Welcome & Warm-Up

Welcome to today's session!

Take a moment to locate the chat box and answer the questions below:

1. What is your current position?
2. Where are you from?
3. If you could travel anywhere today, where would it be?

The Shifts

Complexity, Evidence, and Knowledge

mdek12.org

LeighAnne Cheeseman
Dr. Kristina Livingston
Dr. LeKeisha Sutton

MISSISSIPPI DEPARTMENT OF EDUCATION

April 28, 2021

Disclaimer

The inclusion of resources and/or websites does not constitute an endorsement by the presenter NOR an endorsement by the Mississippi Department of Education.

MISSISSIPPI DEPARTMENT OF EDUCATION

State Board of Education STRATEGIC PLAN GOALS

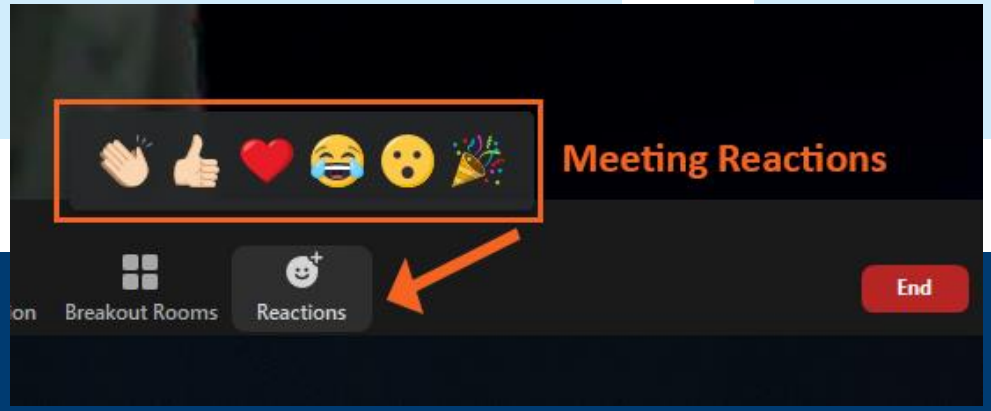
1. **ALL** Students Proficient and Showing Growth in All Assessed Areas
2. **EVERY** Student Graduates from High School and is Ready for College and Career
3. **EVERY** Child Has Access to a High-Quality Early Childhood Program
4. **EVERY** School Has Effective Teachers and Leaders
5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes
6. **EVERY** School and District is Rated “C” or Higher

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community



Session Norms

Session Objectives

OBJECTIVE 1

Define and describe the three key shifts in the MS College and Career Readiness Standards for ELA

OBJECTIVE 2

Compare instructional materials and lessons to identify the three shifts in action

The Shifts

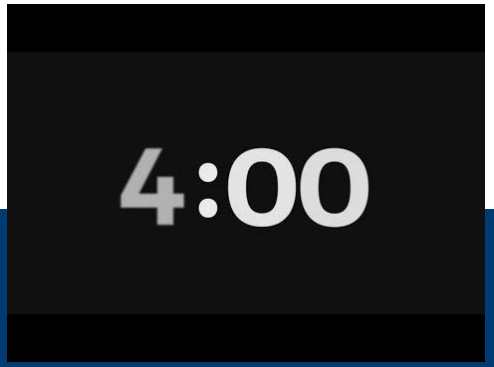
Text Complexity, Evidence, and Building Knowledge

Shifts Overview

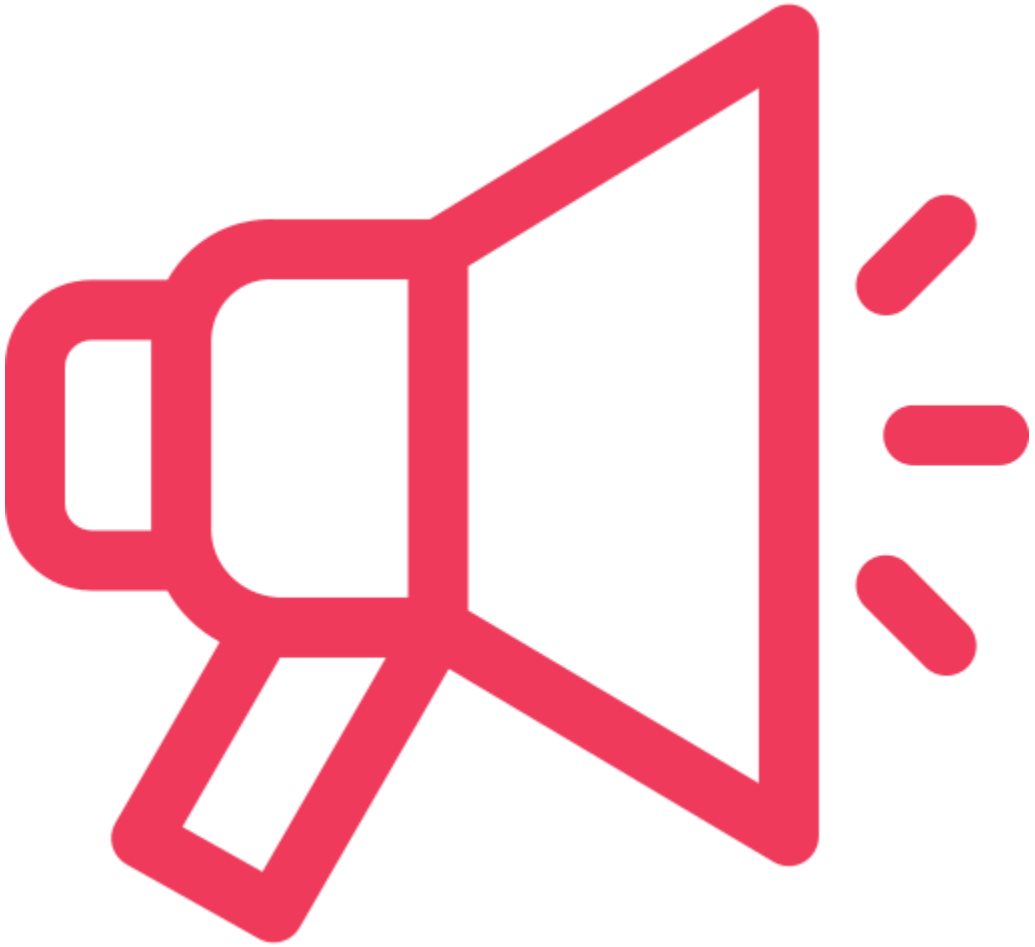
Time: 4 minutes

Using the link provided in the comments, complete the following:

- Read the Shifts at a Glance: College- and Career- Ready Shifts in ELA/Literacy
- As you read, jot down specific ways you have seen these in action in your own district/school
- After reading, add your connections to ONE Shift in the chat box



