

Module 1  
Participant Guide

Focus on Instructional Shifts

# Connecticut Core Standards for English Language Arts and Literacy



Grades 6–12

*Systems of Professional Learning*

### **Connecticut Core Standards Systems of Professional Learning**

The material in this guide was developed by Public Consulting Group in collaboration with staff from the Connecticut State Department of Education and the RESC Alliance. The development team would like to specifically thank Ellen Cohn, Charlene Tate Nichols, and Jennifer Webb from the Connecticut State Department of Education; Leslie Abbatiello from ACES; and Robb Geier, Elizabeth O'Toole, and Cheryl Liebling from Public Consulting Group.

The Systems of Professional Learning project includes a series of professional learning experiences for Connecticut Core Standards District Coaches in English Language Arts, Mathematics, Humanities, Science, Technology, Engineering, Mathematics (STEM), and Student/Educator Support Staff (SESS).

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 (continued)
- 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 6–12.				
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 6–12 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. 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.

### RESOURCE

- Connecticut Core Standards English Language Arts, 6–12 Standards Progression
- Activity Template

### DIRECTIONS

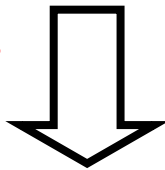
1. Using the Connecticut Core Standards English Language Arts, 6–12 Standards Progression handout, pairs select one College and Career Readiness (CCR) Anchor Standard (identified below) for the focus of their investigation. Using the template on the following page as a guide, pairs specify key verbs 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.



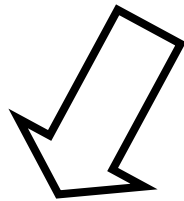
**Activity Template:** Examining the Vertical Progressions of the 6-12 CCS-ELA  
Specify standards by strand, cluster, and number.

**College and Career Readiness Anchor Standard**

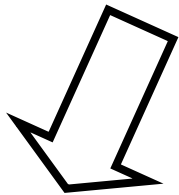
- **Highlight grade level changes**
  - **Action verbs**
  - **Key content**



**Grade 11–12**



**Grade 9–10**



**Grade 6–8**

## 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 grade 6 grade to grade 12 ... students will need to grow in their ability from providing text-based answers, both explicit and inferentially, to providing text-based answers, both explicit and inferential, and including determining where the text leaves matters uncertain.”

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.9-10 are that assessment will need to include rich authentic text, and students will be asked to support answers with evidence from the text including those which are explicit and those which are inferential.”

Activity 2

## Activity 2: Building Knowledge through Content-Rich Nonfiction

### DESCRIPTION

In grade-alike groups of grades 6–8, 9–10, and 11–12, 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

- Connecticut Core Standards English Language Arts, 6–12 Standards Progression
- Text exemplars from Appendix B Grades 6–8
  - Informational Texts: History/Social Studies–United States. *Preamble and First Amendment to the United States Constitution.*
  - Informational Texts: History/Social Studies–Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution.*
- Text exemplars from Appendix B Grades 9–10
  - Informational Text: English Language Arts–King, Jr., Martin Luther. “Letter from Birmingham Jail.”
- Text exemplars from Appendix B Grades 11–12
  - Informational Text: Science, Mathematics, and Technical Subjects–Kane, Gordon. “The Mysteries of Mass”

