

# Elementary Literacy Standards Institute



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**Standards Teacher Leaders**  
**June 2011, Day One**

# Standards Outcomes 2012-2013



## Students will:

- ✓ Build knowledge through **content-rich nonfiction** and **informational texts**
- ✓ Read, write, and speak grounded in **evidence from texts**
- ✓ Practice regularly with **increasingly complex texts** and **academic vocabulary**

# Welcome

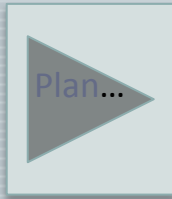


- **Introductions**
- **Logistics and Parking Lot**
- **Resources and Materials**
- **Norms**
  - ✦ Seek to advance learning
  - ✦ Recognize that everyone has expertise
  - ✦ Phrase questions for the group's benefit
  - ✦ Share talk time

# Essential Questions to Guide Standards Teacher Leader Work in 2012–2013

- How will I need to adjust instruction in my classroom to meet expectations in the Common Core State Standards (CCSS)?
- How will I engage my colleagues in learning to adjust instruction in their classrooms to meet CCSS expectations?

# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?

# Standards Teacher Leader Role



## To Learn About:

- the Common Core State Standards
- the connection between the *Framework*, our focus on ELLs, and the new standards
- the connection between language and content objectives
- the tools available to support your school's transition to the new standards

## To Teach/Facilitate:

- the units and tasks to your students
- the two “Green Days” on standards in your building to your peers

## To Lead:

- your school's implementation of the tasks, units, and PCK Intensive modules
- conversations sharing the rationale for this work, the urgency, and the hope

## To Share:

- your feedback, ideas, and stories with us

# Overview—CCSS for ELA and Literacy



## Key Intended Learnings

### Teacher leaders will:

- ✓ Predict positive outcomes of CCSS implementation
- ✓ Connect CCSS design with language learners' needs
- ✓ Examine capacities of college and career students for connections to the DPS *Framework for Effective Teaching*
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Activate Background Knowledge



- **Table group discussion**

- ⌘ **KW Chart**

- ⌘ What do you already know about the CCSS for English Language Arts/Literacy?
    - ⌘ What questions do you hope will be answered in these two days?

- **Whole group “whip around”**

- ⌘ Share one from each column; please don't share repeats



# Video Spotlight



- As you view the video—[Common Core State Standards for ELA and Literacy](#)—consider specific implications for your role as Standards Teacher Leader



- Turn and Talk

*Based on what I know so far about the CCSS, something that I predict will be a positive outcome for teachers and students is...*

# Overview of the Standards



- Read the anchor text, “What is good about the CCSS?”  
(*Pathways*, pages 7–13)
- Share the section with which you made a new connection

*One positive aspect/outcome of the CCSS that I had not thought about previous to reading the selection is...*

# Overview of the Standards



- Star and read “A focus on results rather than means,” “An integrated model of literacy,” and “Shared responsibility for students’ literacy development,” in “Key Design Considerations” (CCSS, page 4)
- Read “What Is Not Covered by the Standards” (CCSS, page 6)
- Discuss #5 (CCSS, page 6)

*The connection I made between #5 and what I know about the importance of language instruction and supports for students who are learning language as they learn content and concepts is...*



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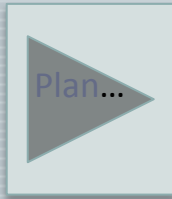
# Capacities of Literate Individuals



- Read “Students Who Are College and Career Ready...” (CCSS, page 7)
- Quickwrite, then table share

*I notice connections between  
the Framework for Effective Teaching  
and the following capacities...*

# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

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# Common Core Instructional Shifts



## Key Intended Learnings

**Teacher leaders will:**

- ✓ Examine instructional shifts
- ✓ Assess ways Interdisciplinary Units address instructional shifts
- ✓ Consider importance of Shifts 1 and 3 for English language learners' vocabulary development
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Instructional Shifts



- **Common Core Instructional Shifts for Language Arts/Literacy**
  1. Build knowledge through **content-rich nonfiction** and **informational texts** (throughout the day!)
  2. Read, write, and speak grounded in **evidence from texts**
  3. Practice regularly with **increasingly complex texts** and **academic vocabulary**
- **Unpack and discuss shifts with table group**
- **Think about the Interdisciplinary Unit you taught this year, then discuss and chart with table group**

*Specific ways Interdisciplinary Units encompass these instructional shifts include...*

# Video Spotlight



- As you view the video—[Shift 1: PK-5: Balancing Information Text and Literature](#)—consider specific implications for your role as Standards Teacher Leader

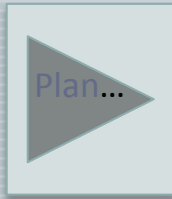


- Discuss

*In what ways does the use of informational texts support academic vocabulary development?*



# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?

# Anchor Standards and CCSS Structure



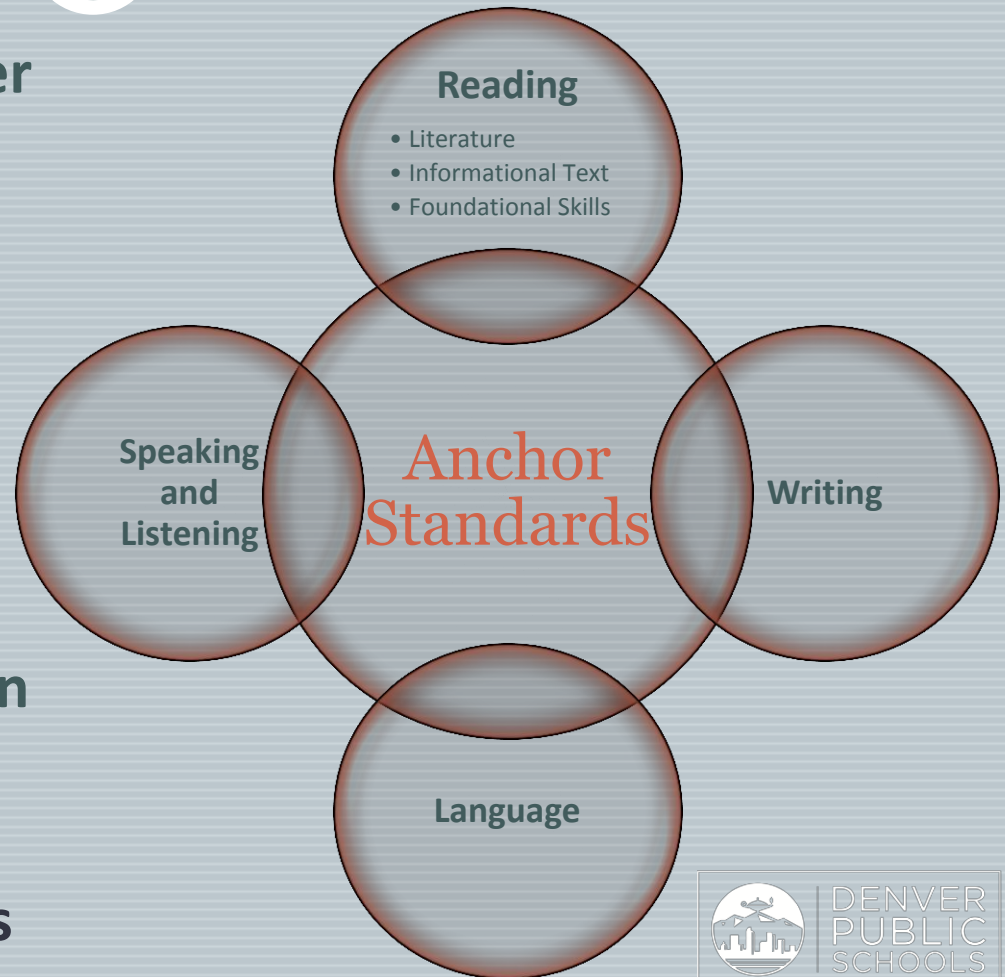
## Key Learnings

### Teacher leaders will:

- ✓ Compare K–5 and 6–12 Reading Anchor Standards
- ✓ Examine and code structural features of the CCSS
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Anchor Standards and Strands

- Review “College and Career Readiness Anchor Standards for Reading” (CCSS, page 10)
- Compare these Anchor Standards with those for secondary (CCSS, pages 35 and 60)
- Now compare the “Note on range and content of student reading” found at the right on all three pages



# Standards: The Structure





## Mark up the text

- ✦ Using your consumable copy of the “**Reading Standards for Literature K–5,**” mark up the text as we explore the standards structure (CCSS, pages 10–12)
- ✦ Codes follow on the next slide...

# Key to Marking the Text



- **College and Career Readiness Anchor Standard**
- **Note on...** or **Introductory paragraph** *often has very deliberate messaging to refer to appendices*
- **Strand**
- Organizing element
-  **Grade-level column**
-  **Grade-specific standards**

# Continue to Mark Up the Text





**Continue to mark up the text in the same way for:**

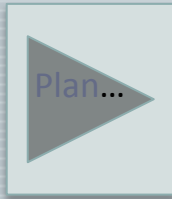
- ✦ **“Reading Standards for Informational Text K–5”**  
(CCSS, pages 13–14)
- ✦ **“Reading Standards: Foundational Skills K–5”**  
(CCSS, pages 15–17)

# Key to Marking the Text



- **College and Career Readiness Anchor Standard**
- **Note on...** or **Introductory paragraph** *often has very deliberate messaging to refer to appendices*
- **Strand**
- Organizing element
-  **Grade-level column**
-  **Grade-specific standards**

# Reflect and Plan



What?

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So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?



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# K-12 Standards Alignment



## Key Intended Learnings

**Teacher leaders will:**

- ✓ Examine meaning and implications of K-12 alignment
- ✓ Investigate K-12 learning trajectories
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Investigating Learning Trajectories



## In pairs or triads

- ✦ Clear a workspace and empty your envelope
- ✦ Read, discuss, and come to a consensus as you place standards in order from kindergarten (at the bottom) to grade 12
- ✦ As you build your trajectory, discuss what the standards say students need to **know and be able to do**, considering all parts of the standards
  - What changes occur from grade to grade? Consider content and processes.
  - Where are new concepts introduced? Dropped?
  - How does the demand of the standard change? Does an idea or skill get more complex, and if so, how?

# K-12 Alignment



Alignment means *every* educator:

- ✦ Understands what is **expected** of students
- ✦ Understands these expectations **in the context of the K-12 program**
- ✦ Accepts **responsibility** for these expectations

# Implications



## Therefore...

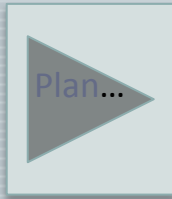
- ✦ It is about **understanding alignment** and its **implications** for teaching and learning
- ✦ It is about engaging in **collaborative processes** and constructing meaning using those processes
- ✦ It is about **collegial conversations** focused on standards, instruction, and students



### *Think about it...*

How might you use vertical conversations to deepen staff's understanding of learning trajectories?

# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?