Shift Shout Out

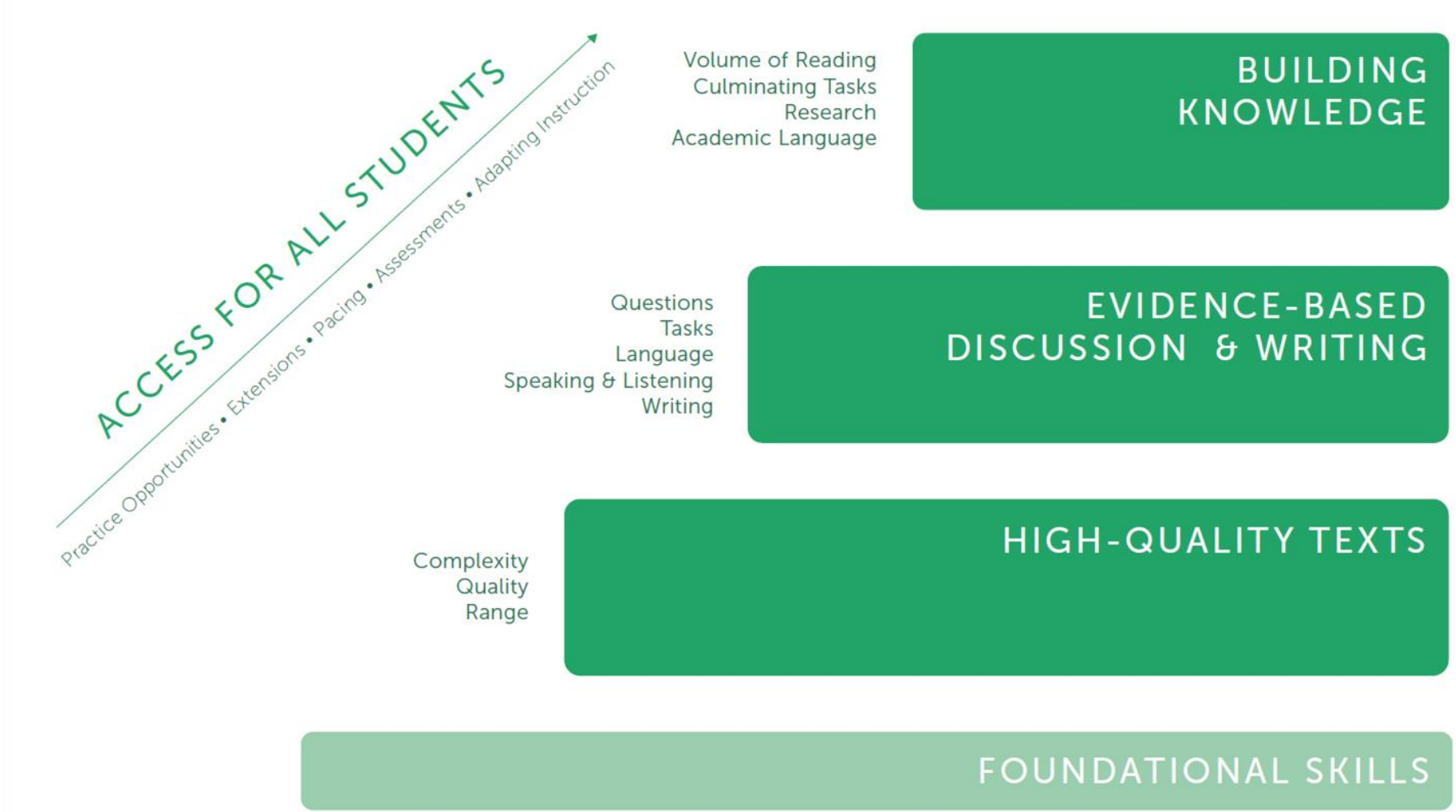


The Simple View of Reading

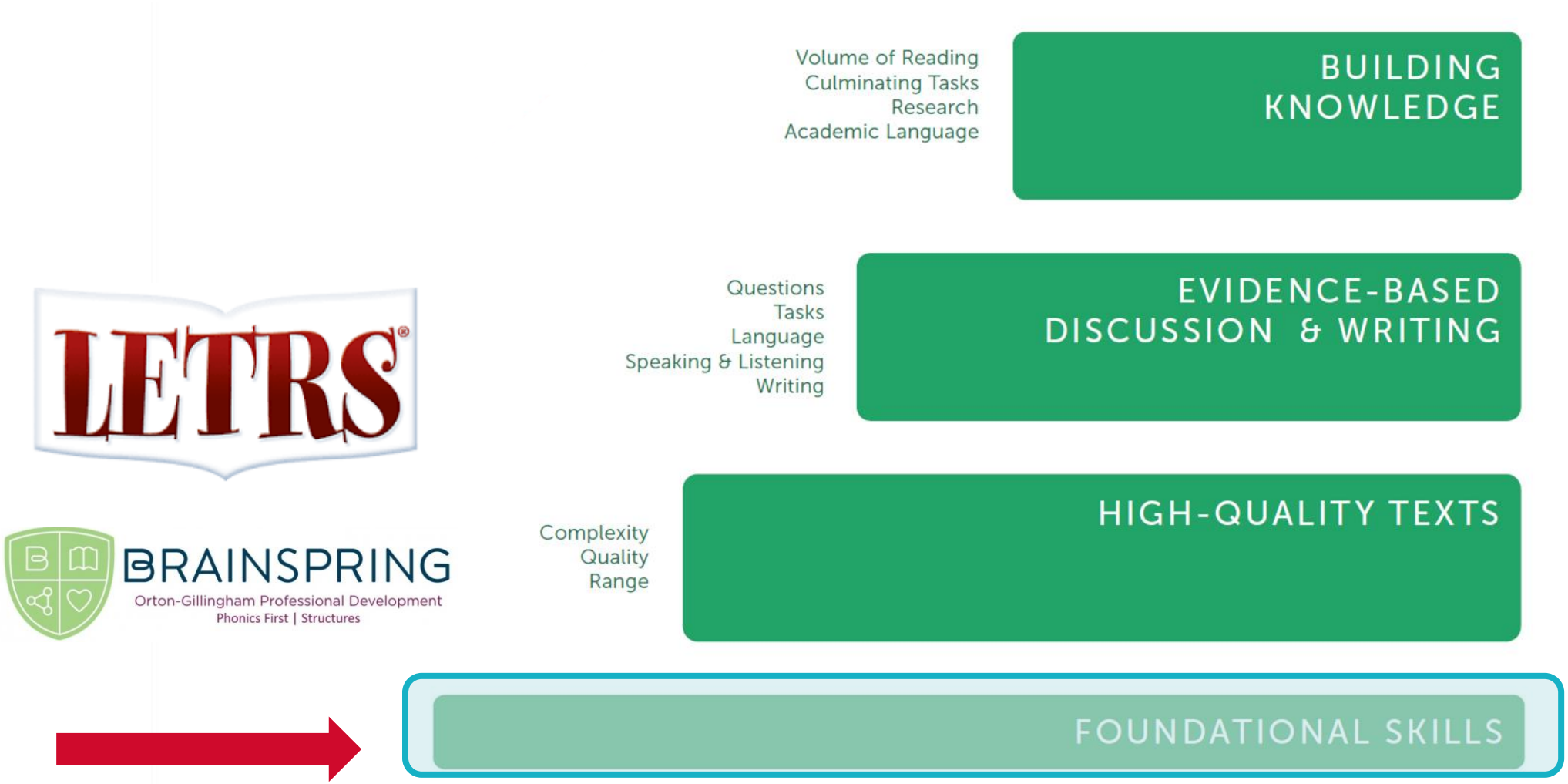
D x LC = RC

Decoding (*word-level reading*)		Language Comprehension (*ability to understand spoken language*)		Reading Comprehension
1	x	0	=	0
0	x	1	=	0

Access for All



The State of Our State



LETRS®

BRAINSPRING
Orton-Gillingham Professional Development
Phonics First | Structures

The Shifts


Volume of Reading
Culminating Tasks
Research
Academic Language
BUILDING KNOWLEDGE
Questions
Tasks
Language
Speaking & Listening
Writing
EVIDENCE-BASED DISCUSSION & WRITING
Complexity
Quality
Range
HIGH-QUALITY TEXTS
FOUNDATIONAL SKILLS

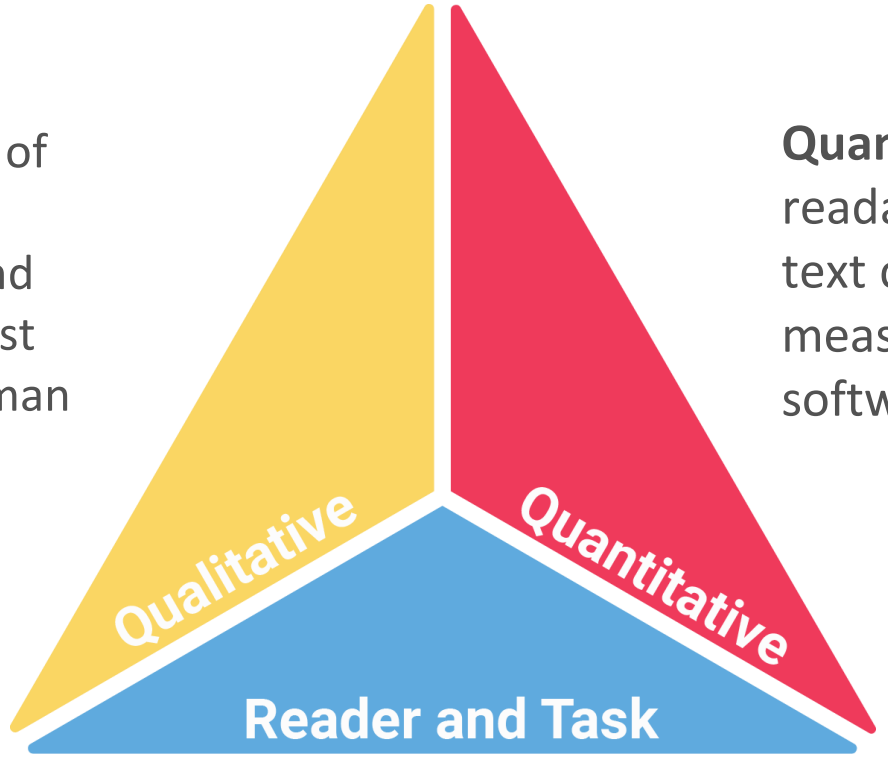
Shift 1:
Text Complexity

Practice regularly with complex text and its academic language

Give Yourself a Grade

Text Complexity

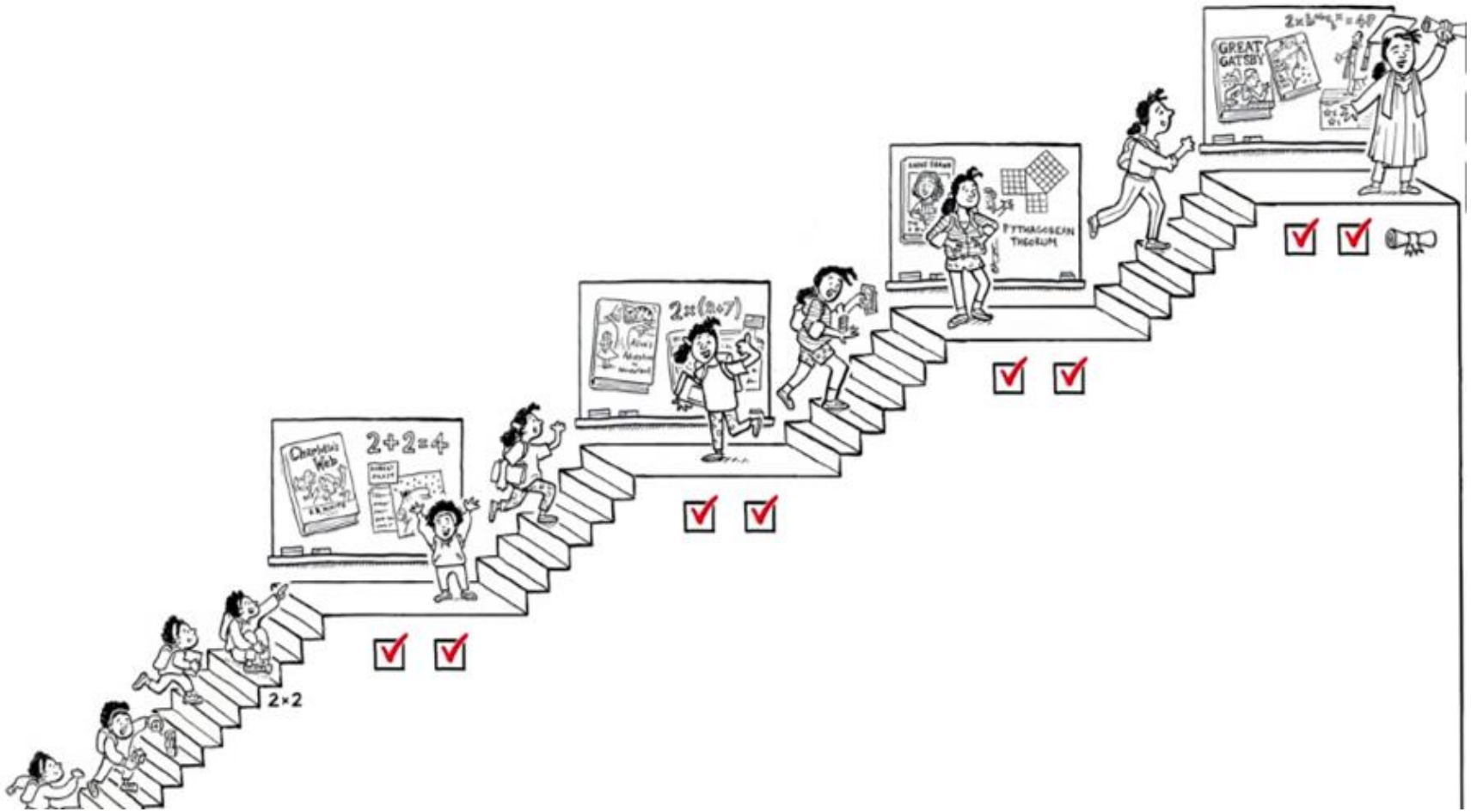
Qualitative Measures - levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.



