

Essential & Accurate Communication: *Ten Instructional Shifts required by the ELA Common Core State Standards*

1. Make close reading of texts central to lesson
 - Readers must interrogate the text by reading like detectives: gathering evidence from the text. This idea is taken to a whole new level with the CCSS. Students should have more opportunities to read shorter texts but spend more time with them. This is about depth vs. breadth
2. Structure majority of instruction so all students read grade-level complex texts
 - Students need more exposure to complex texts. Research shows that when students test at a certain level of reading, teachers often keep them there throughout the year. They must be exposed to the levels of text complexity that demonstrate where they should be. They must know the target to get there, otherwise they will be content where they are.
3. Emphasize informational texts from early grades on
 - Research shows that K-5 students are being exposed to only 7% of informational text. The new standards call for 50% at the elementary level, 55% at the middle school level and 70% at the high school level. (Note: These percentages represent the amount of reading the student does across the day in all content areas.)
4. Provide scaffolding that does not preempt or replace text
 - Frontloading information within the text, replacing the text with a video rather than reading the text, or easier versions of text. We often give them a summary of what they are going to read and inadvertently rob them of the reason to read the text. Allow them the process of inquiry so that they can discover what the text has to reveal.
5. Ask text-dependent questions
 - PARCC Assessments will require students to close read multiple selections of text, synthesize this information, and respond to text dependent questions/prompts. Much more rigorous for students; requiring versatility in Blooms.
6. Provide extensive research and writing opportunities (claims and evidence)
 - Writing and Research within the technical subjects. Collaboration and shared ownership of reading and writing.
7. Offer regular opportunities for students to share ideas, evidence, and research.
 - According to Mike Schmoker, unless students have the opportunity to read, write AND talk about something, they do not reach deep understanding. Presentations, Socratic Seminar, etc. are critical.
8. Offer systematic instruction in vocabulary
 - Vocabulary – Bringing Words to Life: Robust Vocabulary Instruction by Isabel Beck
9. Provide explicit instruction in grammar and conventions
 - Does this mean grammar in isolation? Or the whole language approach? There must be a balance between both of these approaches
10. Cultivate students' independence
 - Students must be responsible for their learning. The move to formative instruction/formative assessment is a push in cultivating this independence.

ELA: Common Language

Strands:

- 1) *Reading-Foundational Skills*
- 2) *Reading: Informational Text*
- 3) *Reading: Literature*
- 4) *Writing*
- 5) *Speaking & Listening*
- 6) *Language*

- Curriculum Formats Created and on W-Cloud K-2, Hybrid 3rd Grade (see example documents K, 1, & 2).
- Curriculum Comparative Analysis and Gap Analysis www.ode.state.oh.us (Go to teaching-instruction-ELA) (See Writing Example)
- College and Career Readiness Standards www.corestandards.org
- PARCC Model Curriculum and Framework <http://www.parcconline.org/parcc-contentframeworks>
- Free CCSS Application for your iphone/pad/pod www.masteryconnect.com
- Appendices A, B, & C: Critical Resources www.corestandards.org

Speak to Tier II (academic vocabulary) as a key focus for all content areas. Tier II vocabulary terms are high frequency words that are found in a variety of contexts, conversations, literature, and expository text. As a result, these words are strong influences of reading and writing. These words can have multiple meanings, are generalizable, and are the MOST important words for direct instruction (Beck, 2002). Approximately 7000 word families are in Tier II (Hutton, 2008). (Examples: misfortunate, melancholy, measure, construct a table)

Tier I Basic Vocabulary: Terms that generally do not require direct instruction (Examples: bad, sad, run)

Tier III Content Specific Vocabulary: Low-frequency words that are domains specific. (Examples: photosynthesis, mitochondria, cytoplasm)

Access the following resources (all available at ODE and CCSS websites listed above):

- Appendix A is the preface to the ELA standards and encapsulates the research and intention of the CCSS model.
- Appendix B is a list of exemplary content area texts to support literacy through the content areas K-12
- Appendix C examples of student writing K-12 (this is new and excellent.....a fantastic way to discuss descriptive feedback)