# Rigor and R/W Connections



## Key Intended Learnings

### Teacher leaders will:

- ✓ Examine W1 and RI8 for increased K–5 rigor
- ✓ Investigate K–12 learning trajectories
- ✓ Discuss reading/writing connections in DPS district curriculum and theory of practice for literacy instruction
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Rigor



- **Using your graphic organizer, examine Writing Standard 1 (W1)**
  - ✦ One person reads the kindergarten standard aloud
  - ✦ Another person reads the first grade standard aloud
  - ✦ Highlight key words and phrases that indicate **increased rigor** for students (as compared to previous grade)
  - ✦ Continue with second grade
  - ✦ As partners, continue marking writing standards together through fifth grade
- **With a partner, use the same process to examine Reading Standard for Informational Text 8 (RI8) and highlight increased K–5 rigor.**

# Reading/Writing Connections



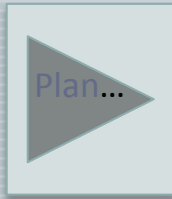
- With your partner, discuss reading/writing connections between W1 and RI8
- Table discussion

*How do the following incorporate reading/writing connections that will support teachers in addressing multiple standards at a time?*

- Reading and Writing Workshop Model
- Literacy Planning Guides and use of Mentor Texts
- Interdisciplinary Units



# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

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# Staircase of Text Complexity



## Key Intended Learnings

### Teacher leaders will:

- ✓ Examine Reading Standards 1 and 10 and Appendix A
- ✓ Consider importance/implications of Shift 3 for language learners and students not yet reading at grade level
- ✓ Assess ways classroom teachers might address this shift
- ✓ Examine evidence of effective teaching practices
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

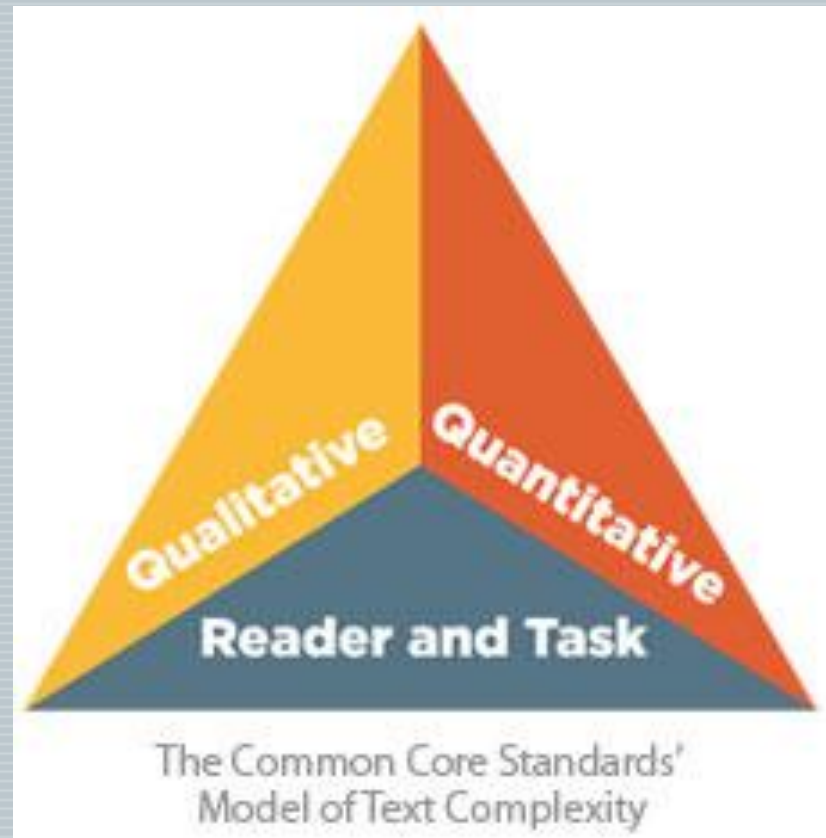
# Why Text Complexity Matters



- **Begin reading anchor text: Chapter 3, “Literal Understanding and Text Complexity—Standards 1 and 10”** (*Pathways*, pages 32–37)
- **Before July, flag and read Appendix A, “Reading”** (pages 2–10)
- **Examine Reading Standards 1 and 10** (CCSS, page 10)
- **Discuss**

*Some have referred to Reading Standards 1 and 10 as the “running record standards” or as the struts that form two sides of a ladder of reading standards, with the remaining reading standards as the rungs. What does this statement mean? Do you agree? Why or why not?*

# CCSS Model of Text Complexity



(CCSS Appendix A, pages 4–7)

# Determining Text Complexity

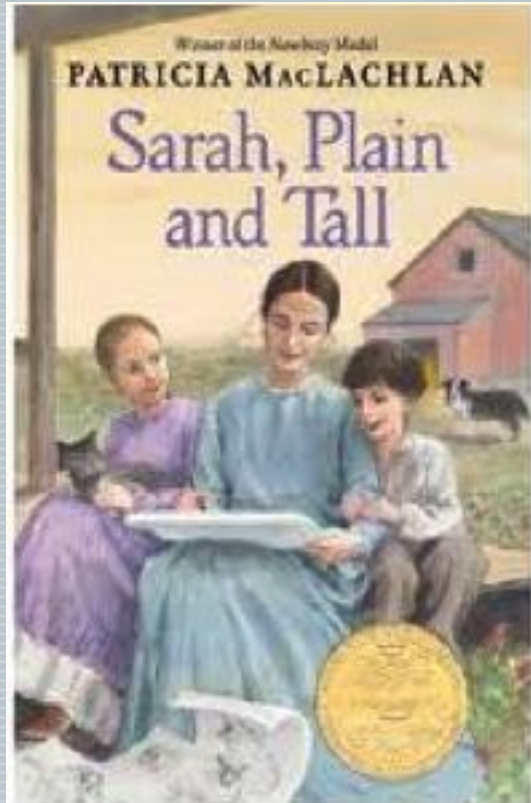


**Continue reading Chapter 3, “How Do the CCSS Suggest Educators Determine a Text’s Level of Complexity?”**

*(Pathways, pages 34–top of page 37)*



# Sarah, Plain and Tall



“Did Mama sing every day?” asked Caleb. “Every single day?” He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones.

“Every single day,” I told him for the second time this week. For the twentieth time this month. The hundredth time this year. And the past few years.

“And did Papa sing, too?”

# Henry and Mudge


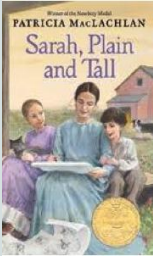




Mudge was huge. He weighed one hundred and eighty pounds. He stood three feet tall and he drooled.

“I’m glad you’re not short,” Henry said.

# A Comparison



	Quantitative	Qualitative	Reader and Task
	460L	Mudge = one “odd” word included throughout	See guiding questions
	430L	Rare words typically appear once or twice in the chapter or even in the whole book. But when these words (e.g., hearthstones, wretched, holler) appear, they are challenging.	 



# The Model in Action



- Look at Appendix B, “Table of Contents” (pages 4–8)

- Band-specific exemplars and performance tasks\*

K–1	pages 14–36	*pages 28 and 36
2–3	pages 37–61	*pages 53 and 61
4–5	pages 63–76	*pages 70 and 76

# Video Spotlight



- As you view the video—[Shift 3: Staircase of Complexity](#)—consider specific implications for your role as Standards Teacher Leader



- Table conversation

*David Coleman asserts that the issue of access to complex texts is a civil rights issue. Do you agree? Why or why not?*

*What is one way teachers can appropriately support English language learners and students not yet reading at grade level to access increasingly complex texts?*



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# Video: Classroom Close-Up

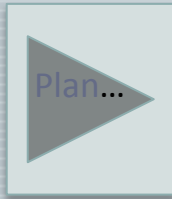
- View the video—[Ms. Noonan: Using a Touchstone Text](#)—through the lens of the DPS *Framework for Effective Teaching*

- Partner conversation

*This teacher used a touchstone text to support students in accessing a difficult concept in more complex text. Do you believe this strategy would support English language learners? Why or why not?*



# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?

# Elementary Literacy Standards Institute



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**Standards Teacher Leaders**  
**June 2011, Day Two**

# Close Reading of Text



## Key Intended Learnings

### Teacher leaders will:

- ✓ Examine the close reading process as a comprehension strategy
- ✓ Analyze standards addressed in a close reading of text
- ✓ Consider implications for scaffolding schema and vocabulary for language learners
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Close Reading Process



## Read the anchor text, “What Are the Common Core’s Expectations for Literal Comprehension?”

(*Pathways*, pages 39–top third of page 42)



*Think about it...*

**Do you agree or disagree with the following statement and why?**

Intellectual work is involved in constructing literal comprehension as texts become denser and more complex. The Common Core argues that this intellectual work is the most important work readers need to achieve, before all else. (*Pathways*, page 42, ¶ 2)

# Shift 2 Requires Students To



**Read like a detective; write like a reporter**



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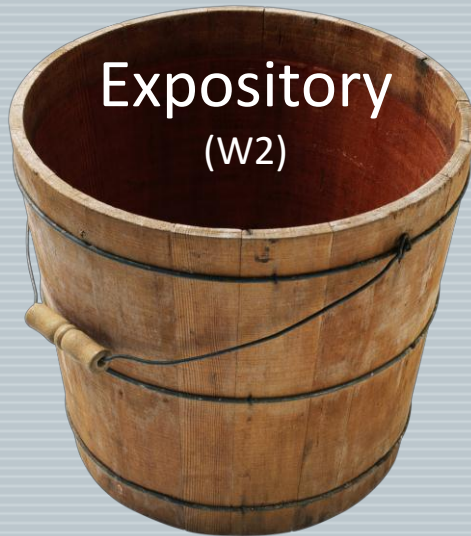
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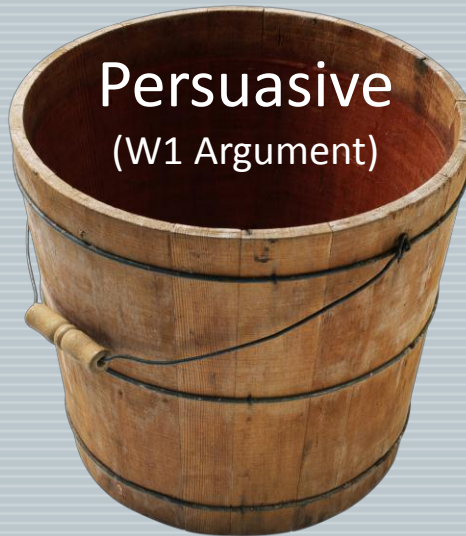
# Three Buckets



## Text Types/Modes



Expository  
(W2)



Persuasive  
(W1 Argument)



