

A decorative graphic on the left side of the slide. It features a vertical purple bar at the top, a blue bar below it, and a horizontal bar extending to the right. This horizontal bar is composed of four segments: blue, purple, yellow, and red. The red segment has a rounded right end. Below the red segment is a yellow vertical bar.

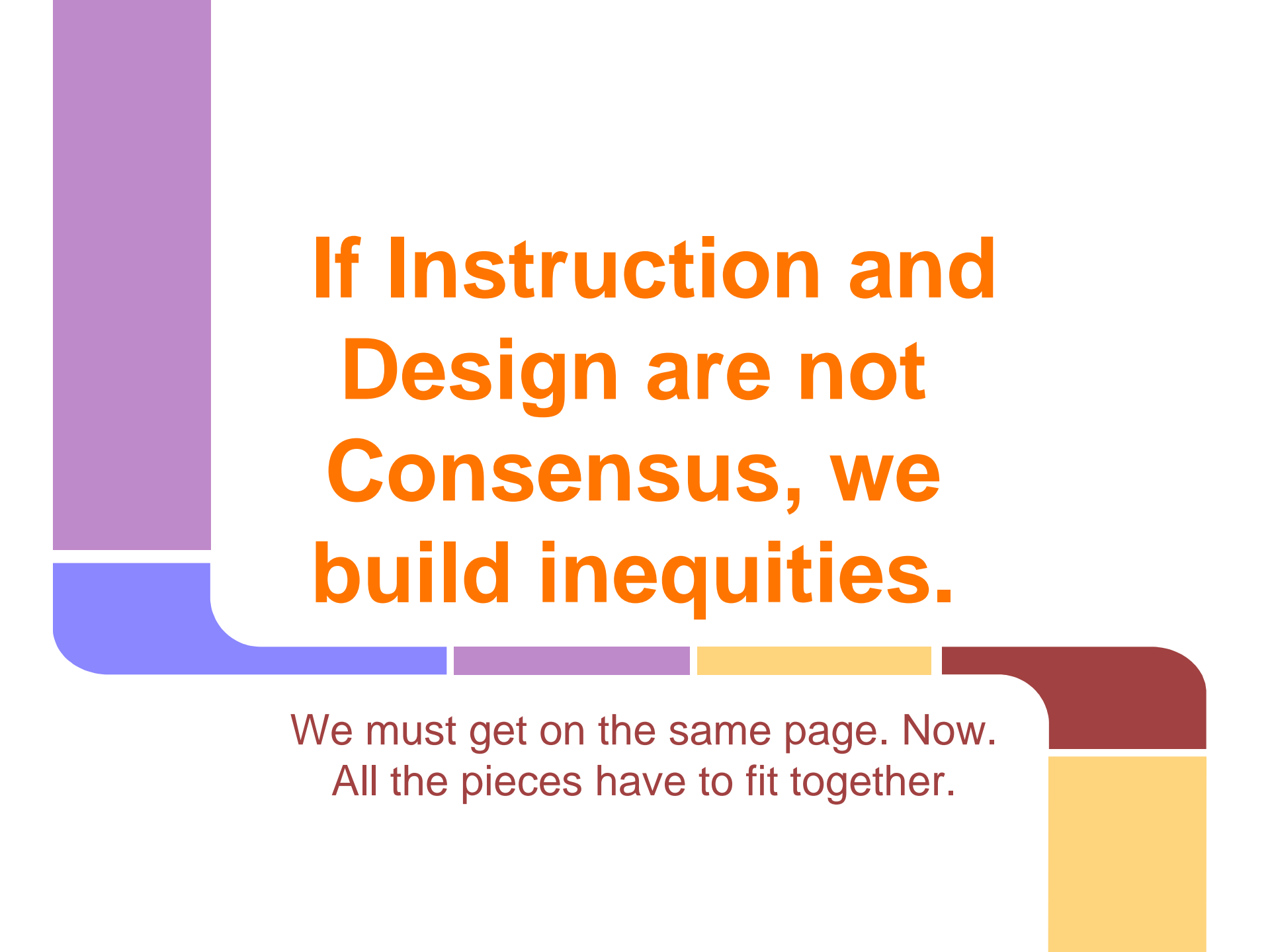
Common Core Shifts:

Deepening the Work



Common Core Shifts:

Why are they important?



