you're a mountain goat, you leap from ledge to ledge.

What do you do with a mouth like this?

If you're a pelican, you use your mouth as a net to scoop up fish.

If you're an egg-eating snake, you use your mouth to swallow eggs larger than your head.

If you're a mosquito, you use your mouth to suck blood.

If you're an anteater, you capture termites with your long tongue.

If you're an archerfish, you catch insects by shooting them down with a stream of water.

Excerpted from WHAT DO YOU DO WITH A TAIL LIKE THIS? By Steve Jenkins and Robin Page. Copyright © 2003 by Steve Jenkins and Robin Page. Used by Permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Grades 2–3, Informational Text: Aliko. *A Medieval Feast*. New York: HarperCollins, 1986. (1983)

It was announced from the palace that the King would soon make a long journey.

On the way to his destination, the King and his party would spend a few nights at Camdenton Manor. The lord of the manor knew what this meant. The king traveled with his Queen, his knights, squires, and other members of his court. There could be a hundred mouths to feed!

Preparations for the visit began at once. The lord and lady of the manor had their serfs to help them. The serfs lived in huts provided for them on the lord's estate, each with its own plot of land. In return, they were bound to serve the lord. They farmed his land, managed his manor house, and if there was a war, they had to go to battle with the lord and the King.

But now they prepared.

The manor had its own church, which was attended by everyone on the estate.

The manor house had to be cleaned, the rooms readied, tents set up for the horsemen, fields fenced for the horses. And above all, provisions had to be gathered for the great feast.

The Royal Suite was redecorated.

Silk was spun, new fabric was woven.

The Royal Crest was embroidered on linen and painted on the King's chair.

The lord and his party went hunting and hawking for fresh meat.

Hunting was a sport for the rich only. The wild animals that lived on the lord's estate belonged to him. Anyone caught poaching—hunting illegally—was severely punished.

Falcons and hawks were prized pets. They were trained to attack birds for their masters to capture.

They trapped rabbits and birds of all kinds, and fished for salmon and eels and trout.

Serfs hid in bushes and caught birds in traps. They set ferrets in burrows to chase out rabbits.

There were fruits and vegetables growing in the garden, herbs and flowers for sauces and salads, and bees made honey for sweetening.

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Grades 4–5, Informational Text: Lauber, Patricia. Hurricanes: *Earth’s Mightiest Storms*. New York: Scholastic, 1996. (1996) From “The Making of a Hurricane”

Great whirling storms roar out of the oceans in many parts of the world. They are called by several names—hurricane, typhoon, and cyclone are the three most familiar ones. But no matter what they are called, they are all the same sort of storm. They are born in the same way, in tropical waters. They develop the same way, feeding on warm, moist air. And they do the same kind of damage, both ashore and at sea. Other storms may cover a bigger area or have higher winds, but none can match both the size and the fury of hurricanes. They are earth’s mightiest storms.

Like all storms, they take place in the atmosphere, the envelope of air that surrounds the earth and presses on its surface. The pressure at any one place is always changing. There are days when air is sinking and the atmosphere presses harder on the surface. These are the times of high pressure. There are days when a lot of air is rising and the atmosphere does not press down as hard. These are times of low pressure. Low-pressure areas over warm oceans give birth to hurricanes.

From: HURRICANES: EARTH’S MIGHTIEST STORMS by Patricia Lauber. Copyright © 1996 by Patricia Lauber. Used by permission of Scholastic, Inc.

Grades 4–5, Informational Text: Simon, Seymour. Horses. New York: HarperCollins, 2006. (2006)

Horses move in four natural ways, called gaits or paces. They walk, trot, canter, and gallop. The walk is the slowest gait and the gallop is the fastest.

When a horse walks, each hoof leaves the ground at a different time. It moves one hind leg first, and then the front leg on the same side; then the other hind leg and the other front leg. When a horse walks, its body swings gently with each stride.

When a horse trots, its legs move in pairs, left front leg with right hind leg, and right front leg with left hind leg. When a horse canters, the hind legs and one front leg move together, and then the hind legs and the other foreleg move together.

The gallop is like a much faster walk, where each hoof hits the ground one after another. When a horse gallops, all four of its hooves may be flying off the ground at the same time.

Horses are usually described by their coat colors and by the white markings on their faces, bodies, legs, and hooves. Brown horses range in color from dark brown bays and chestnuts to golden browns, such as palominos, and lighter browns such as roans and duns.

Partly colored horses are called pintos or paints. Colorless, pure-white horses—albinos—are rare. Most horses that look white are actually gray.

Skewbalds have brown-and-white patches. Piebalds have black and white patches. Spotteds have dark spots on a white coat or white spots on a dark coat.

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