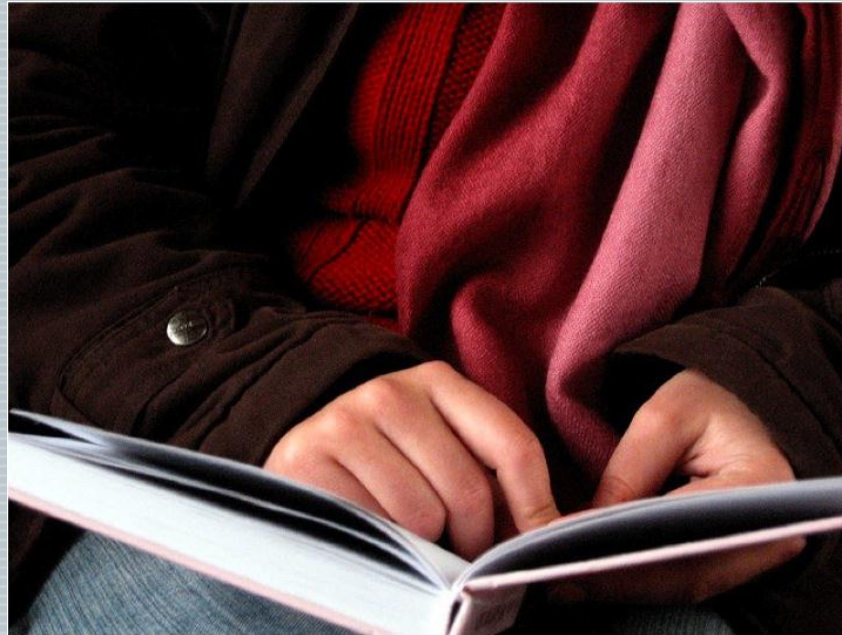
Narrative  
(W3)

# Close Reading



**“Every book has a skeleton hidden between its covers.  
Your job as an analytic reader is to find it.”**

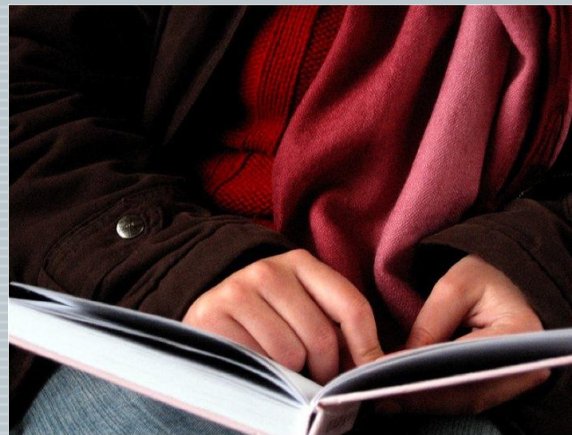
Adler and Van Doren, 1940/1972



# Which requires close reading?



- 1.** If you were present at the signing of the Declaration of Independence, what would you do?
- 2.** What are the reasons listed in the preamble for supporting their arguments for separating from Great Britain?



# Which requires close reading?

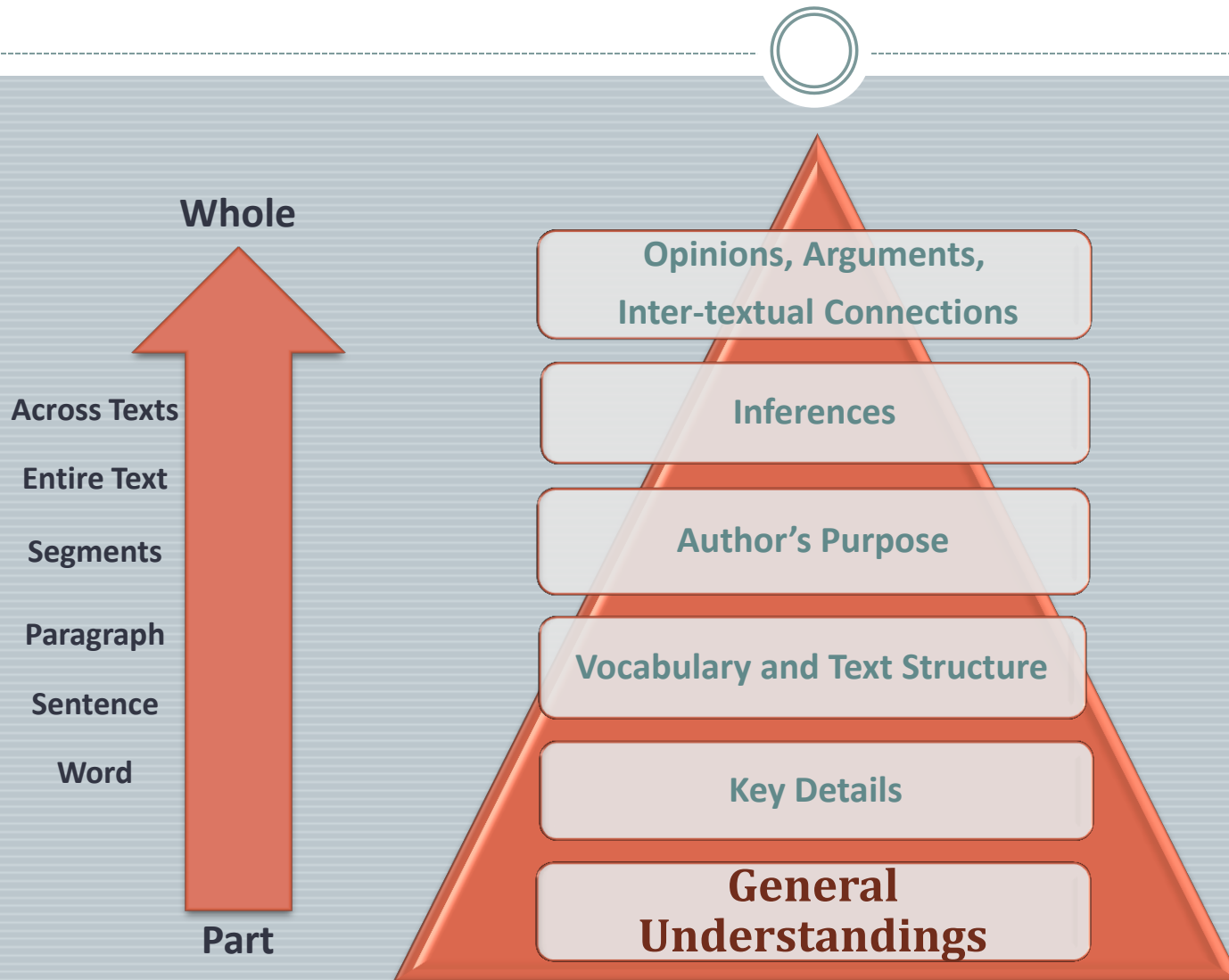


~~1. If you were present at the signing of the Declaration of Independence, what would you do?~~

**2.** What are the reasons listed in the preamble for supporting their arguments for separating from Great Britain?



# Progression of Text-Dependent Questions



# General Understandings

- Overall view
- Gist of passage
- Sequence of information
- Story arc
- Main claim and evidence



# General Understandings in Kindergarten

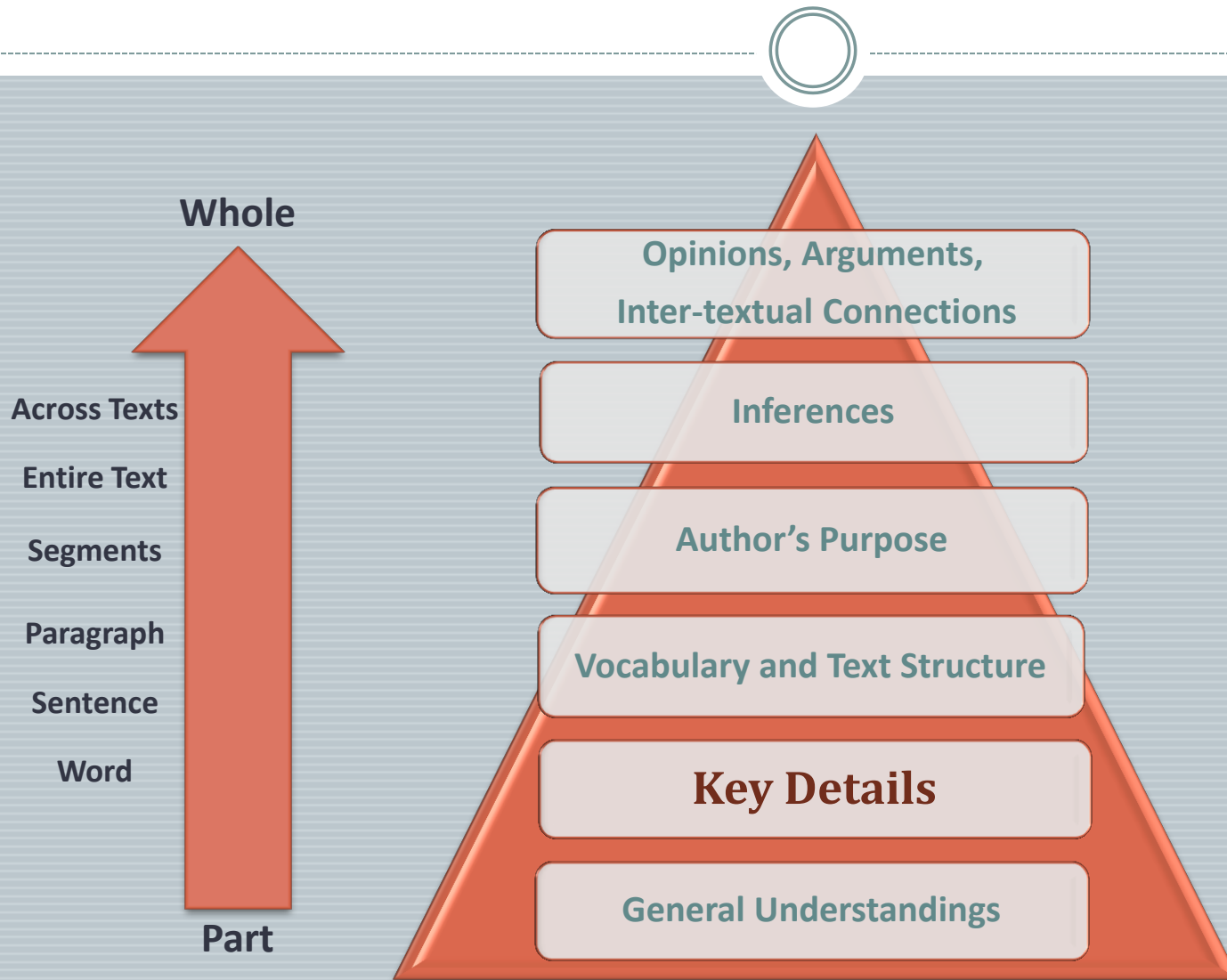


Retell the story in order using the words *beginning*, *middle*, and *end*.





# Progression of Text-Dependent Questions





# Key Details

- Search for nuances in meaning
- Determine importance of ideas
- Find supporting details that support main idea
- Answer who, what, when, where, why, how much, or how many



# Key Details in Kindergarten

- How long did it take to go from a hatched egg to a butterfly?
- What is one food that gave the caterpillar a stomach ache? What is one food that did not give him a stomach ache?