## Activity 2, Part I: Suggested Discussion Prompts

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

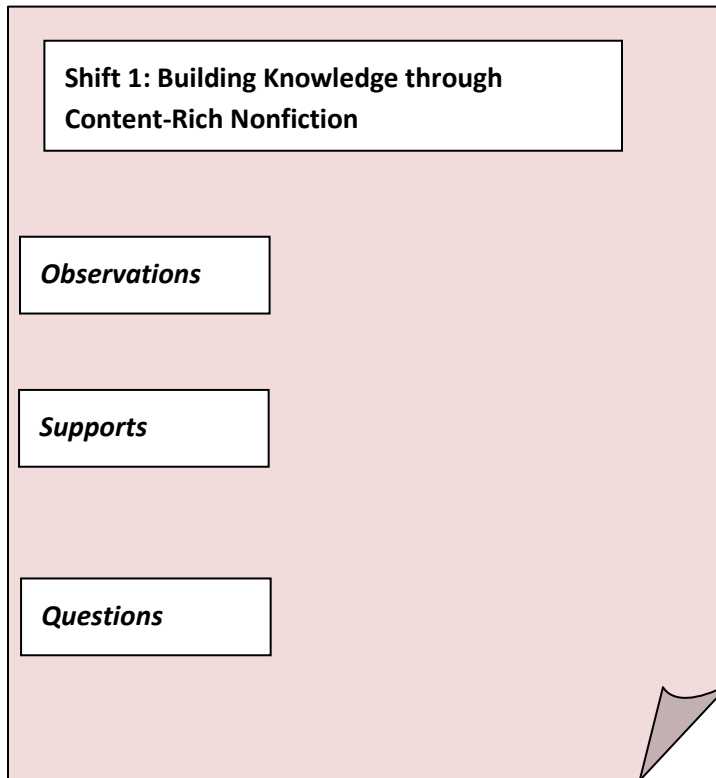
What is the knowledge that the text is building? Is this a good example of meaningful text that promotes critical thinking and “is worth reading”?

## 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:



1. 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.
2. 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.
3. 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 6–8, 9–10, and 11–12, 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: “The Declaration of Independence” (Grade 8, ELA/Literacy, Subject: History)  
<http://commoncore.americaachieves.org/module/5> (Segment 2: 02:09–05:15, Segment 4: 06:50–07:24, Segment 7: 08:50–9:29) approx.4.5 minutes total on text evidence
- Lesson plan for The Declaration of Independence
- Connecticut Core Standards English Language Arts, 6–12 Standards Progression
- Text exemplars from Appendix B Grades 6–8
  - Informational Texts: History/Social Studies–United States. *Preamble and First Amendment to the United States Constitution.*
  - Informational Texts: History/Social Studies–Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution.*
- Text exemplars from Appendix B Grades 9–10
  - Informational Text: English Language Arts–King, Jr., Martin Luther. “Letter from Birmingham Jail.”
- Text exemplars from Appendix B Grades 11–12
  - Informational Text: Science, Mathematics, and Technical Subjects–Kane, Gordon. “The Mysteries of Mass”



## 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 8 class reading closely the *Declaration of Independence*. For this activity, we will focus on the teacher’s text-dependent questions and the students’ text-based answers. The lesson plan and worksheet, including the text excerpt for the video lesson, are included in this packet.

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:
  - RH.6-8.1 Identification and use of textual evidence from primary sources.
  - RH.6-8.4 Determine meaning of words and phrases as they are used in a text.
  - RH.6-8.6 Identify aspects of language that reveal point of view.
  - WH.6-8.1.b Support claims with evidence.
  - WH.6-8.2.d Use precise language to explain.
  - WH.6-8.9 Draw evidence from informational text.
  - RI.5.8 Explain how an author uses evidence to support particular points.

After watching the video, briefly review the printed 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

<b>Grade</b>	8	<b>Subject</b>	History
<b>Unit name</b>	The Declaration of Independence	<b>Lesson</b>	Close Reading of Part 3 of the Declaration of Independence
<b>Lesson #</b>	3	<b>Teacher</b>	Tim Bailey

UNIT OVERVIEW

<b>Day One</b>	Section 1 – modeled analysis
<b>Day Two</b>	Section 2 – guided analysis
<b>Day Three</b>	Section 3 – independent analysis
<b>Day Four</b>	Section 4 – independent – more challenging selection
<b>Day Five</b>	Synthesize, analyze, write

<b>CCS Standards for English Language Arts</b>	<b><u>Reading Standards</u></b>
	<u>RH6-8.1</u> Identification and use of textual evidence from primary sources
	<u>RH6-8.2</u> Determine and summarize central idea (of text)
	<u>RH6-8.4</u> Determine meaning of words and phrases as they are used in a text
	<u>RH6-8.6</u> Identify aspects of language that reveal point of view
	<b><u>Writing Standards</u></b>
	<u>WH6-8.1.b</u> Support claims with evidence
	<u>WH6-8.2 d</u> Use precise language to explain
	<u>WH6-8.9</u> Draw evidence from informational texts