Quantitative Measures - readability and other scores of text complexity often best measured by computer software

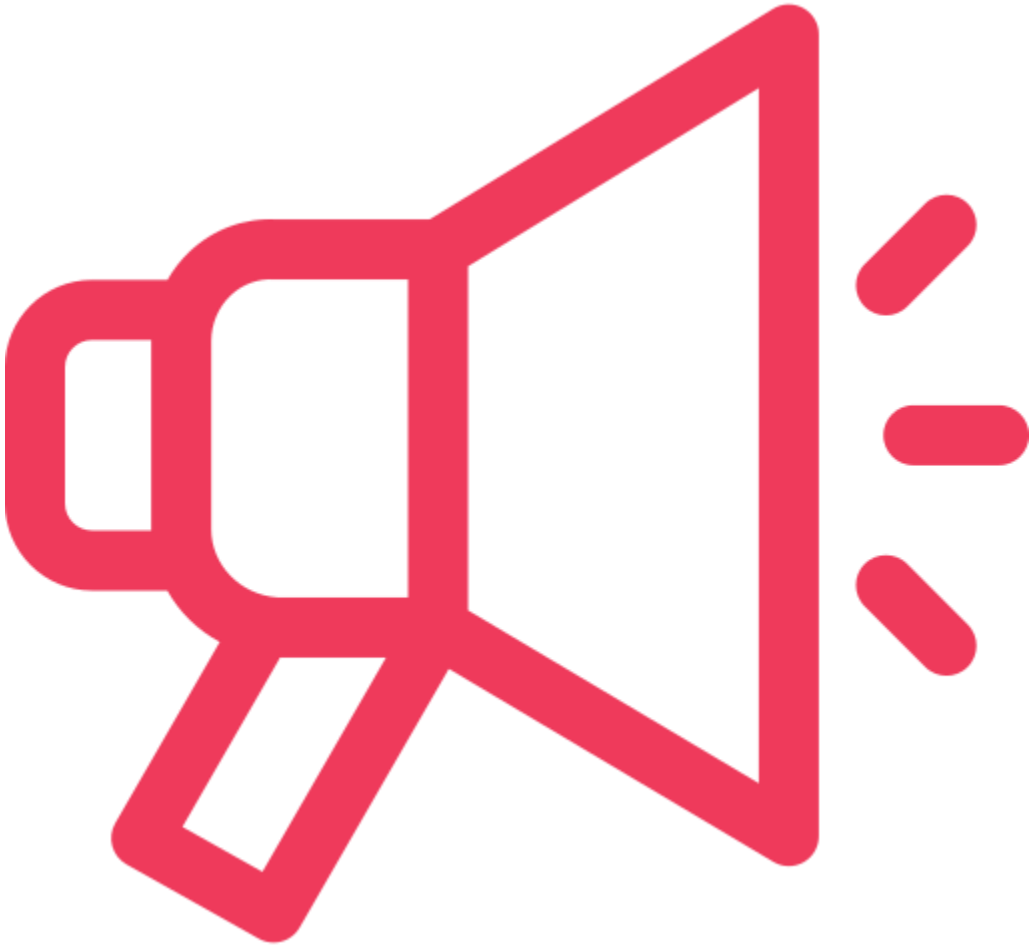
Reader and Task Considerations - background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgement

Complex Text for All Students



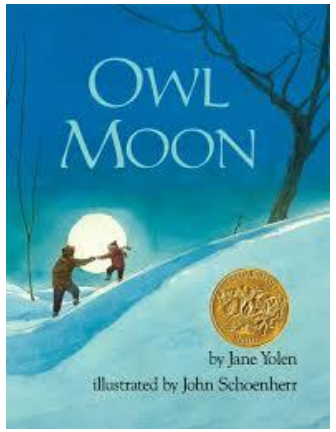
Connection to the Standards

Shift Shout Out

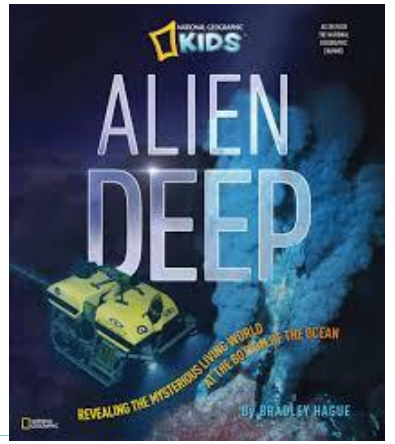


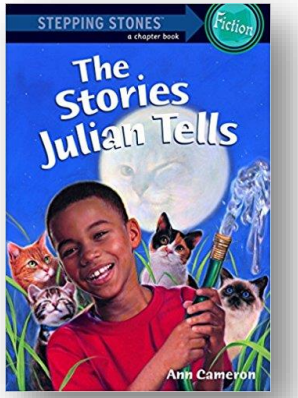
Without considering text complexity, there is no consideration of "weight on the bar"…

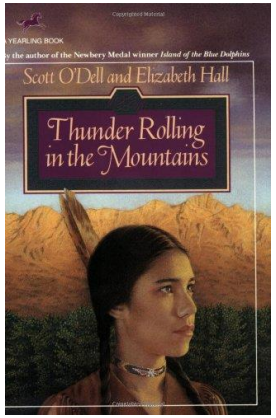
GRADE 2

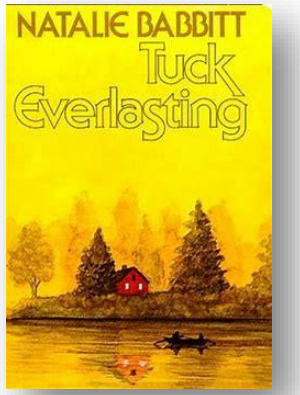


GRADE 5

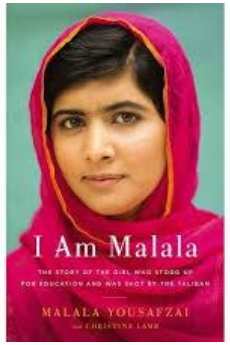


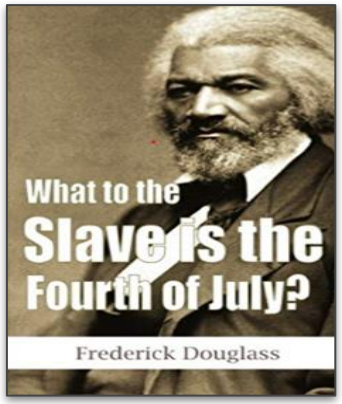


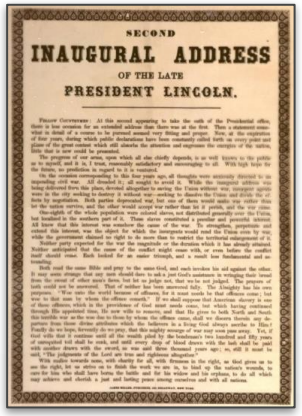




Regular access to complex text and its academic language...**over 13 years**!







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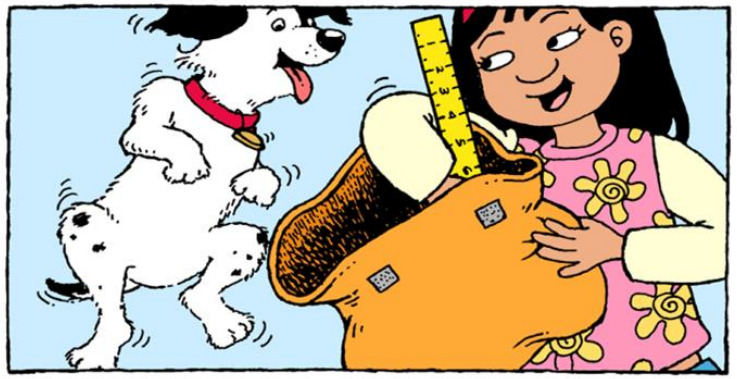
A Tale of Two Texts: Leveled Readers

I get my backpack.

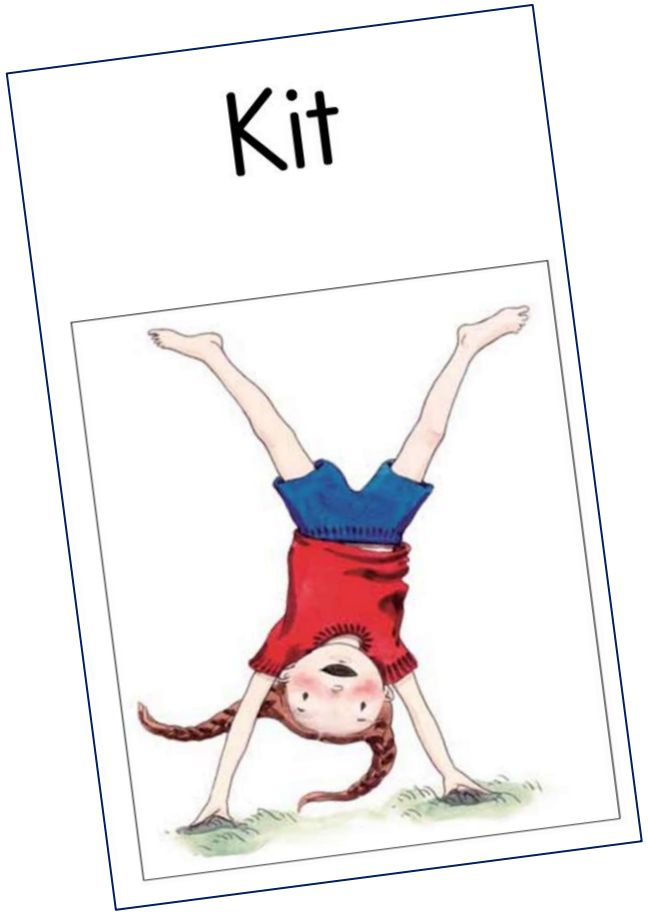
I get my pencils.