**If Instruction and
Design are not
Consensus, we
build inequities.**

We must get on the same page. Now.
All the pieces have to fit together.

Analysis, Teaching, and Assessment

1. 50% of 20:
2. 67% of 81:
3. Shawn got 7 correct answers out of 10 possible answers on his science test. What percent of questions did he get correct?
4. J.J. Redick was on pace to set an NCAA record in career free throw percentage. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. What percentage of free throws did he make?

Analysis, Teaching, and Assessment

5. J.J. Redick was on pace to set an NCAA record in career free throw percentage. Leading into the NCAA tournament in 2004, he made 97 of 104 free throw attempts. In the first tournament game, Redick missed his first five free throws. How far did his percentage drop from before the tournament game to right after missing those free throws?
6. J.J. Redick and Chris Paul were competing for the best free-throw shooting percentage. Redick made 94% of his first 103 shots, while Paul made 47 out of 51 shots.
 - Which one had a better shooting percentage?
 - In the next game, Redick made only 2 of 10 shots while Paul made 7 of 10 shots. What are their new overall shooting percentages? Who is the better shooter?
 - Jason argued that if Paul and J.J. each made the next ten shots, their shooting percentages would go up the same amount. Is this true? Why or why not?

Analysis, Teaching, and Assessment

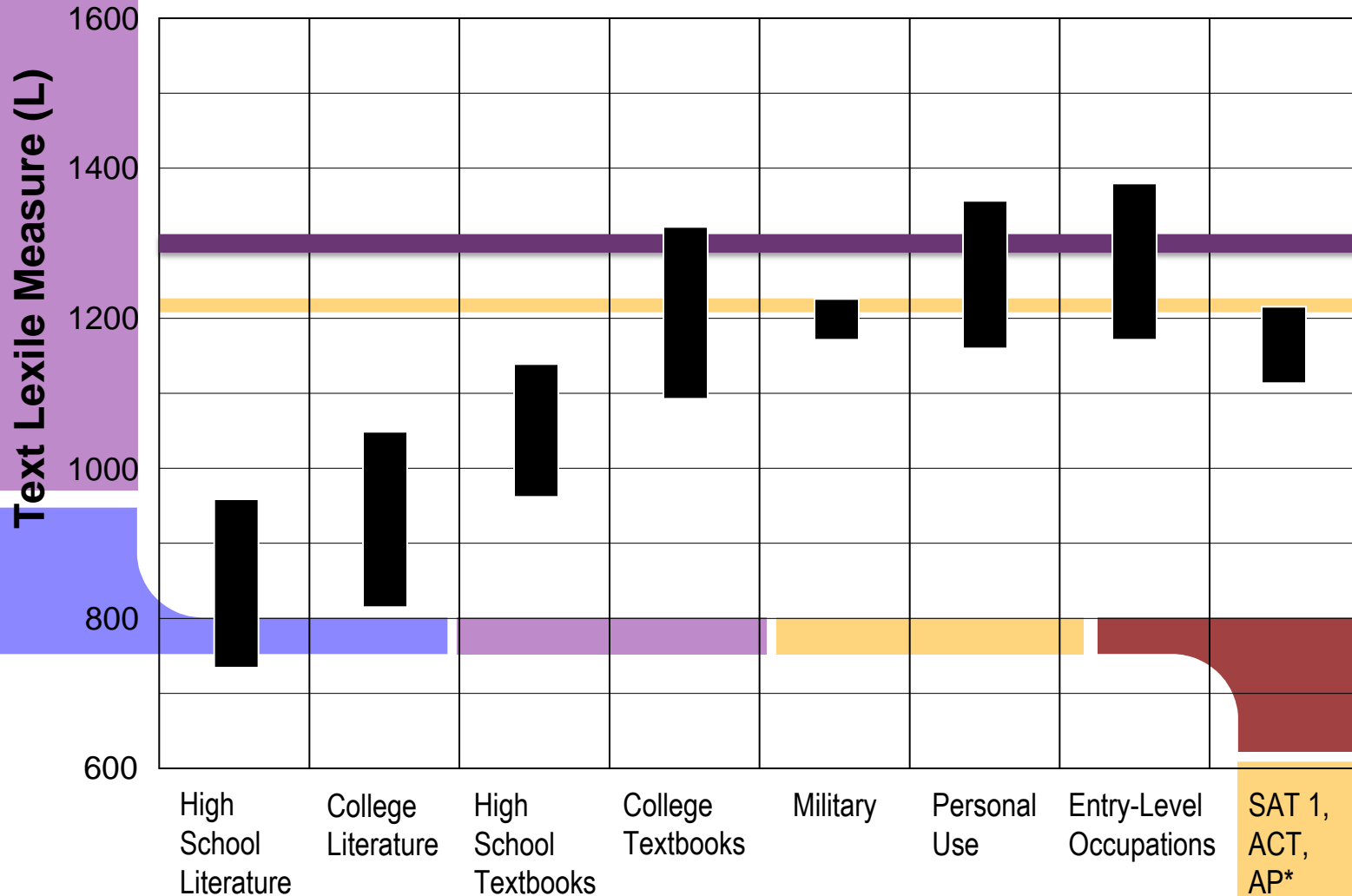


Standards (and objectives) are meaningless until you define how to assess them.

These Instructional Shifts are about defining our work and deepening the rigor of our professional practice.

Lexile Framework® for Reading Study Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



* Source of National Test Data: MetaMetrics

Analysis, Teaching, and Assessment

1. What is the main idea?

2. This story is mostly about:

- A. Two boys fighting
- B. A girl playing in the woods
- C. Little Red Riding Hood's encounter with a wolf
- D. A wolf in the forest

3. This story is mostly about:

- A. Little Red Riding Hood's journey through the woods
- B. The pain of losing your grandmother
- C. Everything is not always what it seems
- D. Fear of wolves

Analysis, Teaching, and Assessment

In an open-ended question, the rubric defines the rigor.

In a multiple choice question, the options define the rigor.