# Key Details in Kindergarten (continued)



*It took more than 3 weeks. He ate for one week, and then “he stayed inside [his cocoon] for more than two weeks.”*



# Key Details in Kindergarten (continued)

## Foods that did NOT give him a stomach ache

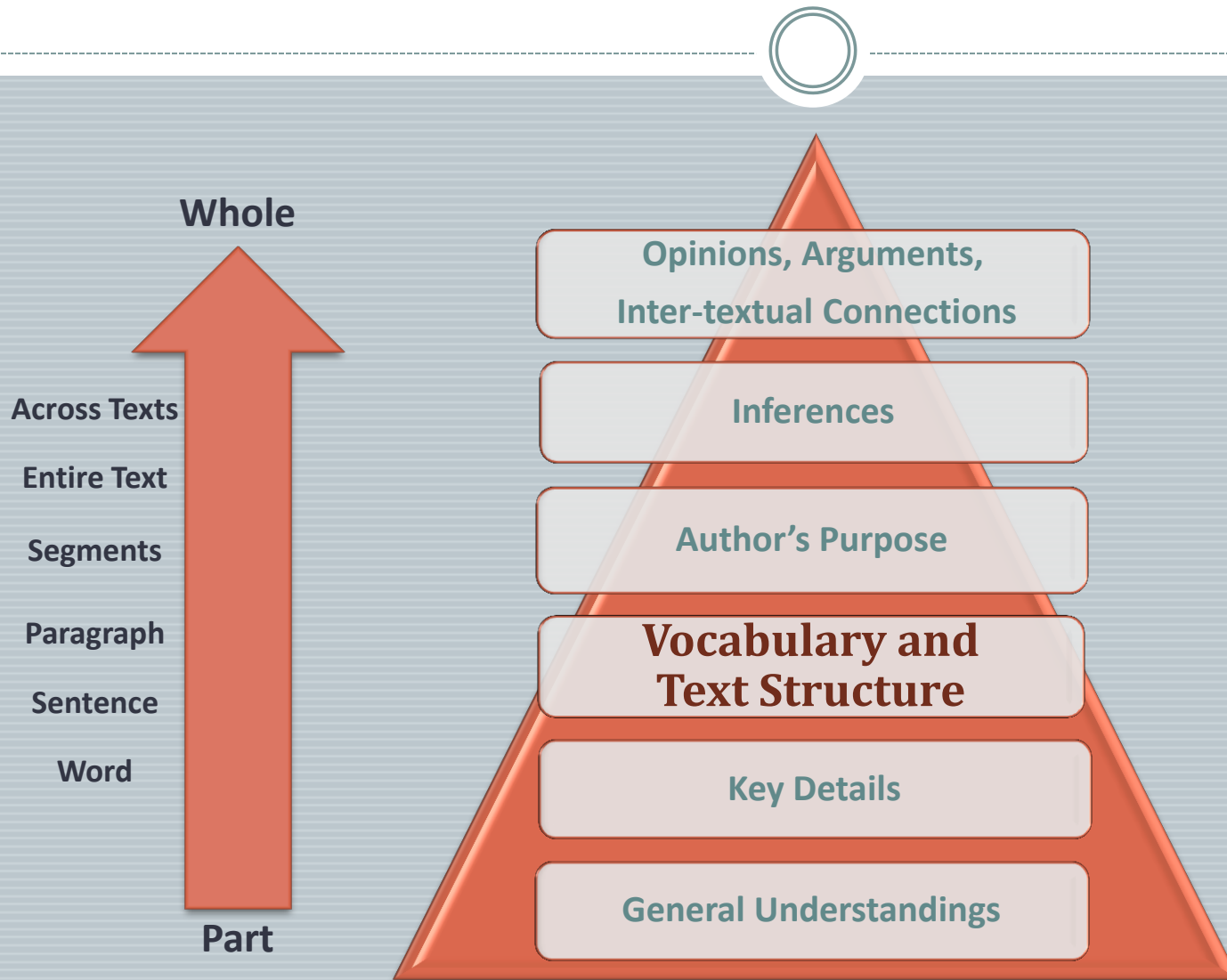
- Apples
- Pears
- Plums
- Strawberries
- Oranges
- Green leaves



## Foods that DID give him a stomach ache

- Chocolate cake
- Ice cream
- Pickle
- Swiss cheese
- Salami
- Lollipop
- Cherry pie
- Sausage
- Cupcake
- Watermelon

# Progression of Text-Dependent Questions



# Vocabulary and Text Structure



- Bridges literal and inferential meanings
- Denotation
- Connotation
- Shades of meaning
- Figurative language
- How organization contributes to meaning



# Vocabulary in Kindergarten



How does the author help us to understand what *cocoon* means?



# Vocabulary in Kindergarten (continued)

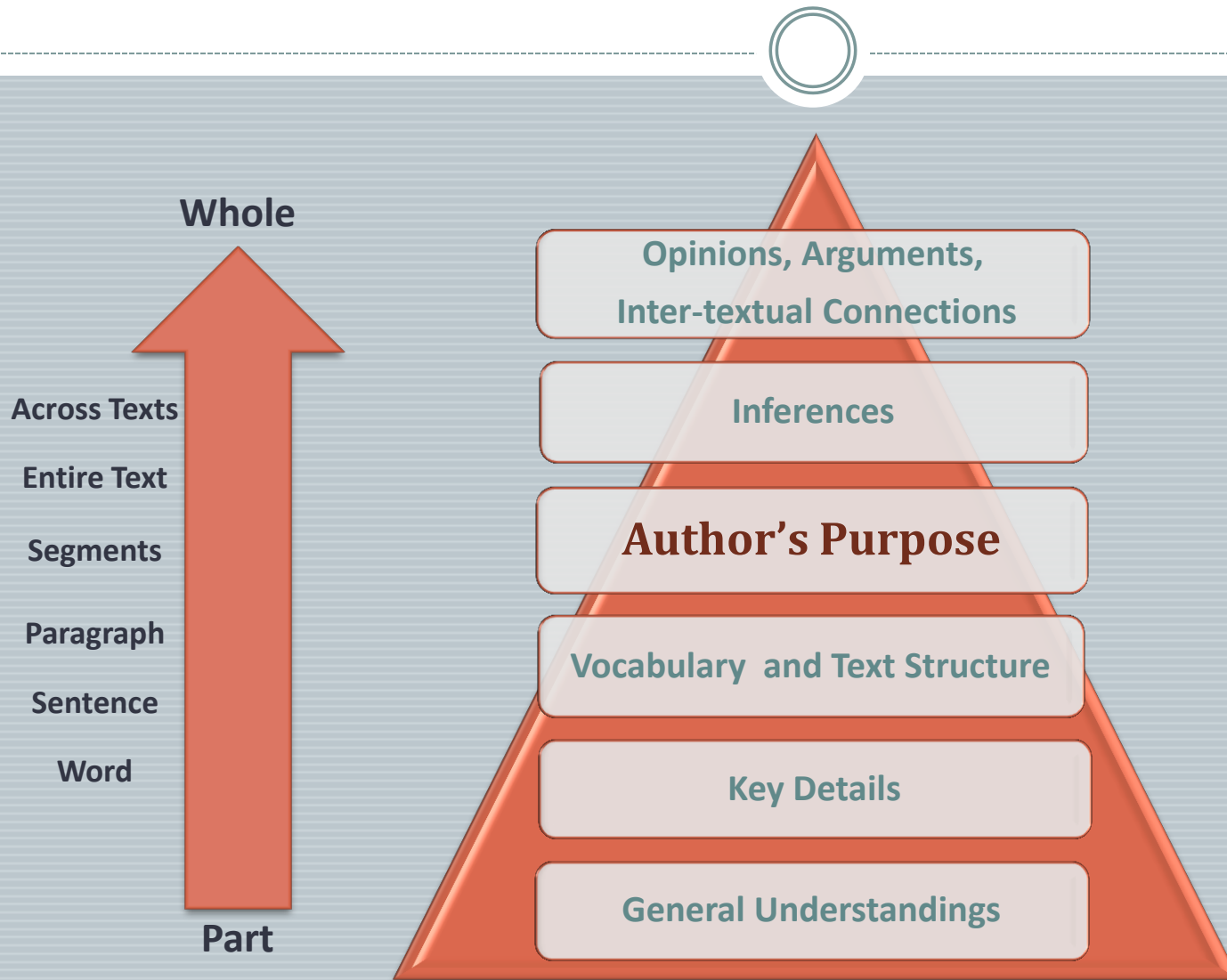


*There is an illustration of the cocoon and a sentence that reads, “He built a small house, called a cocoon, around himself.”*





# Progression of Text-Dependent Questions



# Author's Purpose



- **Genre**  
Entertain? Explain? Inform? Persuade?
- **Point of view**  
First person, third person limited, unreliable narrator
- **Critical literacy**  
Who's story is *not* represented?



# Author's Purpose in Kindergarten



**Who tells the story: the narrator or the caterpillar?**



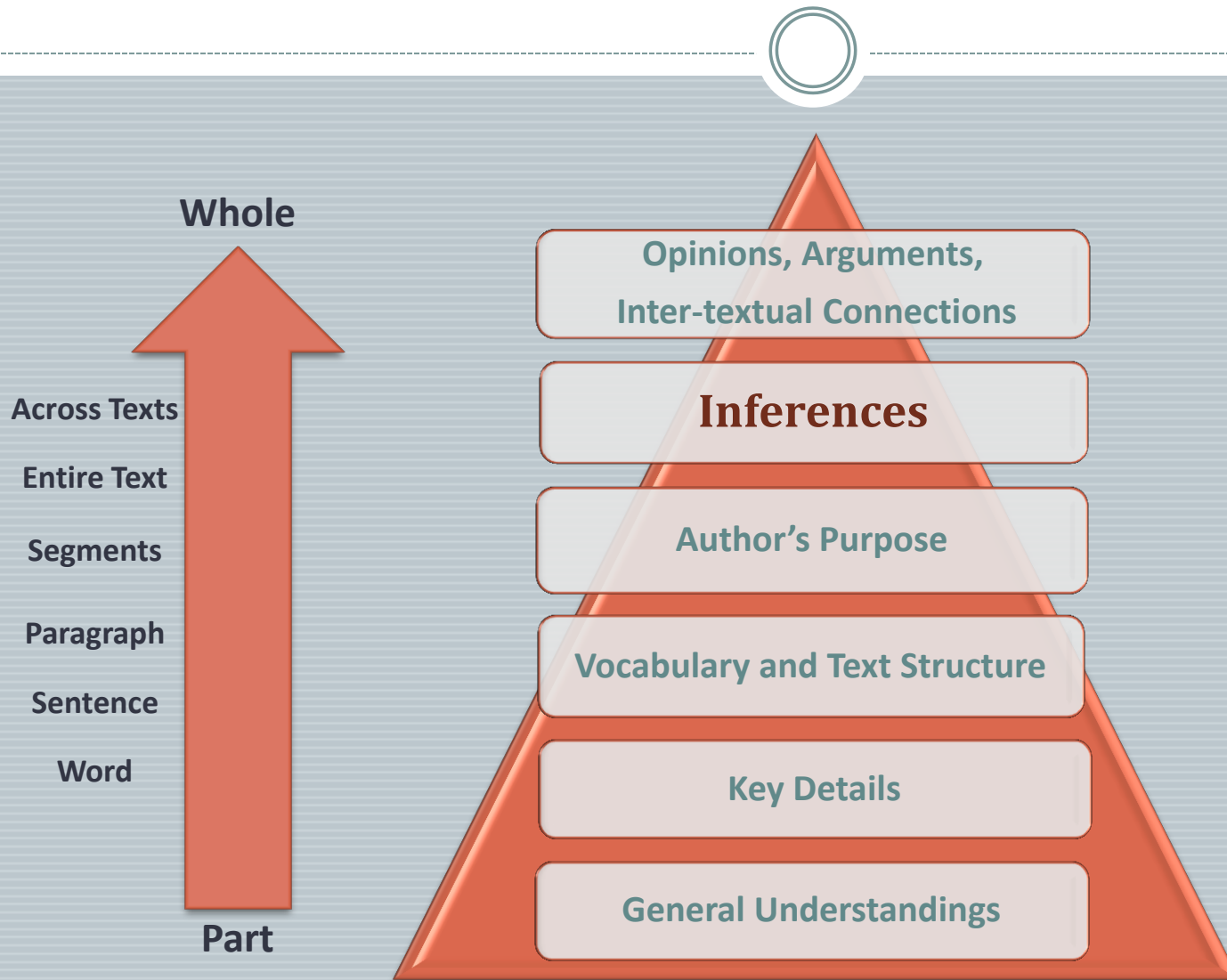
# Author's Purpose in Kindergarten (continued)



