

## CCSS E/LA, Social Studies, Science, and Technical Subjects Instructional Shifts

1. Building Knowledge Through Content-Rich Nonfiction
  - Balancing informational texts and literary texts.
  - Building knowledge in the disciplines
2. Reading and Writing Grounded in Evidence
  - Text based answers
  - Writing from sources
3. Regular Practice with Complex Texts and Academic Language
  - Staircase of complexity
  - Academic vocabulary

## CCSS Math Instructional Shifts

1. Greater Focus on Fewer Topics
  - Focus: Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.
2. Linking Topics and Thinking Across Grades
  - Coherence: Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
3. Rigorous Pursuit of Conceptual Understanding, Procedural Skills, and Application.
  - Fluency: Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.
  - Deep Understanding: Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.
  - Application: Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.
  - Dual Intensity: Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.

**Step 1:** Discuss how you use informational texts in your classroom?

**Step 2:** Review red flags then complete red box. Then review green box and complete green box.

GREEN FLAGS: We'll KNOW the CCSS for ELA / Literacy are being implemented when...	RED FLAGS: We should NOT see the following:
<b>Building Knowledge through Content-Rich Informational Text</b>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Scientific and historical texts are given the same time and weight as literary text.</li> <li><input type="checkbox"/> Informational text in elementary comprise 50% of text used in ELA, science, social studies and the arts; in the middle school, informational text comprise 55%; in high school, informational text comprise at least 70%.</li> <li><input type="checkbox"/> Informational texts are selected to help students deepen their understanding of topics and themes over time.</li> <li><input type="checkbox"/> All content area teachers explicitly teach reading and writing strategies essential to learning and communicating in their discipline.</li> <li><input type="checkbox"/> Students are asked questions that give them the opportunity to share evidence from text.</li> <li><input type="checkbox"/> Activities strengthen students' listening skills as well as their speaking skills.</li> <li><input type="checkbox"/> Students write frequently about what they are reading and learning in all content areas, drawing from evidence in the text.</li> <li><input type="checkbox"/> Reading and writing strategies are presented consistently across all content areas.</li> <li><input type="checkbox"/> Multiple texts, presented in diverse formats, are used to integrate information on a given topic.</li> <li><input type="checkbox"/> Primary sources of information are used widely.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literature is the sole or vast majority of text used in ELA classes.</li> <li><input type="checkbox"/> All or majority of text is narrative in structure.</li> <li><input type="checkbox"/> Texts do not logically develop learning about a specific topic or theme.</li> <li><input type="checkbox"/> Teachers present the information in the text rather than expecting students to read for understanding.</li> <li><input type="checkbox"/> Text is used as a reference rather than a source of information.</li> <li><input type="checkbox"/> No connection between the reading and writing assignment.</li> <li><input type="checkbox"/> No instruction is provided in reading or writing strategies appropriate to the content area.</li> <li><input type="checkbox"/> A single text is used for all reading assignments.</li> </ul>
What do we need to KEEP DOING?	What do we need to STOP DOING?



**GREEN FLAGS AND RED FLAGS FOR IMPLEMENTATION**

**Step 1:** Discuss how you use informational texts in your classroom?

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**GREEN FLAGS:**

We'll KNOW the CCSS for ELA / Literacy are being implemented when....

**Reading and Writing Grounded in Evidence from Text**

- Rich and rigorous conversations are based on text.
- Students closely analyze text with evidence to back up their claims and conclusions.
- The majority of text-based questions focuses conversations and writing and requires students to utilize information from text in their answers.
- Questions are of high value – they are worth thinking about and answering.
- Questions move beyond what is directly stated and ask students to make nontrivial inferences from evidence in the text.
- Background knowledge is used to illuminate the text and not replace it.
- Students explore how specific words, details, and the structure and organization of text impact the meaning of the text as a whole.
- Students are required to use more than one source of information in their writing, in addition to writing in response to a single text.
- Students engage in multiple short research projects as well as more sustained research.
- Students can independently conduct research, without direction from the teacher.
- Evidence from text is required in writing assignments and oral discussions.
- The majority of writing emphasizes the use of evidence to inform or make an argument:
  - Elementary: 30% argument / 35% explain or inform / 35% narrative
  - Middle School: 35% argument / 35% explain or inform / 30% narrative
  - High School: 40% argument / 40% explain or inform / 20% narrative
- Student writing analyzes and synthesizes sources of information and present their findings that include careful analysis, well-defended claims and clear information.
- Students must have read and analyzed a text in order to respond appropriately to a prompt.
- There is a consistent and prevalent focus on argument, opinion and informative writing.
- Frequent, short, constructed-response to text-dependent questions.
- All analytic writing requires the use of evidence as students paraphrase, infer and integrate ideas from text.

**RED FLAGS:**

We should NOT see the following:

- The bulk of questions regarding the text can be answered without reading the text, either because it is not directly related to the text or because students can answer by referencing teacher comments.
- Questions are primarily centered on students' own experience and background.
- Students do not have to make connections within the text in order to answer questions.
- Students write primarily from their own experience or viewpoint.
- Students do not use a structured process for conducting research.
- No or little instruction is provided in how to support a claim or conclusion.
- Writing assignments are not tied to reading.
- Writing is not routine and continuous.

**What do we need to KEEP DOING?**

**What do we need to STOP DOING?**

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**GREEN FLAGS AND RED FLAGS FOR IMPLEMENTATION**

**Step 1:** Discuss how you use informational texts in your classroom?

**Step 2:** Review red flags then complete red box. Then review green box and complete green box.

**GREEN FLAGS:**

**RED FLAGS:**

*We'll know the CCSS for ELA / Literacy are being implemented when....*

*We should NOT see the following:*

**Regular Practice with Complex Text and Academic Vocabulary**

- All students encounter and are engaged with the same, grade-appropriate, high-quality text.
- Appropriate scaffolding is provided to help students understand complex text, based on their individual needs, building toward the goal of independent reading.
- Reading strategies are embedded in the activity of reading rather than as a separate body of material.
- Students are required to think critically about the text.
- Instruction is often centered on multiple close readings in order to develop deep understanding.
- Teachers are aware of resources and know how to identify and evaluate the complexity of text in their content areas.
- Students read complex texts from a wide variety of text structures (narrative, cause and effect, compare and contrast, etc.)

- Students always receive different levels of text based on their reading ability.
- No instruction is provided for reading strategies to approach complex text.
- Students are given a summary of the text prior to reading it.
- No support is provided for students who read below grade level.
- Majority of text uses a single text structure.

**Academic Vocabulary:**

- Focus on words which are prevalent in complex texts across content areas (those words that constitute the vocabulary of a mature reader), as well as content-specific words to make meaning from text.
- Instruction is provided on how to use context clues in the text to determine the meaning of words.
- Direct instruction / support for understanding words students may not be able to figure out on their own using solely the text.
- Varied contexts, different meanings for the same word, are provided for teaching word meaning.
- Instruction causes students to think about words – why / how specific words are used, how words change the meaning of text, varied meanings based on context, and word choice.
- Instruction is driven by addressing the diverse vocabulary levels of students.
- Students are expected to apply appropriate academic vocabulary in writing and in discussions.

- Vocabulary instruction is limited to students copying definitions from dictionaries.
- Vocabulary instruction is disconnected from the text under study.
- Vocabulary tests simply ask students to match the word with its definition.
- Words selected for vocabulary work are not related to the content or text being studied.

**GREEN FLAGS AND RED FLAGS FOR IMPLEMENTATION**

**The Common Core State Standards for ELA/Literacy**

**What do we need to KEEP DOING?**

**What do we need to STOP DOING?**

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