**LESSON PLAN: THE DECLARATION OF INDEPENDENCE**

SECTION	TIME	SHIFT	DETAIL
<b>Introduction</b>	1 minute	Text Selection	Tell the students that they will be further exploring what Thomas Jefferson was saying in the third section of The Declaration by reading and understanding Jefferson’s own words and then being able to tell, in their own words what it was that he wrote. Today they will be working by themselves on their summaries.
<b>Review</b>	4 minutes	Evidence from text	The students and teacher discuss what they did yesterday and the meaning of the first and second selections.
<b>Reading the text</b>	8 minutes		Read selection aloud then “share read” the third selection with the students. This is done by having the students follow along silently while the teacher begins reading aloud. The teacher models prosody, inflection, and punctuation. The teacher then asks the class to join in with the reading after a couple of sentences while the teacher continues to read along with the students, still serving as the model for the class. This technique will support struggling readers as well as English Language Learners (ELL).
<b>Introduction to activity</b>	2 minutes		<p>Explain that the class will be analyzing the third selection from The Declaration of Independence today. All students are given a copy of Summary Organizer #3 (worksheet).</p> <p>Put a copy of Summary Organizer 3 (worksheet) on display in a format large enough for all of the class to see (an overhead projector, Elmo projector, or similar device). Explain that today they will be going through the same process as yesterday but they will be working by themselves.</p> <p>Explain that the objective is still to select “Key Words” from the third paragraph and then use those words to create a summary sentence that gets at the gist of what Jefferson was writing about in the third selection.</p>

SECTION	TIME	SHIFT	DETAIL
<b>Gathering evidence</b>	15 minutes	Evidence from text  Academic vocabulary	Students decide on which Key Words to select. They can pick up to 10 Key Words. After they have decided on their words they will write those words in the Key Words box of their worksheet.
<b>Sharing key words</b>	8 minutes	Evidence from text	Sharing of key words – teacher led activity. Students nominate key words and class indicates the strength of agreement with those words. Words in the text are identified and underlined on the screen.
<b>Writing to sources</b>	7 minutes	Academic vocabulary	Explain that by using these Key Words the student will build a sentence which summarizes what Jefferson was writing about. They should write their summary sentence into their organizer.  Students put their new summary sentence into their own words, not having to use Jefferson’s words in order to write a summary sentence.
<b>Sharing summaries</b>	5 minutes	Evidence from the text	Ask for students to share out the summary sentences that they have created. This should start a teacher led discussion that points out the qualities of the various attempts.  How successful were the students at getting what Jefferson was writing about?
<b>Close</b>	2 minutes	Academic Vocabulary	Discuss vocabulary that the students found confusing or difficult. If you choose you could have students use the back of their organizer to make a note of these words and their meaning.

### **Declaration of Independence: Text Excerpt from Student Sample:**

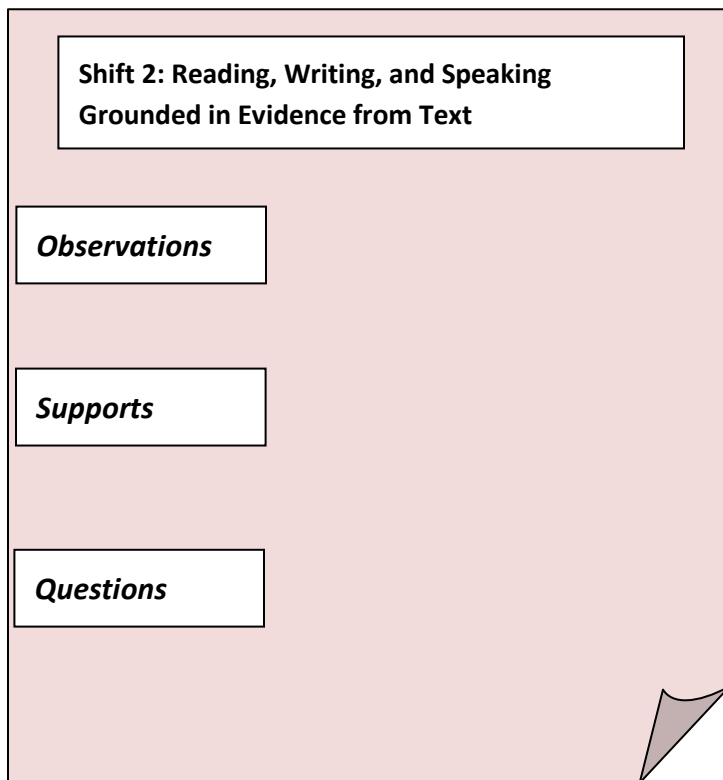
To Prove this, let facts be submitted to a candid world. He has refused his assent to laws, the most wholesome and necessary for the public good. He has forbidden this governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other laws for the accommodation of large districts of people, unless those people would relinquish the right of representation in the legislature, a right inestimable to them and formidable to tyrants only ... He has kept among us, in times of peace, standing armies without the consent of our legislature. He has affected to render the military independent of and superior to civil power. He has abdicated government here, by declaring us out of his protection and waging war against us. He has plundered our seas, ravaged our coasts, burned our towns, and destroyed the lives of our people... He is at this time transporting large armies of foreign mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworth the head of a civilized nation.