These shifts give us the opportunity to teach strategic thinking skills so students can be college and career successful.



Shifts in ELA

Shifts in ELA / Literacy



- Balancing Informational and Literary Text
- Building Knowledge in the Disciplines
- Staircase of Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

ELA/Literacy Shift 1: Balancing Informational and Literary Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Build content knowledge•Exposure to the world through reading•Apply strategies	<ul style="list-style-type: none">•Balance informational & literary text•Scaffold for informational texts•Teach “through” and “with” informational texts

In Action...



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Genres (literary or thematic categories)	Forms (physical forms and functions of the text)	Text Features (design or presentation of the text)
Adventure Epic Fable Fairy tale Fantasy Folk tale Historical fiction Horror Humor and satire Legend Mystery Myth Poetry Realistic fiction Science fiction Autobiography Biography Memoir Diary or journal Travel book Atlas Textbook Reference text Technical text	<p>Narrative (informational or literary) such as: stories told in poetry, novels, short stories, picture books</p> <p>Recount (informational or literary) first-person accounts such as: diaries, journals, short stories, novels, memoirs</p> <p>Procedure such as: recipes, rule books, maps and directions, instruction manuals, “how to” books and posters, experiments</p> <p>Exposition such as: essays, position papers, articles, advertisements</p> <p>Explanation such as: textbooks in science, social studies, history, geography</p> <p>Report such as: magazine and newspaper reports, letters, editorials, critical reviews, essays, posters</p> <p>Electronic text such as: multimedia texts, e-mail, blogs, websites, broadcasts</p> <p>Functional text such as: lists, memos, pamphlets, notes, brochures, flyers, print advertisements, CD cover inserts, invitations, announcements, programs, business letters, scripts, minutes of a meeting</p>	<p>Structural elements and navigation aids such as: Table of contents Index Title and topic Headings Preface or Foreword Epilogue Captions Footnotes and endnotes Glossary Bibliography Pull-down menus Hyperlinks</p> <p>Typographical or design elements such as: Font or type style Bold and italic print Color Layout</p> <p>Illustrations such as: Inlays and cross-sections Pull quotes Sidebars Photos Graphs and charts Timelines Maps</p>