*A narrator tells the story, because he uses the words “he” and “his.” If it was the caterpillar, he would say “I” and “my.”*



# Progression of Text-Dependent Questions



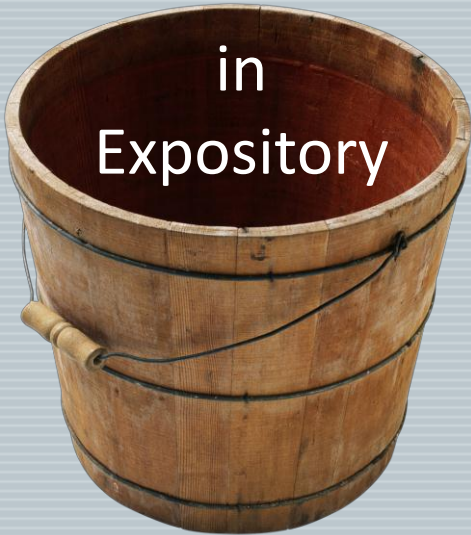
# Inference



Probe each...

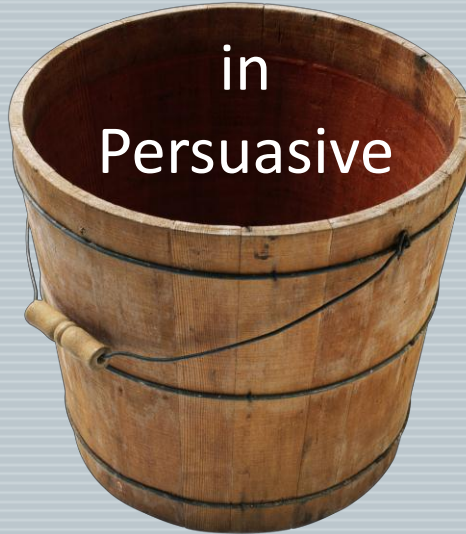
Idea

in  
Expository



Argument

in  
Persuasive



Key Detail

in  
Narrative



# Inference in Kindergarten



The title of the book is *The Very Hungry Caterpillar*.  
What evidence from the text tells us he is hungry?



# Inference in Kindergarten (continued)

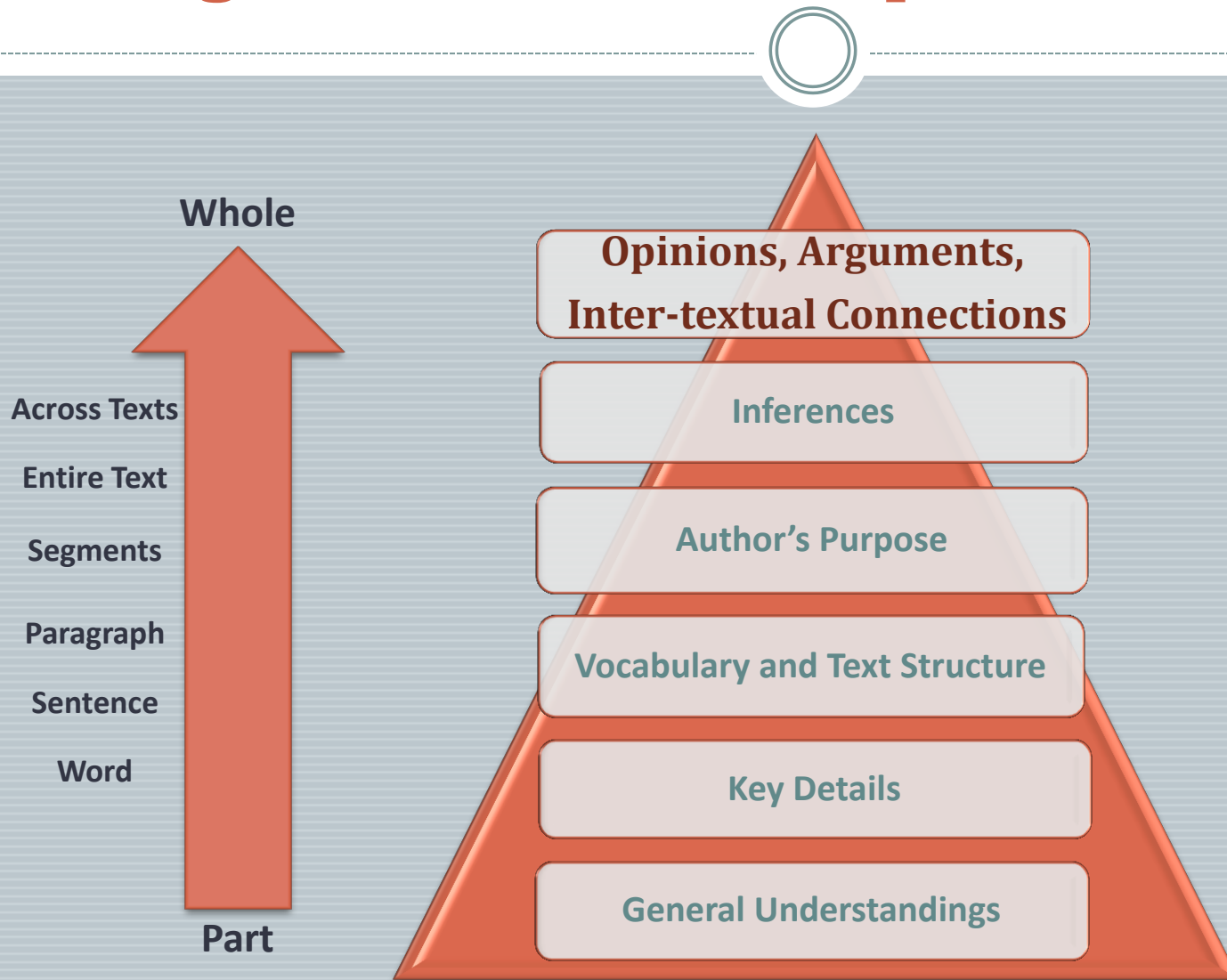


*The caterpillar ate food every day, “but he was still hungry.” On Saturday, he ate so much food that he got a stomach ache! Then he was “a big, fat caterpillar,” so he could build a cocoon and turn into a butterfly.*





# Progression of Text-Dependent Questions



# Opinions, Arguments, Inter-textual Connections



- Author's opinion and reasoning (K–5)
- Claims
- Evidence
- Counter claims
- Ethos, pathos, logos
- Rhetoric



# Opinions and Inter-textual Connections in Kindergarten

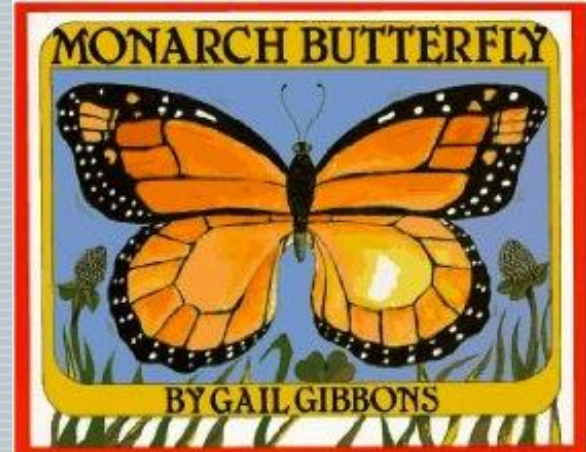
## Narrative

- Is this story a happy or or a sad one?
- How do you know?



## Informational

- How are these two books similar?
- How are they different?



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# Grade 5 Close Reading



## Nonfiction Unit (DPS Literacy Planning Guides)

### Inalienable Rights

"All men are created equal" and are born with certain **inalienable rights**. These include **"life, liberty, and the pursuit of happiness,"** and no government is allowed to take them away. So began Thomas Jefferson as he wrote our Declaration of Independence. These ideas, he said, were intended to be **"an expression of the American mind."**

The British saw the Declaration as a statement of **treason**—a hanging offense! But the threat of being hanged didn't keep Jefferson from writing such words and sharing these **ideals**.

After the Revolution when the American colonies had won their **independence** from England, the Continental Congress formed a government, but it didn't work. (The Continental Congress was made up of representatives of the 13 states.) A convention was called in 1787 to create a new **constitution** for a new government. In that meeting, delegates

**Inalienable or unalienable?**  
The final draft of the Declaration of Independence speaks of our "unalienable"

**The Declaration of Independence**

began to decide how the power of the new government would be divided between the states and the nation. Jefferson had seen how England treated the American colonists. He didn't trust powerful governments to guard people's rights. He believed that certain freedoms had to be written into the new American constitution to protect the

**Inalienable rights:** fundamental rights that cannot be removed, surrendered, or transferred to another person. The Declaration of Independence identifies "life, liberty, and the pursuit of independence" as inalienable rights.

**Treason:** the betrayal of one's country by going to war against it or giving information to its enemies. *They accused him of treason when he gave the enemy information about the generals' plans.*

**Constitution:** the set of basic laws by which a nation, state,

# First Independent Reading



- Independently read and mark up the text
- Read with a pencil or highlighter to annotate the text
  - ✦ Star new information.
  - ✦ Highlight or bracket what confuses you.