### 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:



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](http://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 6–8, 9–10, and 11–12, 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: “The Declaration of Independence” (Grade 8, History)  
<http://commoncore.americaachieves.org/module/5> (Segment 5: 00:07:25, Segment 6: 00:7:40, Segment 8: 00:09:30 to end (approximately 5 minutes total))
- Lesson plan for The Declaration of Independence
- Connecticut Core Standards English Language Arts, 6–12 Standards Progression
- Text exemplars from Appendix B Grades 6–8
  - Informational Texts: History/Social Studies–United States. *Preamble and First Amendment to the United States Constitution.*
  - Informational Texts: History/Social Studies–Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution.*
- Text exemplars from Appendix B Grades 9–10
  - Informational Text: English Language Arts–King, Jr., Martin Luther. “Letter from Birmingham Jail.”
- Text exemplars from Appendix B Grades 11–12
  - Informational Text: Science, Mathematics, and Technical Subjects–Kane, Gordon. “The Mysteries of Mass”

## 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 an eighth grade class reading closely the *Declaration of Independence*. For this activity we will focus on the teacher’s text-dependent questions and the students’ text-based answers related to academic language. As you watch the video segments, take careful notes on the teacher’s use of text-dependent questions and students’ text-based answers on academic language. Do the questions specifically address key vocabulary and 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 text-dependent questions that build knowledge related to the the CCS-ELA reading and language standards for the lesson as identified on the lesson plan:
  - RH.6-8.1 Identification and use of textual evidence from primary sources.
  - RH.6-8.4 Determine meaning of words and phrases as they are used in a text.
  - RH.6-8.6 Identify aspects of language that reveal point of view.
  - WH.6-8.1.b Support claims with evidence.
  - WH.6-8.2.d Use precise language to explain.
  - WH.6-8.9 Draw evidence from informational text.
  - RI.5.8 Explain how an author uses evidence to support particular points.
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:

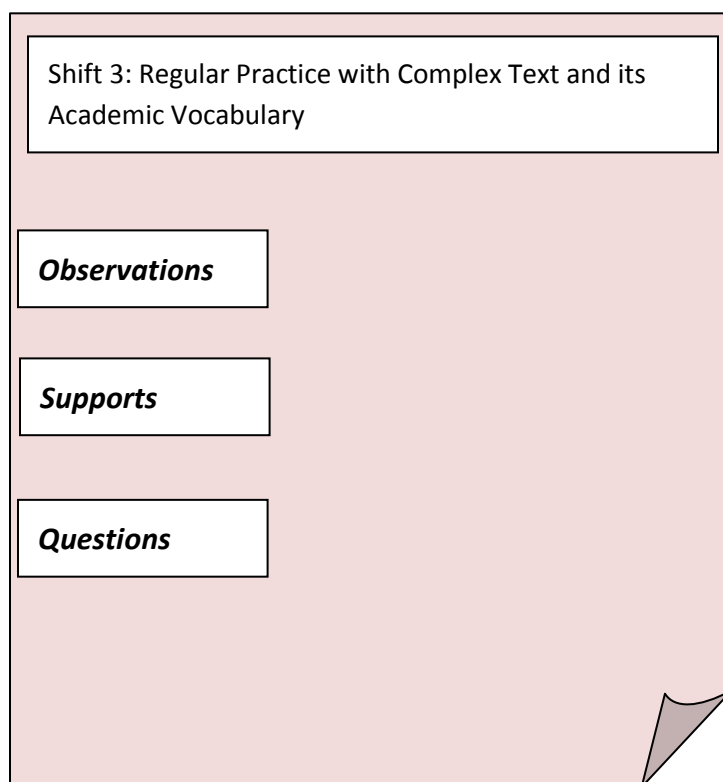
*Do the text-dependent questions in the video exemplar specifically address academic language in the text? What types of questions is the teacher asking? Are students successful in responding to the questions with textual evidence? Pay special attention to the way that the teacher helps students become 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?*