ELA/Literacy Shift 2: 6-12 Knowledge in the Disciplines

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Build content knowledge through text•Handle primary source documents•Find Evidence	<ul style="list-style-type: none">•Shift identity: “I teach reading.”•Stop referring and summarizing and start reading•Slow down the history and science classroom

In Action...

SQ3R (Survey, Question, Read, Recite, Review) is a study strategy that students may use throughout the reading process. Using this strategy, students first preview texts in order to make predictions and generate questions to help direct their reading. As students read, they actively search for answers to their questions, and, when they have finished reading, they summarize what they have read and review their notes, thus monitoring and evaluating their own comprehension.

A KWL (Know, Want, Learn) was described by Ogle in 1986 as a framework that is used to connect a student's prior knowledge to what they are actively learning. The student begins by thinking about what they already Know about the topic of study. Next, they think about what they Want to know, and finally, they actively Learn something new about the topic. The students can do this activity independently, with minimal guidance from the teacher, or it can be a teacher directed activity.

UPGRADE

More



Graphic organizers represent information visually in a clear, logical manner. Not only do they represent content information, but also the relationships that link ideas together. Graphic organizers help students store and recall information that assists in understanding what is read.

Two-column notes help students think critically about text. There are several variations.

Brainigami
Notemaking

ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Re-read• Read material at own level to enjoy meeting• tolerate frustration	<ul style="list-style-type: none">• more complex texts at every grade level• Give students less to read, let them re-read• More time on more complex texts• Provide scaffolding & strategies• Engage with texts w/ other adults

In Action...

‘Lower the Level’ Technique

It is easy to assume that the goal is to get to the story level as quickly as possible and ask story-level questions. In fact, the lower levels of meaning are critical to ensuring this level of understanding. This is where teachers must spend more time developing readers, should they expect high-quality, evidence-based answers. As a pre-reading activity or during the first read, teachers ask questions about a text at all of the following levels of meaning:

- ◆ Word and phrase level
- ◆ Sentence level
- ◆ Passage level
- ◆ Story level

It is important to pay particular attention to word, phrase and sentence level. These are often the root of larger misunderstandings and are easily over looked. For example:

“What does it mean that the lion “turned on them”? How is that different from turning around?”

“The author says, ‘It was the worst thing imaginable.’ What’s the ‘it’ she’s referring to there?”

Remember: Lower Level does not necessarily mean less rigorous! You aren’t going down the ladder on Bloom’s Taxonomy when you ‘Lower the Level’.



Additional Examples of Lower the Level Questions

Word/Phrase Level of Meaning

- “The author says, ‘It was the most challenging thing possible.’ What’s the ‘it’ she’s referring to?”
- “Who is ‘he’ in that sentence?”
- “The author writes ‘night fell’. What does it mean that ‘night fell’?”
- “What does it mean that the dogs ‘boiled out of the alley’?”


Sentence Level of Meaning

- “Can you take that sentence and put it in your own words?”
- “It says, ‘whose names she didn’t know.’ What does that tell us about her relationship with these girls?”

Passage Level of Meaning

- “What parts of this paragraph tell you that Mohi is mean-spirited?”
- “Who can explain the most important event that’s happened in the first page of this chapter?”

Story Level of Meaning

- “Is Macbeth a tragic hero or a cruel butcher?”
 - “What is the moral of the story *The Lion and The Mouse*?”
 - “What are some possible themes that we already see emerge in the first few pages of our novel?”
- 

Let's try it out...