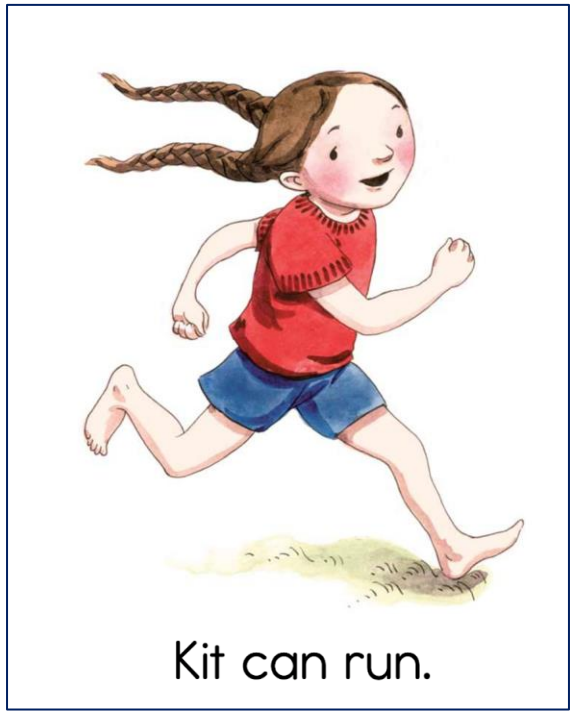


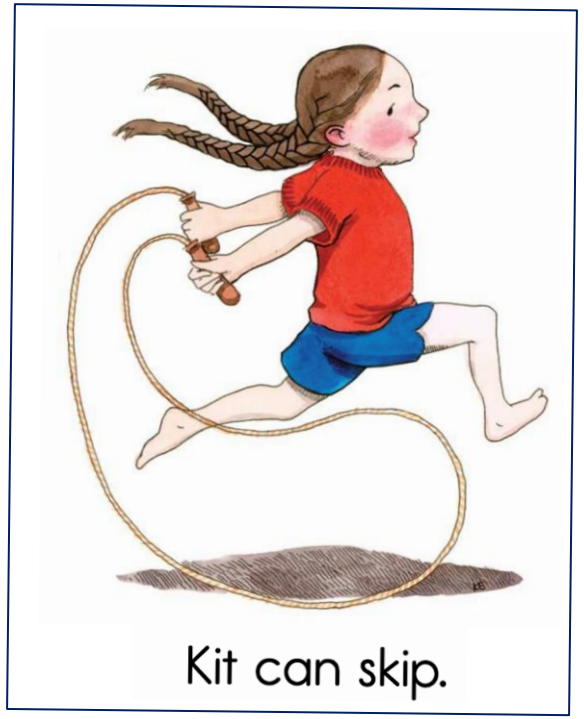
I get my ruler.

I get my eraser.

A Tale of Two Texts: Decodable Readers

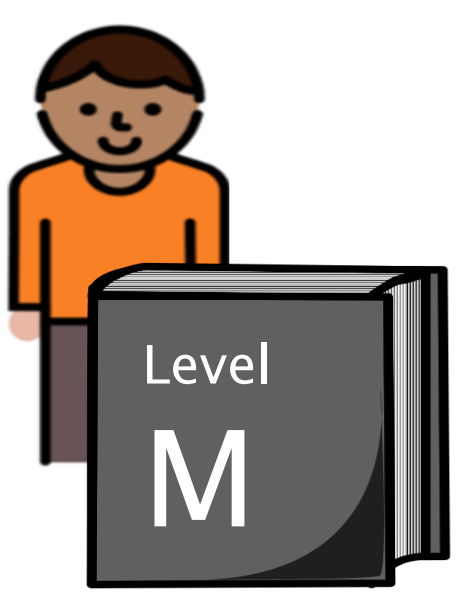


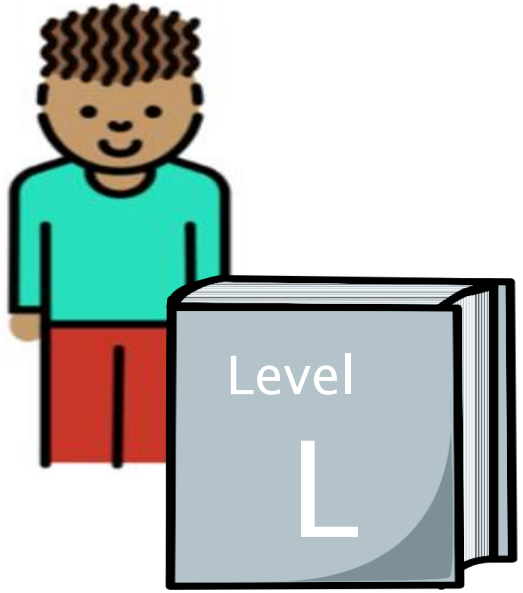




Text Complexity

What if instead of every child spending the majority of time reading a text “at their level” ...





Text Complexity

...**every student** read the same grade-level text with varying supports!

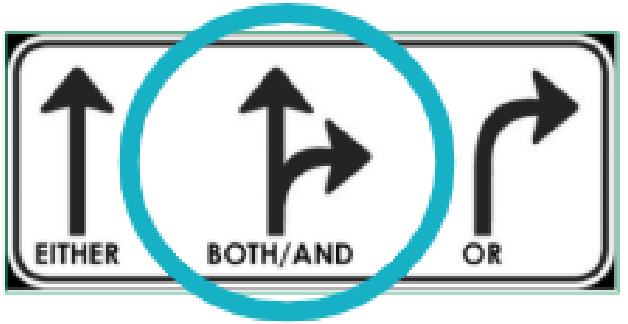
The idea is that teacher support and explanation, not text difficulty, is what should be differentiated. Otherwise, struggling readers may never catch up.

Disclaimer

This does NOT MEAN that students *only* read grade-level complex texts!

Both / And

NOW, HOLD YOUR HORSES!



	Close Reading	Volume Reading
Text	Grade-level complex text, fewer pages	Variety of text complexity levels, more pages
Support	More support	Lighter or no support
Purpose	Grow knowledge, academic language, and understanding of syntax through deep work with complex texts	Growing knowledge and vocabulary through miles on the page Connect to student interests and topics under study

Questions to Consider

Consider both assets and potential challenges, as well as how teachers can make this text accessible for all students.

- What assets are my students bringing to this text?
- What is likely to make this specific text difficult for my students?
- How can I make a text more accessible to my students?

Supporting All Learners

Strategies to support all readers:

- Before Reading
- During an Initial Read
- During Subsequent Reading

ACHIEVE THE CORE

Supporting All Learners with Complex Text

Before Reading

- Pre-expose students to the selected text with support (audio recording, read-aloud, peer tutor etc.)
- Provide a student-friendly glossary of key vocabulary (may include words &/or illustrations)
- Have students read a simple article, watch a video, or read student-friendly explanations of key information to help build background knowledge that will aid in comprehension
- Reformat the text itself to include visuals or definitions of key vocabulary
- Annotate text with a defined purpose for reading it (what they will learn from the reading)
- Number lines whenever possible to support students in referencing evidence from the text

During Initial Reading

- Make sure students experience (hear/read) the entire selection uninterrupted (except for supplying brief definitions essential for understanding). This gives students a sense of the whole text and supports comprehension and motivation
- Teacher conducts a read-aloud with students following along to help build fluency (grades 2 +)
  Note- if reading aloud, students should have ample opportunities to follow along while listening and revisit the text independently
- Provide summaries of sections to help students build comprehension more quickly
- Have students annotate the text for key ideas while reading and/or model annotation for students
- Allow students time to discuss/write about the text following the first read:
  - -using sentence starters or prompts as needed (Example: I wonder, I heard, I think)
  - -by jotting or discussing the "gist" or "big idea" of the text as a whole
  - -by working with partners to ensure all students are participating

During Subsequent Readings

- Ask a series of pre-planned, scaffolded text-dependent questions that build comprehension of the central idea of the text
- Chunk the text. Provide text-dependent questions by chunk, to be answered before moving to the next portion of the text

STUDENT ACHIEVEMENT PARTNERS

Two Things

Jot down **2** key takeaways from Shift I: Text Complexity.

Share **1** of these in the chat box.

Shift 2: Evidence

Ground reading, writing, and speaking in evidence from text, both literary and informational

Give Yourself a Grade

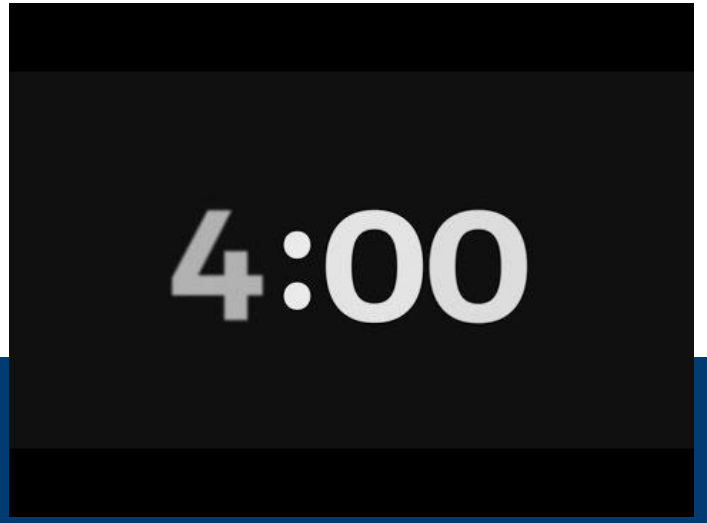
Evidence in Standards

Take a moment to review the anchor standards link shared in the chat box

Jot down the specific standards that call for evidence in the following strands:

- Reading
- Writing
- Speaking & Listening

Time: 3 minutes



Reading

Key Ideas and Details	
CCR.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
CCR.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCR.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCR.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
CCR.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCR.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
CCR.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

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Writing

Text Types and Purposes[3]	
CCR.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCR.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
CCR.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
CCR.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range if Writing	
CCR.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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Speaking & Listening

Comprehension and Collaboration	
CCR.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
CCR.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCR.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCR.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Standards-Aligned Instruction

At least **80% of all questions, tasks, and assignments** in the materials are **text-dependent**, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.