## 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 EQIP Rubric to Assess Alignment

### DESCRIPTION

In table groups, coaches will use the EQIP 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

- EQIP/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: “I Hear the Wail of Millions” (Feaser) Grade 10: English  
<http://commoncore.americaachieves.org/module/14> -

### DIRECTIONS

1. View the video and review the written lesson plan included in this 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.

### ABOUT THIS LESSON

This is part of a six-week unit. It is the first lesson where students undertake a close reading of an informational text that is related to the major literary work being studied. In this lesson students determine the purpose and the structure of argument in Frederick Douglass’s “I hear the mournful wail of millions.” There is an emphasis on analyzing the language choices and citing evidence from the text. The culminating task for the unit is for students to write a brief essay that answers the following prompt: “How does Frederick Douglass introduce and then develop his position that America has nothing to

celebrate about itself on July 4, 1852? Explain Douglass’s position from beginning to end using evidence from the text to support your commentary.”

**LESSON: “I HEAR THE MOURNFUL WAIL OF MILLIONS”**

<b>Grade</b>	10	<b>Subject</b>	English Language Arts
<b>Unit name</b>	Connecting Informational Text with Literary Text	<b>Lesson</b>	Frederick Douglass’s “I Hear the Mournful Wail of Millions” speech
<b>Lesson #</b>	2	<b>Teacher</b>	Charles Feeser

<b>CC Standards for English Language Arts</b>	<p><u>RI.9-10.1</u>                  Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>RI.9-10.6</u>                  Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that point of view or purpose.</p>
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**LESSON PLAN:**

SECTION	TIME	SHIFT	DETAIL
<b>Review</b>	10 minutes	Writing grounded in text	Paired students will share constructed responses from homework. Students will volunteer to read their general impressions to class.
<b>Shared Reading / Close Reading</b>	20 minutes	Content-rich nonfiction Complex text	<p>Teacher guides students through a close reading of the text, paragraph by paragraph.</p> <p>Teacher reads paragraph 1 aloud as students follow the text. Central Question for paragraph is posted: Why can’t Douglass celebrate American independence?</p> <ol style="list-style-type: none"> <li>1. What does Douglass imply in his opening address, “Fellow citizens”? What is ironic about this language?</li> <li>2. To which of our five senses does Douglass appeal in the opening lines? With that sense in mind, what</li> </ol>



			<p>does the word <u>tumultuous</u> mean in context?</p> <ol style="list-style-type: none"> <li>What would be “scandalous and shocking” to Douglass?</li> <li>What does Douglass mean by the expression “popular theme”?</li> <li><u>Reproach</u> is used here as a noun. Is it a favorable word? Why does Douglass refer to himself as a “reproach”?</li> <li>Douglass makes a direct allusion to Psalm 137. An interesting extended assignment would be to have a student search the Internet for the text of Psalm 137 to share with the class, and then explain the allusion.</li> </ol>
<b>Sharing Answers</b>	5 minutes	Writing grounded in text	Students will volunteer to share their paraphrases of paragraph 1.
<b>Shared reading / Close reading</b>	20 minutes	<p>Content-rich nonfiction</p> <p>Academic vocabulary</p>	<p>In pairs, have students write a brief paraphrase of paragraph 1. Students will volunteer to read paraphrases aloud. What should a good paraphrase accomplish?</p> <p>Teacher reads paragraph 2 aloud as students follow the text. Central Question for this paragraph is posted: How does Douglass change his tone in this paragraph? With whom does Douglass identify?</p> <ol style="list-style-type: none"> <li>Who is the “American bondman”? How does this expression connect to the topic sentence of this paragraph?</li> <li>What does Douglass mean by the word <u>conduct</u>? How does he make this term negative?</li> <li>What does the word <u>fettered</u> mean? Why is liberty fettered? What figure of speech is Douglass using here? How does this expression connect to his phrase, “the crushed and bleeding slave”?</li> <li>Douglass uses the word <u>will</u> several times in this paragraph. What is the inference we can make when we hear that one uses his “will”? What does he state he will do? What does he state that he will not do?</li> <li>Who does Douglass say will agree with him by the</li> </ol>