# Second Reading



## Teacher Modeling/Read Aloud

- ✦ Read the entire passage aloud, without interruption. Orient students to the text and ask them to follow along.



# Text-Dependent Questions



## See DPS Grade 5 Example

### Close Reading Student Page “Inalienable Rights” by Leigh Anderson

Name \_\_\_\_\_

Date \_\_\_\_\_

- **Independent Reading**—Read the text independently. Be sure to read with a pencil or highlighter, marking up the text as you read. You might highlight key phrases and sections and note words and parts that are confusing. Even if you struggle a bit, stick with it and use the patterns, pictures, vocabulary, and text to help you.
- **Vocabulary**—While reading independently, notice the vocabulary that is underlined or in a box. Notice that definitions for the boxed words are listed to the side of the text. As you read, listen for context and clues about the meaning of underlined and boxed words.
- **Read Aloud**—Listen to the text read aloud. Again, pay attention to key vocabulary.
- **Reread and Answer Questions**—Reread the text and use the guiding questions below to self-assess your close reading and understanding of the text. As you reread and answer questions using evidence from the text, your teacher will guide you to work with a partner or cooperative group to discuss and share your thinking.

1. In your own words, write a definition for each underlined word from the text.

The word liberty means \_\_\_\_\_.

I think the author means \_\_\_\_\_ when she uses the word pursuit.

\_\_\_\_\_ is an example of ideals.

The word independence means \_\_\_\_\_.

I think the author means \_\_\_\_\_ when she uses the word interference.

\_\_\_\_\_ is an example of an omission.

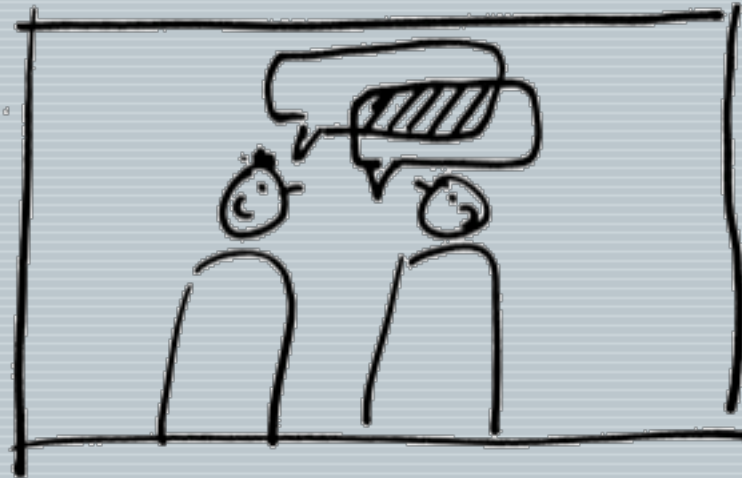
2. What's the main idea of the text? Use evidence from the text to support your answer.

# Discussion



**With a partner, discuss using evidence from the text**

- ✧ Use the note-catcher/student page
- ✧ Remember to use accountable talk (asking questions, providing text evidence) to compare and contrast your impressions with one another

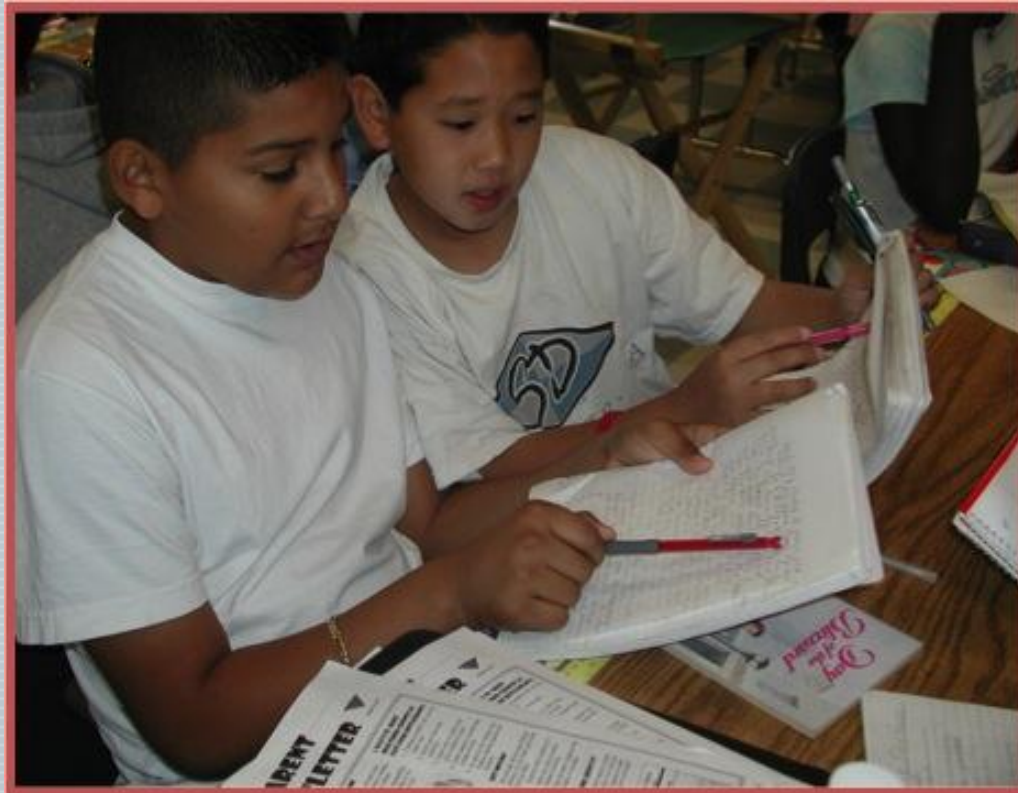




# From Talk to Writing



## Writing Task

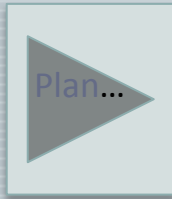


# Reflective Questions



- **Why is it important?**
- **How is it different from current practice?**
- **How might we begin to shift our questioning and student discussions in this direction?**
- **What skills and strategies will students need to do a close reading of this text?**

# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?

# Addressing Multiple Standards



## Key Intended Learnings

### Teacher leaders will:

- ✓ Analyze a video of a specific instructional technique against multiple standards and *Framework* Indicators
- ✓ Examine ways vocabulary is addressed in Language and Speaking/Listening standards
- ✓ Review a performance task and corresponding exemplar texts found in Appendix B
- ✓ Reflect on implications for role as teacher leader
- ✓ Develop action steps

# Video: Classroom Close-Up

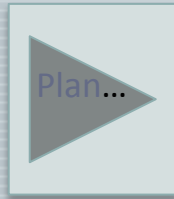


- This teacher uses routine of weekly Poetry Open Mic session to address several standards while fostering students' motivation to speak, write, and study/collect/love poetry
- View the video—[Poetry Open Mic](#)—through the lens of CCSS for grade 5
- Partner conversation



*Which standard is this teacher addressing through the use of her poetry open mic?  
In what ways could this or a similar strategy support English language learners?*

# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?

# The DPS Standards Plan



## Key Intended Learnings

### Teacher leaders will:

- ✓ Review timeline and processes for district standards implementation
- ✓ Consider connections among major initiatives development and teacher support
- ✓ Consider language development supports needed for students to access ambitious new core content
- ✓ Reflect on implications for role as teacher leader

# The 2010 Denver Plan Vision



We will lead the nation's cities in student achievement, high school graduation, college preparation, and college matriculation. Our students will be well-prepared for success in life, work, civic responsibility, and higher education.





# The Instructional Core in DPS



## Student

- \* English language learners
- \* Student behaviors in  
*Framework for Effective Teaching*



Instructional Tasks  
Interdisciplinary Units

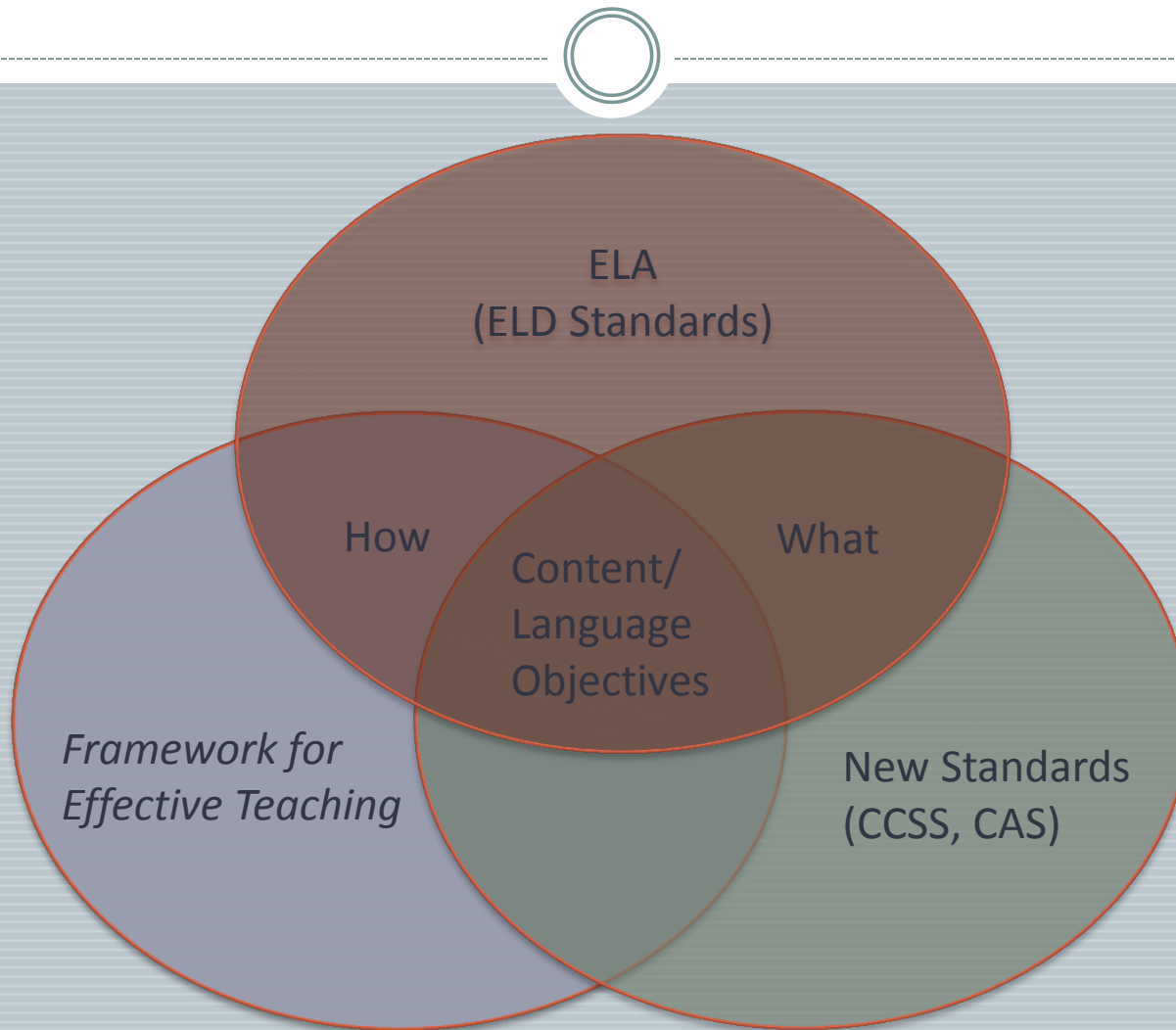
## Teacher

- \* Teacher behaviors in  
*Framework for Effective Teaching*

## Content

- \* New standards

# DPS Priorities: Our Focus for the Year



# English Language Development Standards



ELD Standards	"Gist"
1—English language learners communicate for social and instructional purposes within the school setting.	Social and Instructional language
2—English language learners communicate information, ideas, and concepts necessary for academic success in the content area of language arts.	The language of Language Arts
3—English language learners communicate information, ideas, and concepts necessary for academic success in the content area of mathematics.	The language of Mathematics
4—English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.	The language of Science
5—English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.	The language of Social Studies

# Rationale for Content/Language Objectives



- Students need to learn language in the context of the content.
- Students need the language of the content to access the content.