Remember to keep

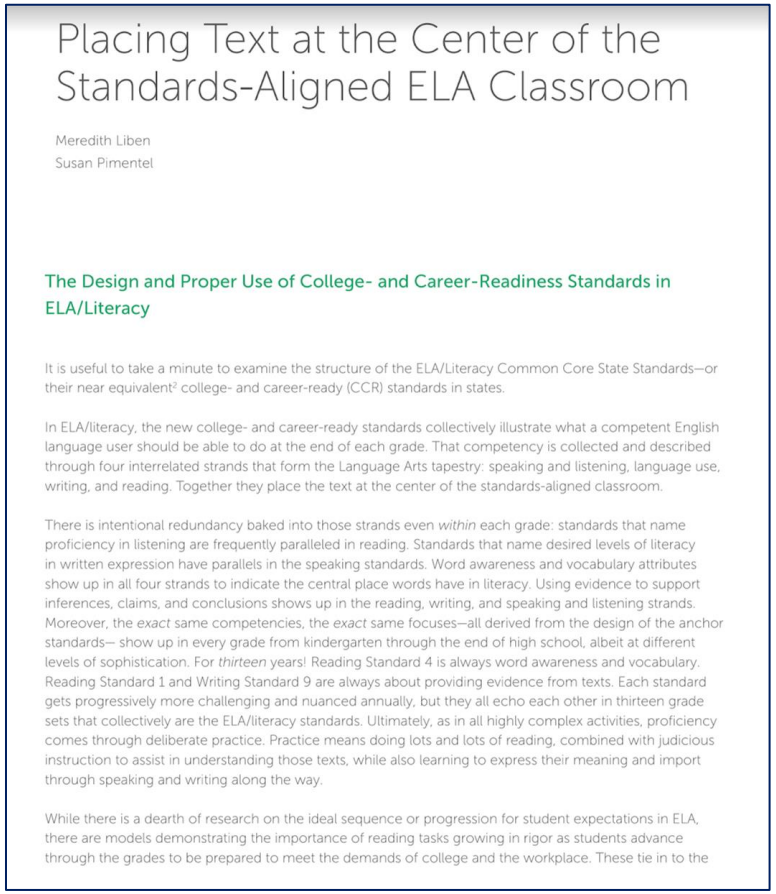
TEXT

at the

CENTER

Text-First Planning

What do we mean by **text-first** planning?



Placing Text at the Center of the Standards-Aligned ELA Classroom

Meredith Liben
Susan Pimentel

The Design and Proper Use of College- and Career-Readiness Standards in ELA/Literacy

It is useful to take a minute to examine the structure of the ELA/Literacy Common Core State Standards—or their near equivalent[2] college- and career-ready (CCR) standards in states.

In ELA/literacy, the new college- and career-ready standards collectively illustrate what a competent English language user should be able to do at the end of each grade. That competency is collected and described through four interrelated strands that form the Language Arts tapestry: speaking and listening, language use, writing, and reading. Together they place the text at the center of the standards-aligned classroom.

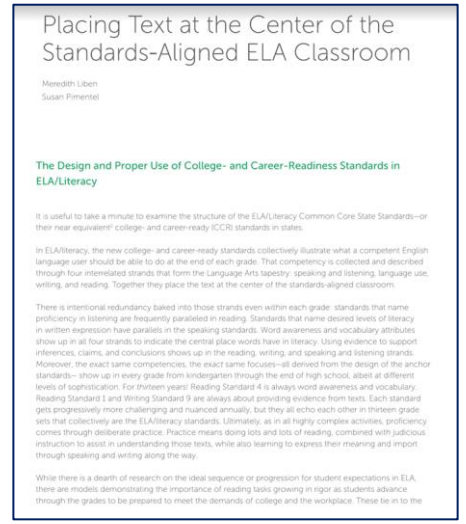
There is intentional redundancy baked into those strands even *within* each grade: standards that name proficiency in listening are frequently paralleled in reading. Standards that name desired levels of literacy in written expression have parallels in the speaking standards. Word awareness and vocabulary attributes show up in all four strands to indicate the central place words have in literacy. Using evidence to support inferences, claims, and conclusions shows up in the reading, writing, and speaking and listening strands. Moreover, the *exact* same competencies, the *exact* same focuses—all derived from the design of the anchor standards— show up in every grade from kindergarten through the end of high school, albeit at different levels of sophistication. For *thirteen* years! Reading Standard 4 is always word awareness and vocabulary. Reading Standard 1 and Writing Standard 9 are always about providing evidence from texts. Each standard gets progressively more challenging and nuanced annually, but they all echo each other in thirteen grade sets that collectively are the ELA/literacy standards. Ultimately, as in all highly complex activities, proficiency comes through deliberate practice. Practice means doing lots and lots of reading, combined with judicious instruction to assist in understanding those texts, while also learning to express their meaning and import through speaking and writing along the way.

While there is a dearth of research on the ideal sequence or progression for student expectations in ELA, there are models demonstrating the importance of reading tasks growing in rigor as students advance through the grades to be prepared to meet the demands of college and the workplace. These tie in to the

Text-First Planning

Foundational skills need to be **systematically taught** and **robustly practiced**, skill after skill in a **research-grounded sequence**.

Teachers must therefore focus on each foundational reading standard. Each names a slice of the skills and knowledge (print concepts, phonological awareness, phonics, word recognition, and fluency) that together constitute what **the brain needs to learn and do to read**.



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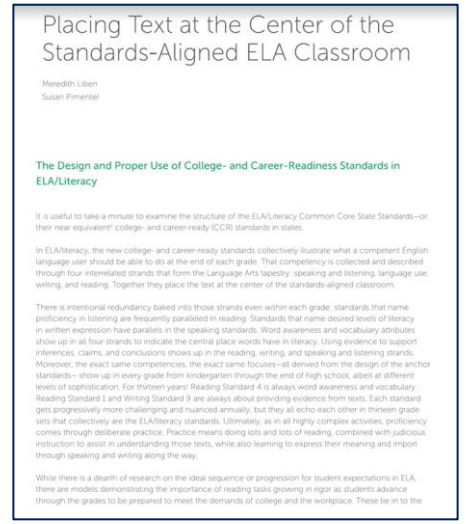
Text-First Planning

The remaining ELA standards in reading, writing, speaking and listening, and language need to be approached **holistically**, with the text itself pointing to which distinct standards arise from its particular demands. Standards are designed to be annual targets and reference points.



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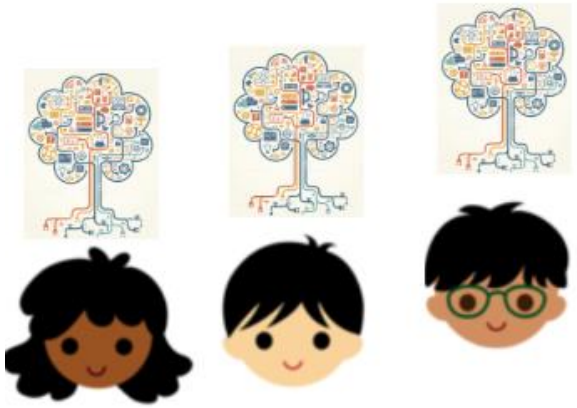
But the standards themselves are not the goal of daily instruction, understanding the texts encountered and being able to express that understanding is.

Shift 3: Building Knowledge

Build knowledge through content-rich text

Give Yourself a Grade

Building Knowledge



All students come to school with their own

funds of knowledge

about the world.

The Job of 

1) Connect to and leverage the rich funds of knowledge all students already have.
2) Enrich and expand knowledge of new content through rich, topical text.

The Central Idea

Long-term GHG monitoring in boreal sites has demonstrated that rewetting and restoration noticeably reduce emissions compared to degraded drained sites and can restore the carbon sink function when vegetation is re-established (Wilson et al. 2016; IPCC 2014a; Nugent et al. 2018) although restored ecosystems may not yet be as resilient as their undisturbed counterparts (Wilson et al. 2016).

Stop and Jot the Central Idea of this text.

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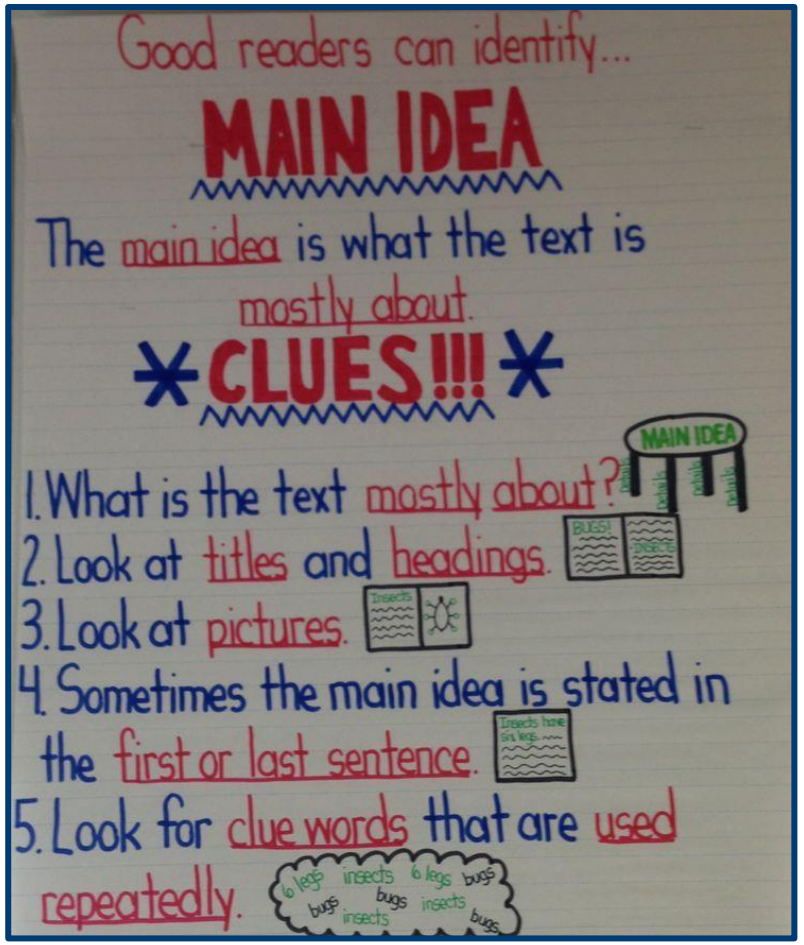
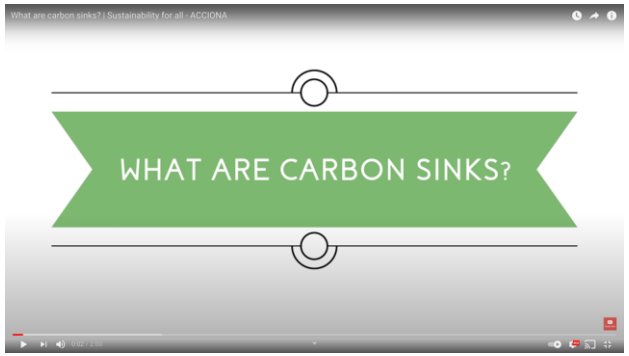
Use this anchor chart to help.