- Choose and read your grade level text:
 - Elementary: Sarah Plain and Tall
 - Middle School: Number the Stars
 - High School: To Kill a Mockingbird
- Star (*) 3-5 places where word or phrase level questions are critical to preventing larger misunderstandings. Script a question for each.
- Be prepared to trade with a partner for feedback

- Share: Explain your choices to a partner. What's important about asking the Lower the Level questions where you did?
- Feedback: How did your partner's questions support students in reading closely? If this person were a teacher in your schools, what feedback would you give them on their questions?
- What do you like about the questions? What suggestions do you have for improvement?

ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•find evidence to support their argument•Form own judgments and become scholars•Conducting reading as a close reading of the text• engage with the author and his/her choices	<ul style="list-style-type: none">•Facilitate evidence based conversations about text•Plan and conduct rich conversations•Keep students in the text•Identify questions that are text-dependent, worth asking/exploring, deliver richly•Spend much more time preparing for instruction by reading deeply.

Evidence Based Questions

Top reading teachers constantly emphasize grounding in the text, even on subjective and opinion questions, by asking evidence-based questions—that is, questions where students must make reference to a fact or event from the text. In this technique, teachers ask questions which require the students to make a direct reference to the text. It is important to observe that evidence-based questions need not be narrow or concrete. Questions can be used in two different ways, to induce or deduce, information. All that matters is that students are supporting their answers with evidence from the text.

Variables in Evidence Based Questioning

Citation vs. Paraphrase	Direct Citation “Who can read me the line from this paragraph that shows that Carlos is kind-hearted?”	Paraphrase “Who can describe what it is that shows us that Carlos is kind-hearted?”
Evidence vs. Conclusion	Give Evidence; Draw Conclusion “Carlos says to his mother, ‘I’ll empty the dishwasher; you’re busy right now.’” What does that tell you about him?	Give Conclusion; Find Evidence Carlos’ mother says that he’s become more thoughtful lately. What evidence is there that explains why she might have said that?

Number of Answers	Support One Best Answer There's really one best answer to support. The evidence shows that Carlos is selfish. There are a limited range of interpretations. The task is to prove it with evidence.	Support Multiple Viable Answers There are a variety of viable conclusions to be drawn from a scene. The interesting part is to see how various readers assemble the evidence to interpret it differently.
Conclusions	Evidence for your own Conclusion T: What kind of character is Amanda? S: She's a little bit selfish. T: Interesting. Can you find some evidence to support that?	Evidence for someone else's Conclusion T: What kind of character is Amanda? S: She's a little bit selfish. T: Interesting. Who can find some evidence to support Jane's conclusion?



Now, let's kick it up a notch and
look at Close Reading Digitally:

Annotexting





ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•generate informational texts•Make arguments using evidence•Organize for persuasion•Compare multiple sources	<ul style="list-style-type: none">•Spending much less time on personal narratives•Present opportunities to write from multiple sources•Give opportunities to analyze, synthesize ideas.•Develop students' voice so that they can argue a point with evidence•Give permission to reach and articulate their own conclusions about what they read

Writing Across the Curriculum

In response to the need of students to learn content using a variety of strategies and their need to practice writing in a variety of contexts, many teachers have adopted the strategies associated with WAC. The following principles underlie WAC:

- Writing promotes learning;
- Integration of writing and the writing process promotes student participation, a diversity of student voices, and engages students as critical thinkers while promoting their texts as important resources and thinking tools;

- 
- 
- Effective writing instruction integrates disciplines;
 - The opportunity to write in every class develops good writers;
 - Using writing as part of instruction can be used in every classroom; and
 - Only by practicing the thinking and writing conventions of an academic discipline will students begin to communicate effectively within that discipline.

ELA/Literacy Shift 6: Academic Vocabulary

What the Student Does...

- Use **high octane words** across content areas
- Build “**language of power**” database

What the Teacher Does...

- Develop students’ ability to **use and access words**
- Be **strategic** about the new vocab words
- Work with words students will use **frequently**
- Teach fewer words** more deeply

Building Academic Vocabulary

Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. When all the teachers in a school focus on the same academic vocabulary and teach it in the same way, the school has a powerful comprehensive approach. When all the teachers in a district embrace and use the approach, it becomes even more powerful.