*Why is it important for teachers to consider the language needed at the same time as they identify the content objective for a lesson?*

# Questions to Consider While Planning Instruction



- Of all the possible content objectives I could teach, why is *this one* the most important thing for my students to learn right now?
- What language will my students need to learn and demonstrate their learning of this content?
- What differentiated supports will I need to provide for my students with varying degrees of language proficiency?

# DPS Content/Language Objective Structure



**A language function articulated to a language domain, a language form, content, and language supports that are differentiated according to language proficiency levels to support flexible groups:**

- a) Levels 1 and 2,
- b) Levels 3 and 4, *and*
- c) Levels 5 and 6

# DPS Content/Language Objective Structure



Students **select an adjective** to **describe** Thomas Jefferson and **write** a paragraph **explaining** their choice, supported with evidence from the text **after participating in class and partner discussions**:

- a. Use language frame, Thomas Jefferson was [choose word from appropriately modified list with icons] because [copy sentence from text].
- b. Use language frame, Thomas Jefferson was [choose word from list] because [evidence from the text].
- c. Produce extended response that includes justification grounded in evidence from text.

# Tools for Writing Content/Language Objectives



## Functions by Language Domain

Listening	Speaking		Writing
act, arrange, distinguish, duplicate, categorize, choose, copy, follow directions, identify, indicate, label, listen, match, order, point, recognize, role play, show, sort, tell	agree/disagree, answer, ask, converse, debate, define, describe, discuss, explain, express, give instructions, identify, name, practice, predict, pronounce, rehearse, repeat, rephrase, respond, restate, say steps in a process, share, state, summarize, tell, use vocabulary	discover, distinguish, explore, find, find specific information, identify, infer, interpret, locate, make connections, preview, predict, read, read aloud, skim	ask and answer questions, brainstorm, classify, collect, compare, contrast, create, describe, edit, evaluate, explain, illustrate, journal, label, list, order, organize, record, revise, state and justify, opine, summarize, support, take notes, write



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# Five High-Yield Functions



- 1) Describe, Explain, Classify
- 2) Compare, Contrast
- 3) Sequence
- 4) Cause, Effect
- 5) Defend, Propose, Justify

# Sample Language Forms



Language Function	Possible Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
	I like/don't like <u>(object)</u> . I need a/some <u>(object)</u> .
Describing people, places, and things	Nouns, pronouns, adjectives
	The (my, her) _____ is/are _____. A (it) has/have _____.
Describing spatial and temporal relations	Prepositional phrases
	next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under
Describing actions	Adverbs
	telling how, where or when
Retelling/relating past events	Past tense verbs, past progressive
	Yesterday/Last _____/On _____ day, (pronoun) _____-ed. (pronoun) _____ was/were (have/has been) _____-ing.

## CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reading
LISTENING	<ul style="list-style-type: none"> <li>Point to stated pictures, words, or phrases</li> <li>Follow one-step oral directions (e.g., physically or through drawings)</li> <li>Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?")</li> <li>Match classroom oral language to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Categorize content-based pictures or objects from oral descriptions</li> <li>Arrange pictures or objects per oral information</li> <li>Follow two-step oral directions</li> <li>Draw in response to oral descriptions</li> <li>Evaluate oral information (e.g., about lunch options)</li> </ul>	<ul style="list-style-type: none"> <li>Follow multi-step oral directions</li> <li>Identify illustrated main ideas from paragraph-level oral discourse</li> <li>Match literal meanings of oral descriptions or oral reading to illustrations</li> <li>Sequence pictures from oral stories, processes, or procedures</li> </ul>	<ul style="list-style-type: none"> <li>Interpret oral information and apply to new situations</li> <li>Identify illustrated main ideas and supporting details from oral discourse</li> <li>Infer from and act on oral information</li> <li>Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media</li> </ul>	<ul style="list-style-type: none"> <li>Carry out oral instructions containing grade-level, content-based language</li> <li>Construct models or use manipulatives to problem-solve based on oral discourse</li> <li>Distinguish between literal and figurative language in oral discourse</li> <li>Form opinions of people, places, or ideas from oral scenarios</li> </ul>	
SPEAKING	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., "Who is absent?")</li> <li>Restate content-based facts</li> <li>Describe pictures, events, objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Re/tell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

## CAN DO Descriptors: Grade Level Cluster 3-5

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 - Reaching
READING	<ul style="list-style-type: none"> <li>Match icons or diagrams with words/concepts</li> <li>Identify cognates from first language, as applicable</li> <li>Make sound/symbol/word relations</li> <li>Match illustrated words/phrases in differing contexts (e.g., on the board, in a book)</li> </ul>	<ul style="list-style-type: none"> <li>Identify facts and explicit messages from illustrated text</li> <li>Find changes to root words in context</li> <li>Identify elements of story grammar (e.g., characters, setting)</li> <li>Follow visually supported written directions (e.g., "Draw a star in the sky.")</li> </ul>	<ul style="list-style-type: none"> <li>Interpret information or data from charts and graphs</li> <li>Identify main ideas and some details</li> <li>Sequence events in stories or content-based processes</li> <li>Use context clues and illustrations to determine meaning of words/phrases</li> </ul>	<ul style="list-style-type: none"> <li>Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales)</li> <li>Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram)</li> <li>Find details that support main ideas</li> <li>Differentiate between fact and opinion in narrative and expository text</li> </ul>	<ul style="list-style-type: none"> <li>Summarize information from multiple related sources</li> <li>Answer analytical questions about grade-level text</li> <li>Identify, explain, and give examples of figures of speech</li> <li>Draw conclusions from explicit and implicit text at or near grade level</li> </ul>	
WRITING	<ul style="list-style-type: none"> <li>Label objects, pictures, or diagrams from word/phrase banks</li> <li>Communicate ideas by drawing</li> <li>Copy words, phrases, and short sentences</li> <li>Answer oral questions with single words</li> </ul>	<ul style="list-style-type: none"> <li>Make lists from labels or with peers</li> <li>Complete/produce sentences from word/phrase banks or walls</li> <li>Fill in graphic organizers, charts, and tables</li> <li>Make comparisons using real-life or visually-supported materials</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expository or narrative text</li> <li>String related sentences together</li> <li>Compare/contrast content-based information</li> <li>Describe events, people, processes, procedures</li> </ul>	<ul style="list-style-type: none"> <li>Take notes using graphic organizers</li> <li>Summarize content-based information</li> <li>Author multiple forms of writing (e.g., expository, narrative, persuasive) from models</li> <li>Explain strategies or use of information in solving problems</li> </ul>	<ul style="list-style-type: none"> <li>Produce extended responses of original text approaching grade level</li> <li>Apply content-based information to new contexts</li> <li>Connect or integrate personal experiences with literature/content</li> <li>Create grade-level stories or reports</li> </ul>	

The CAN DO Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students' language processing and use across the levels of language proficiency.

# Sample Language Supports: “The Magic Three”



Sensory Supports	Visual Supports	Group Supports
<ul style="list-style-type: none"><li>▪ Manipulatives</li><li>▪ Pictures and photographs</li><li>▪ Illustrations, diagrams, and drawings</li><li>▪ Magazines and newspapers</li><li>▪ Physical activities</li><li>▪ Videos and films</li><li>▪ Broadcasts</li><li>▪ Models and figures</li><li>▪ Real-life objects (realia)</li></ul>	<ul style="list-style-type: none"><li>▪ Graphic organizers</li><li>▪ Maps</li><li>▪ Tables</li><li>▪ Graphs</li><li>▪ Charts</li><li>▪ Timelines</li><li>▪ Diagrams</li><li>▪ Number lines</li></ul>	<ul style="list-style-type: none"><li>▪ In pairs or partners</li><li>▪ In triads or small groups</li><li>▪ In whole group</li><li>▪ In cooperative groups</li><li>▪ With the Internet Websites) or software programs</li><li>▪ In native language (L1)</li><li>▪ With mentors</li><li>▪ Heterogeneous or homogenous groups by proficiency in academics or language</li></ul>

# Standards Implementation Timeline



## Awareness and Dissemination

*Building Readiness*

*2010–2011  
School Year*

## Transition

*Moving to  
the New Standards*

*2010–2011  
School Year  
2012–2013  
School Year*

## Implementation

*Making Meaning*

*2013–2014  
School Year*

## Transformation

*Changing Teaching  
and Learning*

*2014–2015  
School Year*



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# The Instructional Shifts



## MATHEMATICS

1. Focus: Narrow and deep emphasis based on standards.
2. Coherence: Across grades and to major topics within grades.
3. Rigor: Equal intensity of conceptual understanding, procedural skills and fluency, and application.

## LANGUAGE Content/ Language Objectives

## LITERACY

1. Build knowledge through content-rich nonfiction and informational texts.
2. Read, write, and speak grounded in evidence from texts.
3. Practice regularly with increasingly complex texts and academic vocabulary.