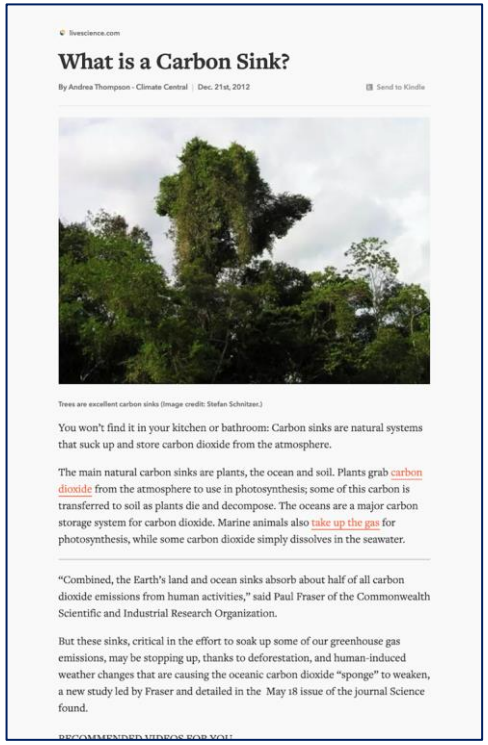


Boreal forests are defined as forests growing in high-latitude environments where freezing temperatures occur for 6 to 8 months and in which trees are capable of reaching a minimum height of 5 meters and a canopy cover of 10%.

Gases that trap heat in the atmosphere are called **greenhouse gases**.

Greenhouse gas monitoring (GHG monitoring) is the direct measurement of greenhouse gas emissions and levels.





What is a Carbon Sink?

By Andrea Thompson - Climate Central | Dec. 21st, 2012

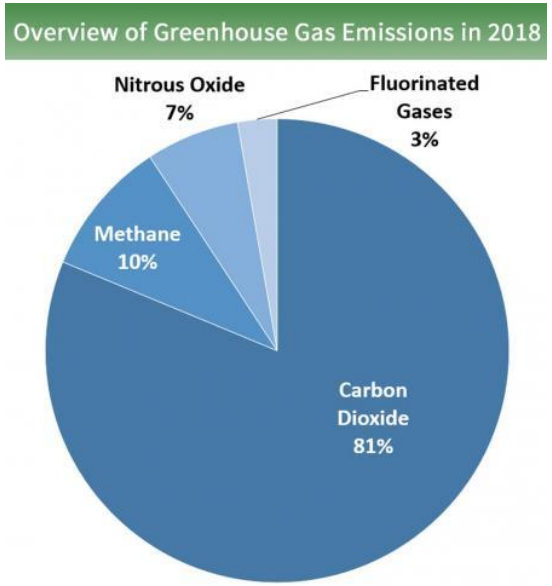
Trees are excellent carbon sinks (Image credit: Stefan Schnitzer.)

You won't find it in your kitchen or bathroom: Carbon sinks are natural systems that suck up and store carbon dioxide from the atmosphere.

The main natural carbon sinks are plants, the ocean and soil. Plants grab carbon dioxide from the atmosphere to use in photosynthesis; some of this carbon is transferred to soil as plants die and decompose. The oceans are a major carbon storage system for carbon dioxide. Marine animals also take up the gas for photosynthesis, while some carbon dioxide simply dissolves in the seawater.

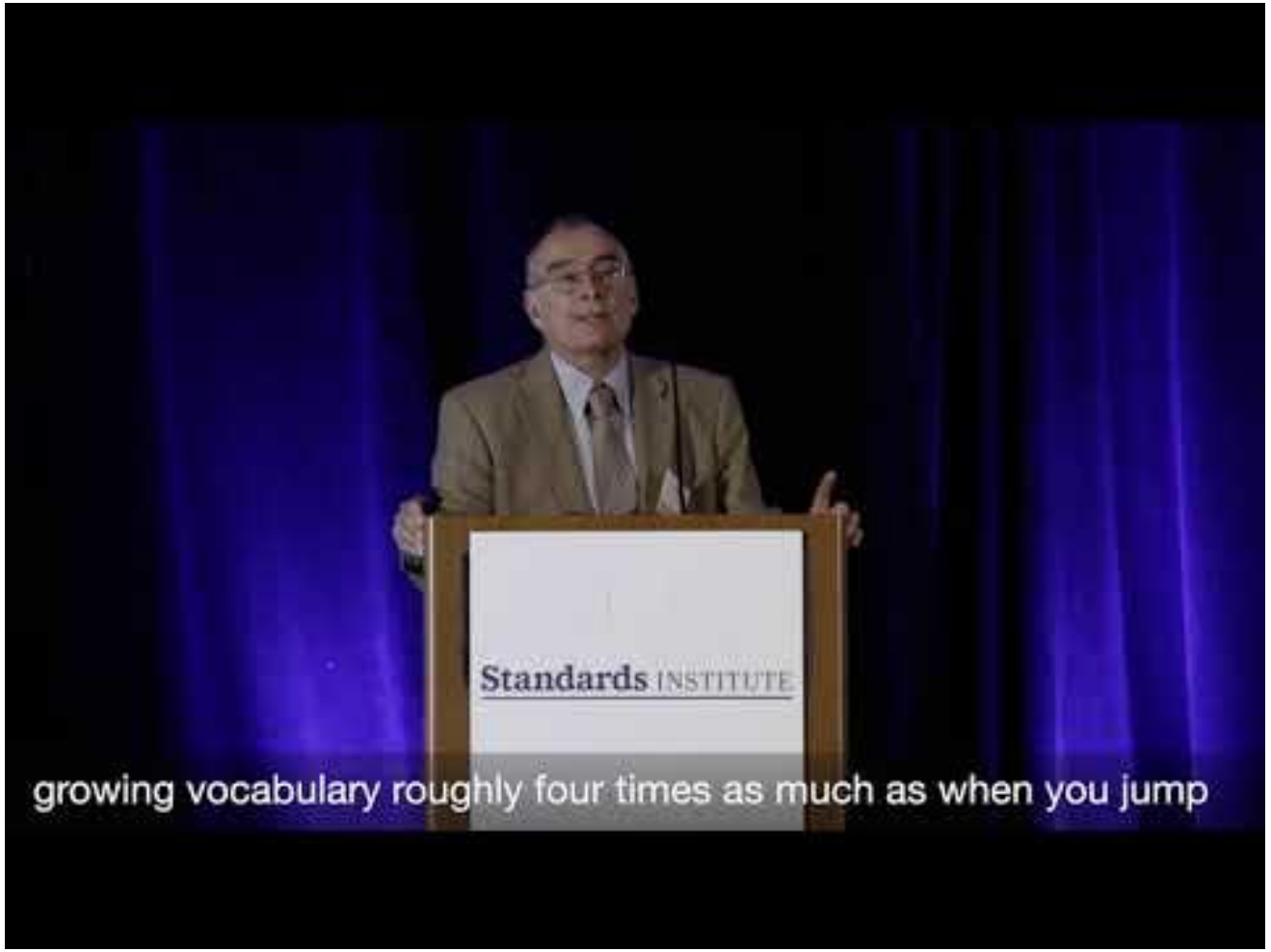
"Combined, the Earth's land and ocean sinks absorb about half of all carbon dioxide emissions from human activities," said Paul Fraser of the Commonwealth Scientific and Industrial Research Organization.

But these sinks, critical in the effort to soak up some of our greenhouse gas emissions, may be stopping up, thanks to deforestation, and human-induced weather changes that are causing the oceanic carbon dioxide "sponge" to weaken, a new study led by Fraser and detailed in the May 18 issue of the journal Science found.

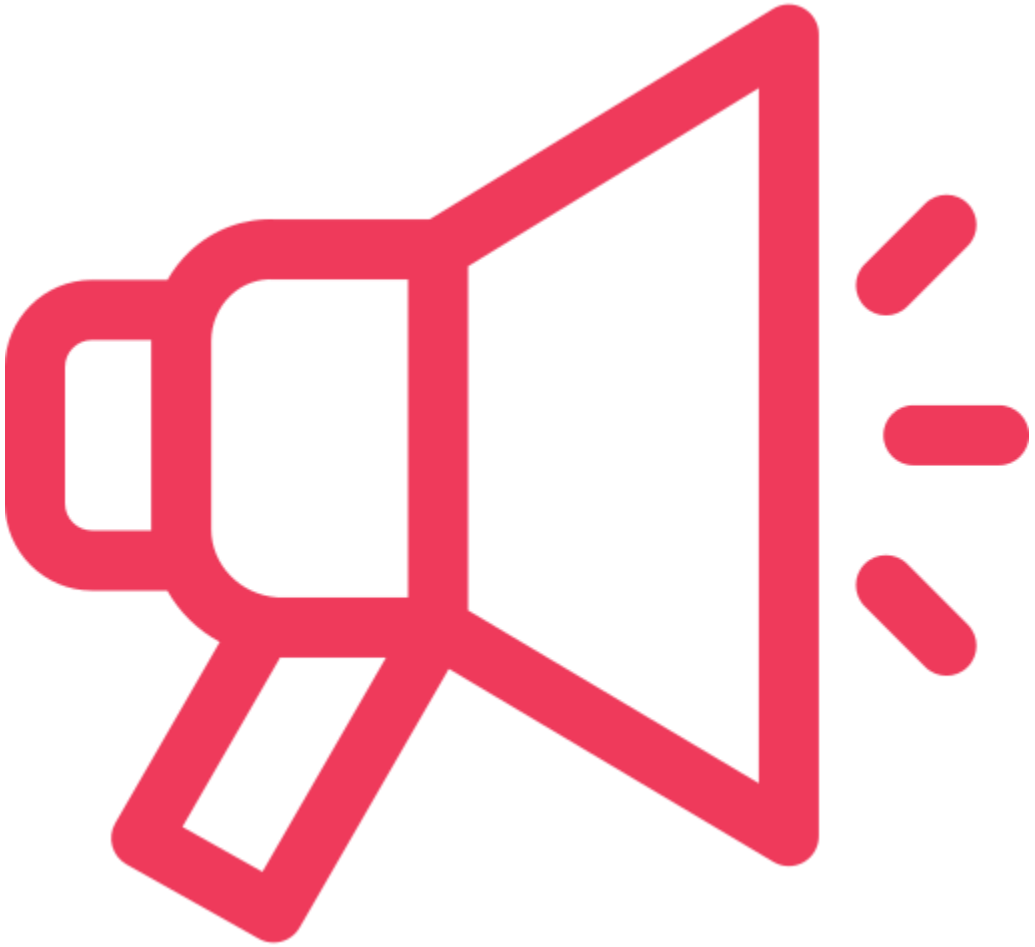


MISSISSIPPI DEPARTMENT OF EDUCATION

Connection to Vocabulary

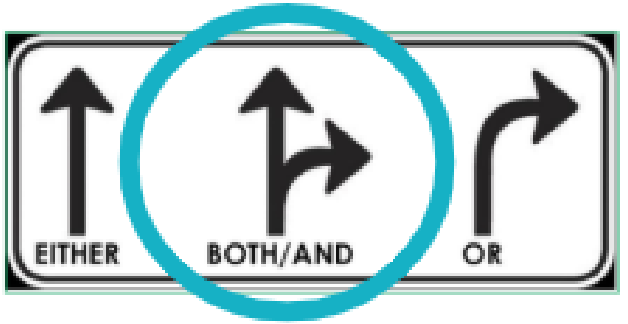


Shift Shout Out



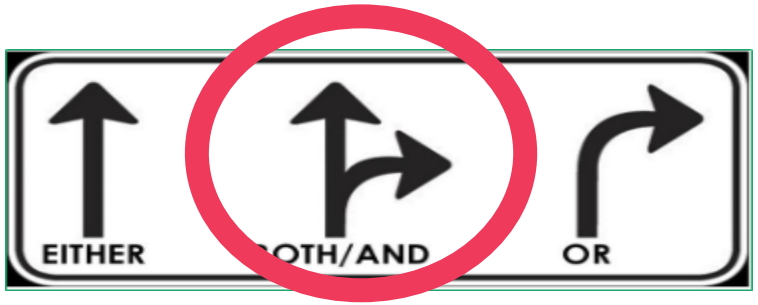
Remember this Both / And?