		Complex text	close of this paragraph? 6. Douglass makes another direct allusion, this time to a speech delivered by William Lloyd Garrison. An interesting extended assignment would be to have a student search the Internet for the text of the speech to share with the class.
<b>Sharing Answers</b>	5 minutes	Writing grounded in the text	Students will volunteer to share their paraphrases of paragraph 1.
<b>Discussion and close</b>	5 minutes		Close class by having students record the Central Question for paragraph 3: How does Douglass support the claim that slaves are human beings and not beasts? Why does he make the claim that a persuasive argument to convince the “public mind” is pointless?

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 next page 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.

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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 following 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 <b>can</b> 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 EQulP 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 this 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:
  - Time you have available
  - Possible modifications to the activities
  - Support you'll need from school leaders
  - 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 6–12.				
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 EQiP 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/612Mod1ELA>



## Text Excerpts from CCS-ELA Appendix B

### Grades 6–8, Informational Text–History/Social Studies: United States. Preamble and First Amendment to the United States Constitution. (1787, 1791)

#### Preamble

We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of the United States of America.

#### Amendment I

Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of people peaceably to assemble, and to petition the Government for a redress of grievances.

### Grades 6–8, Informational Text–History/Social Studies: Monk, Linda R. *Words We Live By: Your Annotated Guide to the Constitution*. New York: Hyperion, 2003. (2003) From “We the People ...”

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘We the People.’ When the Founding Fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens ... The men who gathered in Philadelphia in 1787 could not ... have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

**Grades 9–10, Informational Text–English Language Arts: King, Jr., Martin Luther. “Letter from Birmingham Jail.” *Why We Can’t Wait*. New York: Signet Classics, 2000. (1963)**

My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities “unwise and untimely.” Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against “outsiders coming in.” I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their “thus saith the Lord” far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial “outside agitator” idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

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**Grades 11–12, Informational Text—Science, Mathematics, and Technical Subjects: Kane, Gordon. “The Mysteries of Mass.” *Scientific American Special Edition* December 2005. (2005)**

Physicists are hunting for an elusive particle that would reveal the presence of a new kind of field that permeates all of reality. Finding that Higgs field will give us a more complete understanding about how the universe works.

Most people think they know what mass is, but they understand only part of the story. For instance, an elephant is clearly bulkier and weighs more than an ant. Even in the absence of gravity, the elephant would have greater mass—it would be harder to push and set in motion. Obviously the elephant is more massive because it is made of many more atoms than the ant is, but what determines the masses of the individual atoms? What about the elementary particles that make up the atoms—what determines their masses? Indeed, why do they even have mass?

We see that the problem of mass has two independent aspects. First, we need to learn how mass arises at all. It turns out mass results from at least three different mechanisms, which I will describe below. A key player in physicists’ tentative theories about mass is a new kind of field that permeates all of reality, called the Higgs field. Elementary particle masses are thought to come about from the interaction with the Higgs field. If the Higgs field exists, theory demands that it have an associated particle, the Higgs boson. Using particle accelerators, scientists are now hunting for the Higgs.

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## Videos

- “Declaration of Independence”, History/Social Studies, grade 8:  
<http://commoncore.americaachieves.org/module/5>
- “I Hear the Wail of Millions” (Feaser), Grade 10: English:  
<http://commoncore.americaachieves.org/module/14>

## **Websites for Quantitative Text Analyzers**

ATOS Analyzer – Renaissance Learning. Available from <http://www.renlearn.com/ar/overview/atos/>

Degrees of Reading Power – Questar. Available from <http://www.questarai.com>

Lexile Framework – MetaMetrix. Available from <http://www.lexile.com/analyzer/>

Coh-Metrix Easability Tool. Available from <http://141.225.42.101/cohmetrixgates/Hoes.aspx?Login=1>

Nelson, J., Perfetti, C., Liben, D., & Liben, M. (2012). Measures of text difficulty: Testing their predictive value for grade levels and student performance. Report Submitted to the Gates Foundation. Available from <http://achievethecore.org/text-complexity> for this paper and more information about text complexity.