Building Academic Vocabulary

Eight Characteristics of Effective Direct Vocabulary Instruction

1. Effective vocabulary instruction does not rely on definitions.
2. Students must represent their knowledge of words in linguistic and nonlinguistic ways.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
4. Teaching word parts enhances student's understanding of terms.
5. Different types of words require different types of instruction.
6. Students should discuss the terms they are learning.
7. Students should play with words.
8. Instruction should focus on terms that have a high probability of enhancing academic success.

Building Academic Vocabulary



For more on Marzano's Six Steps and ways to specifically teach vocabulary, visit:

Innovativocab





Shifts in Mathematics

Shifts in Mathematics



- Focus
- Coherence
- Fluency
- Deep Understanding
- Applications
- Dual Intensity

Mathematics Shift 1: Focus

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Spend more time on fewer concepts.	<ul style="list-style-type: none">•excise content from the curriculum•Focus instructional time on priority concepts•Give students the gift of time

Priorities in Math

Grade	Priorities in Support of Rich Instruction and Expectations of Fluency and Conceptual Understanding
K–2	Addition and subtraction, measurement using whole number quantities
3–5	Multiplication and division of whole numbers and fractions
6	Ratios and proportional reasoning; early expressions and equations
7	Ratios and proportional reasoning; arithmetic of rational numbers
8	Linear algebra

Focus



Common Core State Standards:


**A New Foundation for
Student Success**

Quick Discussion:



Talk with your table...

Many teachers talk about “covering” their curriculum. What actions would be necessary for teachers to start “uncovering” their curriculum? How can teachers “focus” on depth and rigor?



Math Shift 2: Coherence

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Build on knowledge from year to year, in a coherent learning progression	<ul style="list-style-type: none">• Connect the threads of math focus areas across grade levels• connect to the way content was taught the year before and the years after• Focus on priority progressions

Math Shift 3: Fluency

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Spend time practicing, with intensity, skills (in high volume)	<ul style="list-style-type: none">•Push students to know basic skills at a greater level of fluency•Focus on the listed fluencies by grade level•Uses high quality problem sets, in high volume

Math Shift 4: Deep Understanding

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Show mastery of material at a deep level•Articulate mathematical reasoning•demonstrate deep conceptual understanding of priority concepts	<ul style="list-style-type: none">•Create opportunities for students to understand the “answer” from a variety of access points•Ensure that EVERY student GETS IT before moving on•Get smarter in concepts being taught

Math Shift 5: Application

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">• Apply math in other content areas and situations, as relevant• Choose the right math concept to solve a problem when not necessarily prompted to do so	<ul style="list-style-type: none">• Apply math in areas where it's not directly required (i.e. in science)• Provide students with real world experiences and opportunities to apply what they have learned

Math Shift 6: Dual Intensity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none">•Practice math skills with an intensity that results in fluency•Practice math concepts with an intensity that forces application in novel situations	<ul style="list-style-type: none">•Find the dual intensity between understanding and practice within different periods or different units•Be ambitious in demands for fluency and practice, as well as the range of application



**Let's practice
math shifting...**

A Little Practice...

- Section A of last week's New York Times contained 64 pages, in the form of 16 four-page sheets.
- Mrs. Rusinek couldn't find page 15.
- She was wondering what other pages were also missing from the section?

Please help.

Dig Deeper...

- Section A of last week's New York Times contained 640 pages.
- Mrs. Rusinek couldn't find page 150.
- She was wondering what other pages were also missing from the section?
Please help.

Now Drill In...

- Section A of last week's New York Times contained p pages.
- Mrs. Rusinek couldn't find page m .
- She was wondering what other pages were also missing from the section?
Please help.

Take-Aways...



- **How is the discussion tonight going to impact your practice immediately?**
- **What pieces do you feel that you need to investigate further and/or plan for in the future.**



Questions?

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Attribution

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