Elevating and Celebrating Effective Teachers and Teaching (ECET2)

Dissecting the Shifts in Secondary ELA:
Voices of Teachers and Students

Chris M. Morris
NLP Partner
National Literacy Project

Greg Cunningham
Middle School Teacher
P.K. Yonge D.R. School
Professional Collaborations

Florida Academic Literacy Network

Bill & Melinda Gates Foundation

Literacy Design Collaborative
Student and Teacher Voices

- On the shifts to CCSS
- On classroom practice
- On students meeting the challenge
- On issues to overcome
- On successes to celebrate
Instructional Shifts for the Common Core: ELA
Instructional Shifts for the Common Core

Six 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
6 Shifts in ELA Literacy

Common Core Implementation

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-based Answers
5. Writing from Sources
6. Academic Vocabulary

Common Core Assessments

| 1 & 2:       | Non-fiction Texts
|             | Authentic Texts
| 3:           | Higher Level of Text Complexity
|              | Paired Passages
| 4&5:         | Focus on command of evidence
|              | from text: rubrics and prompts
| 6:           | Academic Vocabulary

www.engageNY.org
<table>
<thead>
<tr>
<th>Shift</th>
<th>Description</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 1</td>
<td>Balancing Informational &amp; Literary Text</td>
<td>Students read a true balance of informational and literary texts.</td>
</tr>
<tr>
<td>Shift 2</td>
<td>Knowledge in the Disciplines</td>
<td>Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities</td>
</tr>
<tr>
<td>Shift 3</td>
<td>Staircase of Complexity</td>
<td>Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Text-based Answers</td>
<td>Students engage in rich and rigorous evidence based conversations about text.</td>
</tr>
<tr>
<td>Shift 5</td>
<td>Writing from Sources</td>
<td>Writing emphasizes use of evidence from sources to inform or make an argument.</td>
</tr>
<tr>
<td>Shift 6</td>
<td>Academic Vocabulary</td>
<td>Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.</td>
</tr>
</tbody>
</table>
◆ One approach to implementing CCSS

◆ Intended for significant content over 2-6 weeks

◆ A FRAMEWORK for teacher designed instruction

◆ Embedded CCSS with choice for other SS and skills
[Insert question] After reading __________ (literature or informational texts), write a/an __________ (essay, report, or substitute) that defines __________ (term or concept) and explains __________ (content). Support your discussion with evidence from the text(s). What __________ (conclusions or implications) can you draw?
Available Module:

The Power of Language

Laura Billings (National Paideia Center) builds this module on “The Power of Language” around a teaching task asking: “How does language structure shape meaning? After reading ‘Birches,’ ‘Trees,’ ‘Thirteen Ways with Figs’ and the ‘Fig Butter Recipe,’ write an essay that compares the effects of different language structures on meaning.” A Paideia seminar approach is used to develop speaking and listening skills alongside understanding of the content.
Sailing for Adventure: is it a Pirate’s Life for You?

Tim Hayes, Greg Cunningham

P.K. Yonge Developmental Research School
University of Florida, College of Education
ELA Shift One: Balancing Informational and Literary Texts

From a Lake County Biology teacher:

“I am now looking for more outside resources for teaching.”

CLASSROOM PRACTICE:

Literature surrounded by more non-fiction, essays, and informational material
ECET2 Session Participants Add Their Voices

Additional Classroom Considerations for Shift One:

- Encourage more collaboration among subject areas
- Search CPALMS for ideas to promote text balance
- Use CC Appendix B (grade level exemplar text)
- Contact media specialists for balanced resources
- Develop planning teams to look at expectations
- Increase financial support for copies, access permissions, libraries
ELA Shift Two: Knowledge in the Disciplines

From Pasco County teacher:

“This shifts the power of the responsibility for learning to the students.”

CLASSROOM PRACTICE:

Discussion formats including debate, Socratic Seminar, and text-based questioning
ECET2 Session Participants Add Their Voices

Additional Classroom Considerations for Shift Two:

- Find time for collaboration among subject areas
- Focus on skills/themes across the curriculum
- Inventory texts/materials for whole grade level use
ELA Shift Three: Staircase of Complexity

From a student in Kentucky:

“It was not just a paper; it was a learning process.”

From a Brevard County intensive reading teacher:

“The teacher is now looking for more complex text. Kids thought the task too difficult but now they are on board and participate.”

From a Lake County Biology teacher:

“General kids are not afraid to use an AP book.”

From a P.K. Yonge ELA teacher:

“Level of student work increases with all types of students.”
ELA Shift Three: Staircase of Complexity

CLASSROOM PRACTICE:

Students collecting text-based information using note-taking, graphic organizers and pre-writing activities

http://www.youtube.com/watch?v=ZimSzISCHVg&feature=youtu.be technology integration
ECET2 Session Participants Add Their Voices

Additional Classroom Considerations for Shift Three:

Help students to navigate complex text by using:

- Thinking maps for evidence summaries
- Text marking and highlighting for gathering detail
- Journaling of information
- Notes of all kinds ➔ Post-it, Cornell, graphic organizers
- Annotating, paraphrasing, guided reading, Wallwisher
- “Bring Your Own Device” BYOD for information collection
ELA Shift Four: Text-based Answers

From a Brevard County intensive reading teacher:

“It took more training that I expected, but my students eventually understood the change.”

CLASSROOM PRACTICE:

Close reading and collaborative reading activities

http://www.youtube.com/watch?v=W8IDqz7SGwA&feature=youtu.be making meaning from complex text
ELA Shift Five: Writing from Sources

From Union County ELA & Civics teachers:

“We integrated the curriculum for much more meaningful writing.”

From a 9th Grade Kentucky student:

“You can’t write a paper if you don’t have the information for it.”

CLASSROOM PRACTICE:

The Writer’s Notebook, rubrics, blog walls, class wikis,
From a Brevard County Biology teacher:

“My regular students did better than the honors students on the evolution part of the end of course test!”

CLASSROOM PRACTICE:

Vocabulary embedded writing, class wikis on literary elements and other significant vocabulary, visual creations of essential and transferable vocabulary
Challenges

TIME

Appropriate Texts

Changed expectations

What content?
Successes

Content Knowledge

Collaboration

Teacher Focus

Student Achievement
Success!

Teacher voice:

“LDC made me more aware of my own teaching practice and made me understand that all my students can accomplish challenging work.”

Student voice:

“This made me feel like I was a better writer, thinker and student.”
Thanks for being here!

Chris M. Morris
cmorris@nlproject.org

Greg Cunningham
gregc@pky.ufl.edu