NOW, HOLD YOUR HORSES!



	Close Reading	Volume Reading
Text	Grade-level complex text, fewer pages	Variety of text complexity levels, more pages
Support	More support	Lighter or no support
Purpose	Grow knowledge, academic language, and understanding of syntax through deep work with complex texts	Growing knowledge and vocabulary through miles on the page Connect to student interests and topics under study

Knowledge-Building Ingredients



Close Reading	Volume Reading
Close reading with knowledge-rich complex texts *(read-aloud in K-2+)*	**Text Sets** 
	 **Book Baskets**

MISSISSIPPI DEPARTMENT OF EDUCATION

Guess the Grade

Students will:

- Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
- Identify cuneiform as the system of writing used in Mesopotamia
- Explain why a written language is important to the development of a civilization
- Explain the significance of the Code of Hammurabi
- Explain why rules and laws are important to the development of a civilization
- Explain the ways in which a leader is important to the development of a civilization

First Grade

Students will:

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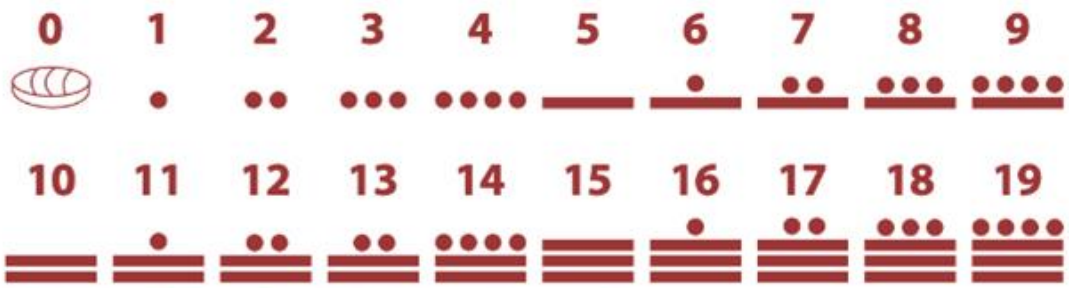
- Explain the significance of the Code of Hammurabi
- Explain why rules and laws are important to the development of a civilization
- Explain the ways in which a leader is important to the development of a civilization

Guess the Grade

From Numbers to Calendars and the Great Beyond

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.



Symbols for 0, 1, and 5 combine to form larger numbers.

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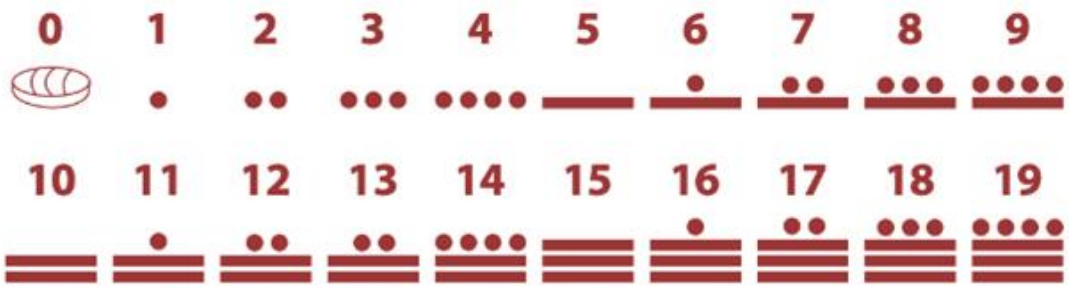

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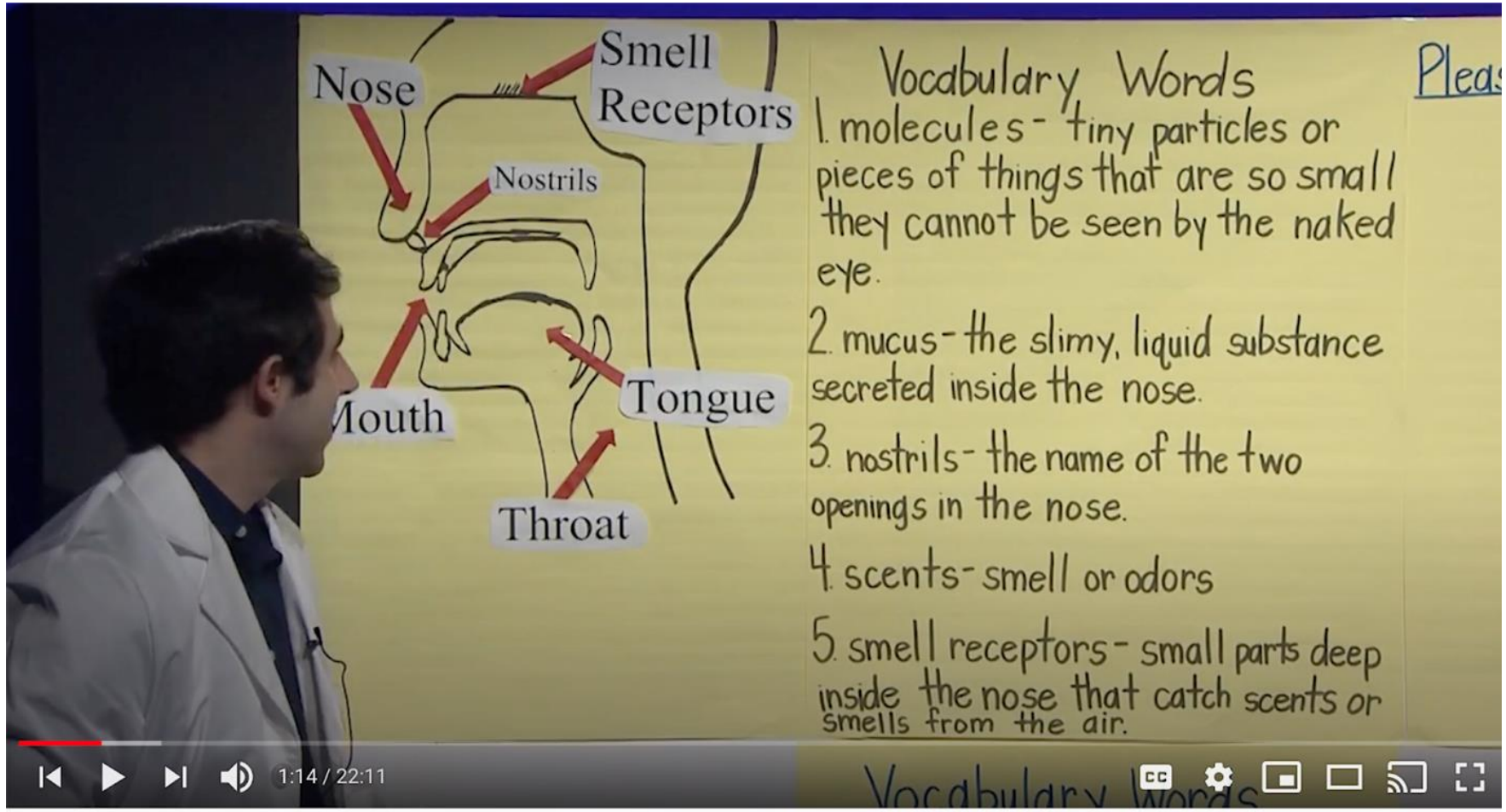
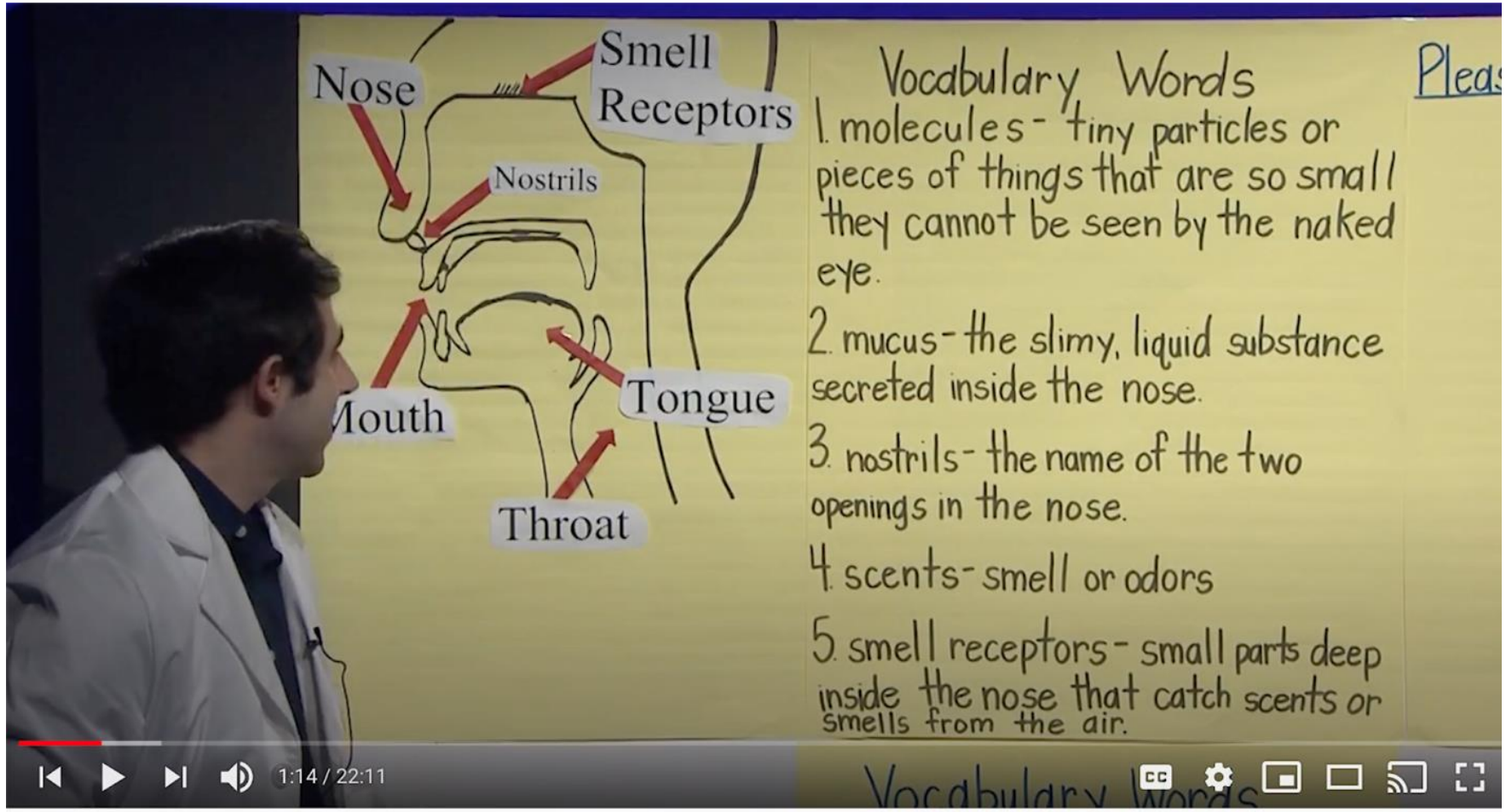