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# Plan for Supporting the Instructional Shifts



**Draft**

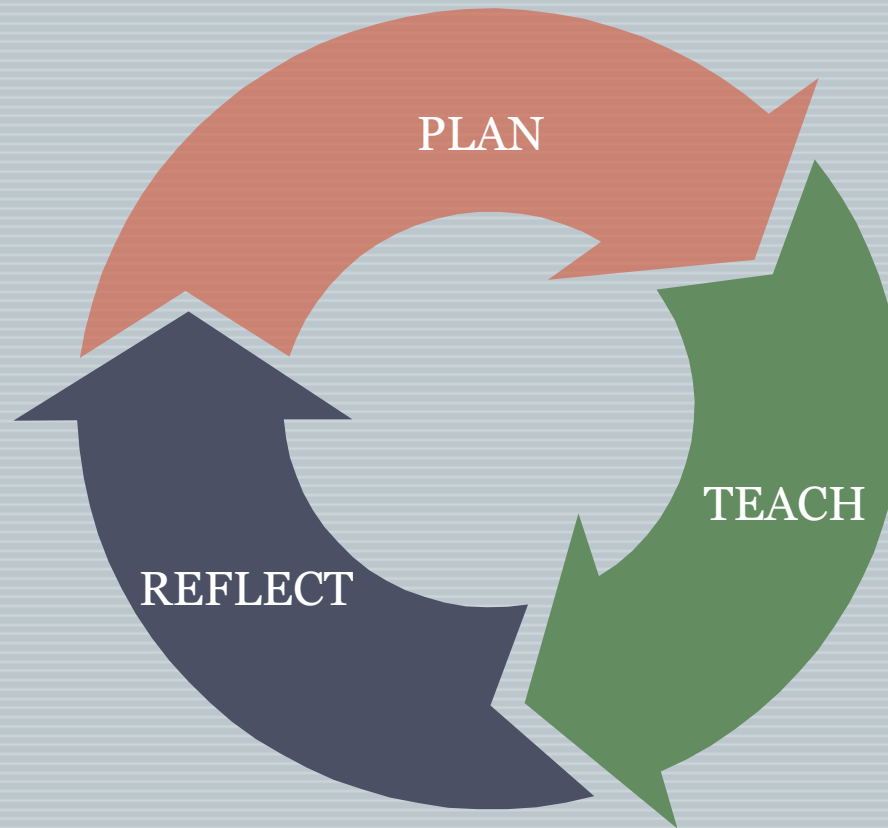
## DRAFT Plan for Content Support of the Instructional Shifts in Language Arts Transition Year 2012–2013

	K–5	6–8	9–12
<b>Shift 1:</b> Build knowledge through content-rich nonfiction and informational texts.	<ul style="list-style-type: none"> <li>Use revised Interdisciplinary Units that integrate science or social studies and reading and writing during the literacy block.</li> <li>Capitalize on literacy experiences embedded into science and social studies, making direct strategy connections throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Instructional Tasks.</li> <li>Pilot Literacy Design Collaborative (LDC) modules in eighth grade U.S. History classes.</li> <li>Focus on Essential Learning Goals (ELGs) = Anchor Standards R.1, R.2, and R.9.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Instructional Tasks and look at student work.</li> <li>Pilot Literacy Design Collaborative (LDC) modules in tenth grade U.S. History and Biology classes.</li> <li>Focus on Essential Learning Goals (ELGs) = Anchor Standards R.1, R.2, and R.9.</li> </ul>
<b>Shift 2:</b> Read, write, and speak grounded in evidence from texts.	<ul style="list-style-type: none"> <li>Use revised Interdisciplinary Units.</li> <li>Use grades 3–5 performance tasks added to nonfiction units.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on ELGs = Anchor Standards R.1, R.2, R.8, R.9, W.1, and W.2 (+ R.3 for Language Arts classes).</li> <li>Use Interim Assessments aligned with ELGs.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on ELGs = Anchor Standards R.1, R.2, R.8, R.9, W.1, and W.2 (+ R.3 for Language Arts classes).</li> </ul>
<b>Shift 3:</b> Practice regularly with increasingly complex texts and academic vocabulary.	<ul style="list-style-type: none"> <li>Use revised Interdisciplinary Units.</li> <li>Use grades 3–5 text exemplars (close reading) embedded in poetry units.</li> </ul>	<ul style="list-style-type: none"> <li>Implement Collaborative Strategic Reading (CSR) in CSR schools.</li> <li>Focus on ELGs = R.10, L.4, L.5, and L.6.</li> <li>Use Interim Assessments aligned with ELGs.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on ELGs = R.10, L.4, L.5, and L.6.</li> <li>Use Interim Assessments aligned with ELGs.</li> </ul>

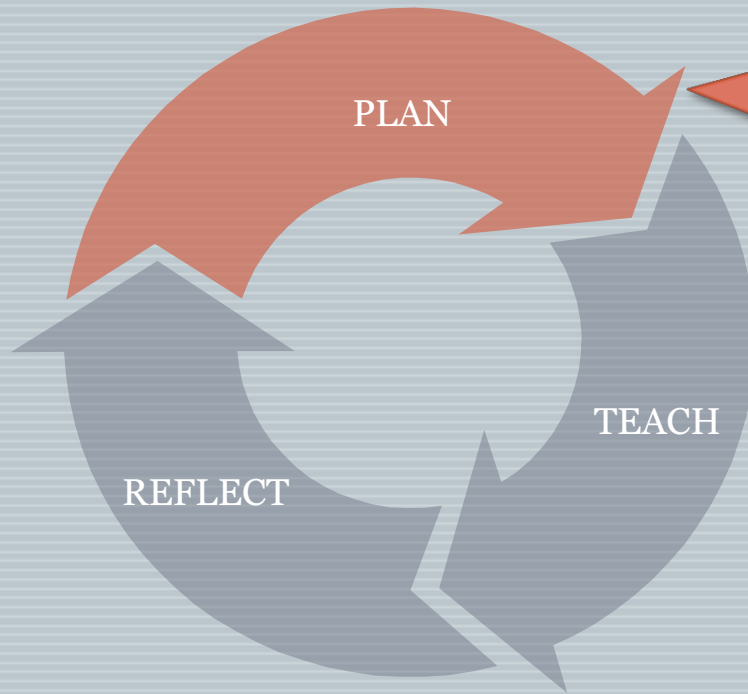
- R.1** Read closely to determine what texts say explicitly and make logical inferences from them; cite specific textual evidence when writing or speaking to support conclusions drawn from texts.
- R.2** Determine texts' central ideas or themes and analyze their development; summarize key supporting details and ideas.
- R.3** Analyze how and why individuals, events, and ideas develop and interact over the course of texts. (Language Arts only)
- R.8** Delineate and evaluate arguments and specific claims in texts, including validity of reasoning, as well as relevance and sufficiency of evidence.
- R.9** Analyze how two or more texts address similar themes or topics to build knowledge or compare approaches authors take.
- R.10** Read and comprehend complex literary and informational texts independently and proficiently.
- W.1** Write arguments to support claims in analyses of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analyses of content.
- L.4** Determine or clarify meanings of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful work parts, and consulting general and specialized reference materials, as appropriate.
- L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



# Plan, Teach, Reflect

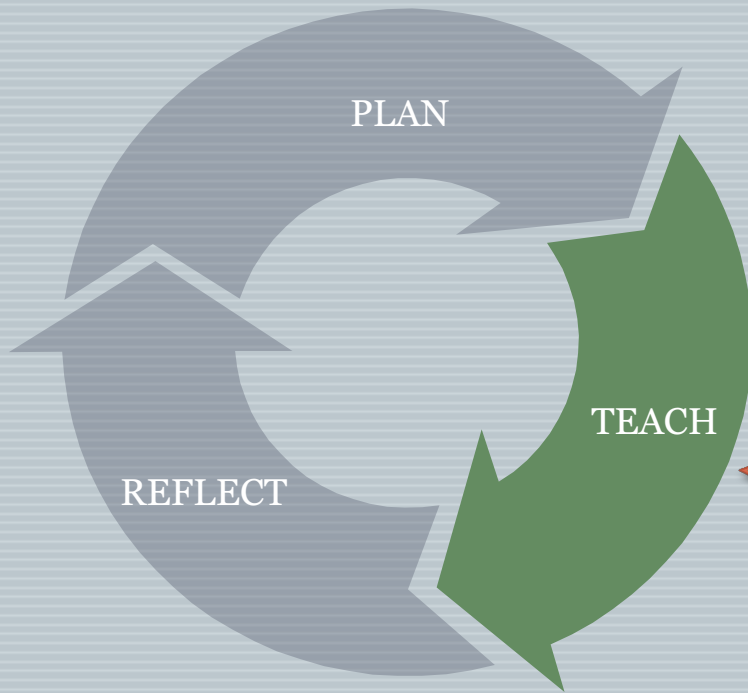


# Plan



PCK module to study and plan for instructional tasks and interdisciplinary units with emphasis on content/language objectives and instructional shifts.

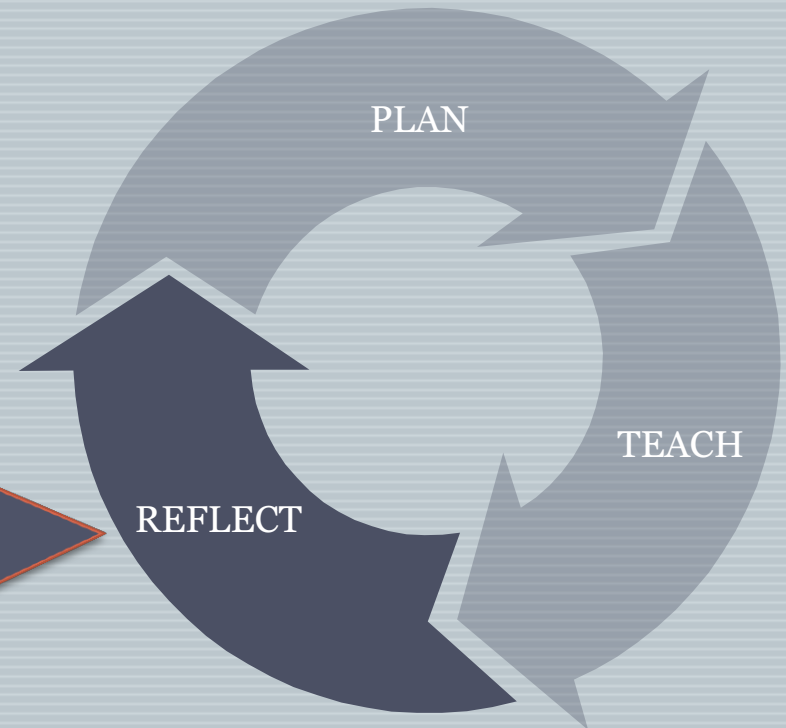
# Teach



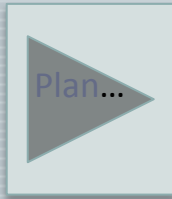
Instructional tasks and interdisciplinary units to support students with learning against the standards. Tasks and units are designed to capture instructional shifts.

# Reflect

PCK module debrief  
protocol for  
analyzing  
implementation of  
tasks/units and  
related student work  
with a focus  
on implications  
for teaching and  
learning.



# Reflect and Plan



What?

- What did you **learn**?

So what?

- What is **important** about what you learned?

Now what?

- What **action** will you take as a result of your learning?



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# Exit Ticket



- Refer to slides 89–90 and the *Framework for Effective Teaching*
- How do the three district priorities (teacher effectiveness, English language development, and standards) intersect in the context of instruction?
- What are some implications for your own classroom?  
For your role as a teacher leader?

# Credits



## Materials adapted from the following sources

- ⌘ PowerPoint and texts by Fisher and Frey
- ⌘ Documents and presentations by Aspen Institute and Urban District Literacy Leaders' Network
- ⌘ CCSS for English Language Arts
- ⌘ EngageNY.org
- ⌘ Teaching Channel
- ⌘ Denver Public Schools