Kindergarten



Curriculum Connection

The Shifts in Action

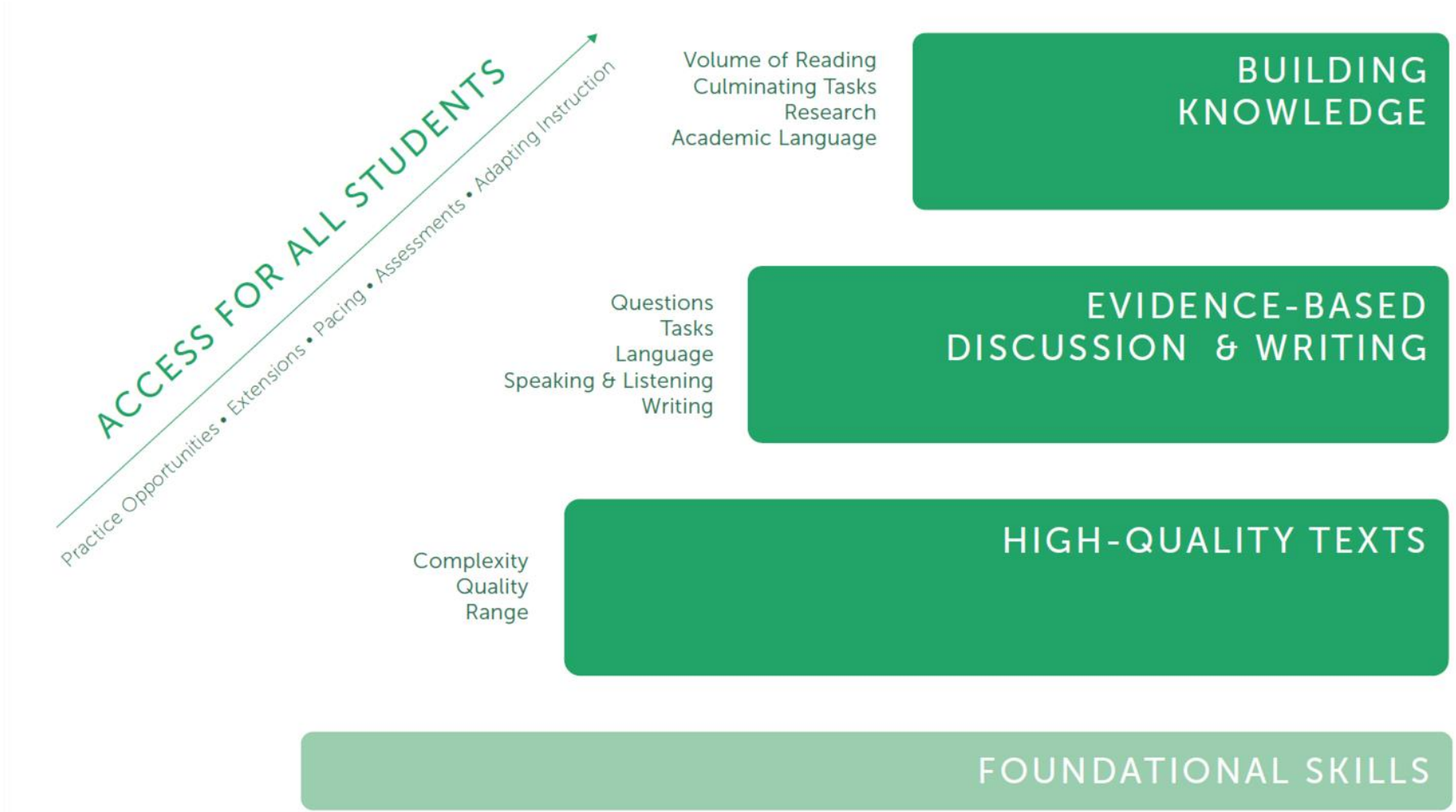
I SPY.... ELA Shifts

Time: 5 minutes

Take a few moments to scroll through the overview and lessons from *CKLA: The War of 1812.* Try to answer each of these questions

- How is complex text used in this module?
- What opportunities do you see for students to find evidence?
- To what degree do these instructional materials appear to support the systematic building of knowledge within the unit?

Access for All



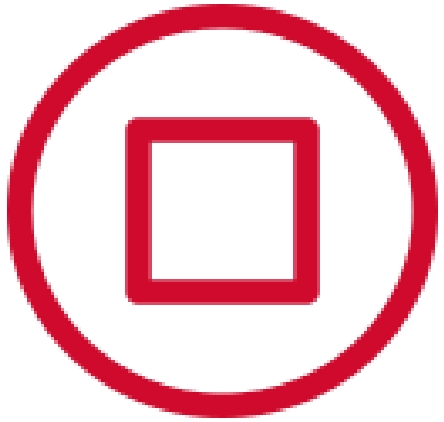
HQIM

- ELA High Quality Instructional Materials (HQIM) review completed March 2021
- Final lists will be submitted for approval at the May State Board of Education meeting
- Final reports, resources, and the list will be posted to the Mississippi Materials Matter webpage following Board approval

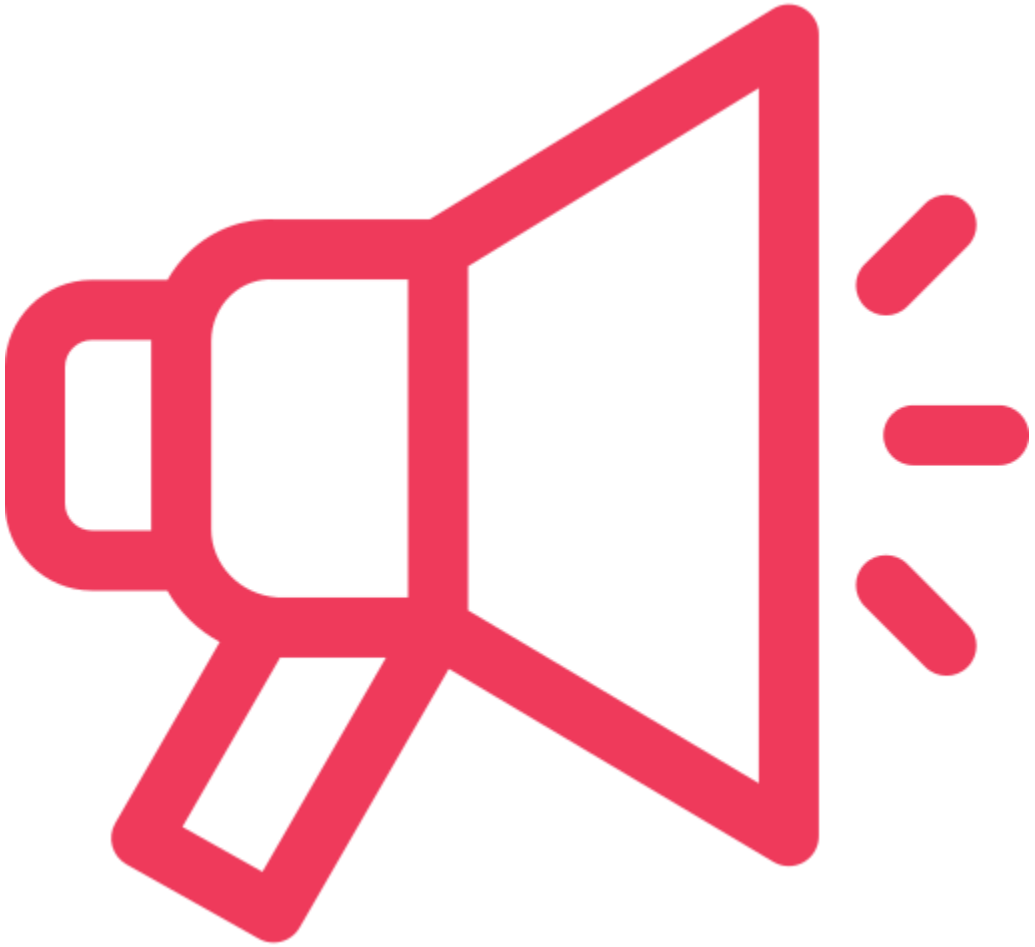
Coming Soon


C4: Shift 1: Text Complexity for 6-12 Teachers
Student View
Home
Announcements
Assignments
Grades
Discussions
People
Files
Pages
Modules
Outcomes
Syllabus
Rubrics
Quizzes
Conferences
Collaborations
Settings
Shift 1: Text Complexity for 6-12 Teachers
Edit
Shift 1: Text Complexity
CLICK HERE TO GET STARTED
Chapter 1
Chapter 2
Chapter 3
Chapter 4
Import Existing Content
Import from Commons
Choose Home Page
View Course Stream
New Announcement
View Course Analytics
View Course Notifications
Coming Up
View Calendar
Nothing for the next week

Start-Stop-Keep



Call to Action



Questions

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