

Understanding the Implications of Raising the Complexity of Text: Common Core Shifts 1 & 3

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University of Washington Center for Educational Leadership

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Mission

The Center for Educational Leadership (CEL) is a nonprofit service arm of the University of Washington College of Education dedicated to eliminating the achievement gap that continues to divide our nation's children along the lines of race, class, language and disability.

Key Questions from the School Leaders

- What should we actually be looking for when we observe classrooms where instruction is guided by the Common Core?
- How do we analyze the instruction in these classrooms and then give the appropriate feedback so that teachers really can grow in their practice?

Work for Today

Learning targets:

- Develop awareness of tools and processes associated with Common Core State Standards shifts 1 & 3
 - Develop *look fors* in relationship to these shifts
 - Develop initial feedback for teachers

Success criteria:

- Explain to a colleague some tools that you could use associated with shifts 1 & 3
 - Apply the *look fors* to a lesson
 - Give a teacher feedback for a next step

Materials for the Webinar

<http://www.k-12leadership.org/ccss-webinar-2>

Webinar: Understanding the Implications of Raising the Complexity of Text: Shifts 1 & 3

Recorded: June 27, 2014

This is the second webinar in a series of three webinars that explores the major shifts in the Common Core State Standards. During this webinar, participants will engage in a series of activities designed to help them understand classroom and systemic “look fors” associated with shifts 1 and 3, specifically as they related to text choice and complexity.

The University of Washington Center for Educational Leadership is pleased to present this webinar as part of the Leading for Higher Academic Standards Project supported by the Bill & Melinda Gates Foundation.

Materials for the Webinar

- [The Six Shifts from Engage New York](#)
- [CCSS Anchor Standards for Reading](#)
- [Instructional Practice Guide \(6-12\)](#)
- [CCSS for 7th Grade Reading Literature](#)
- [CCSS for 7th Grade Reading Informational Text](#)
- [CCSS Appendix A \(supplemental\)](#)
- [Case Study](#)
- [Webinar Presentation Slides \(PDF\)](#)

Materials for the Webinar

- [The Six Shifts from Engage New York](#)
- [CCSS Anchor Standards for Reading](#)
- [Instructional Practice Guide \(6-12\)](#)
- [CCSS for 7th Grade Reading Literature](#)
- [CCSS for 7th Grade Reading Informational Text](#)
- [CCSS Appendix A](#) (supplemental)

Shifts in ELA / Literacy

Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	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.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	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.

Research Grounding Shifts 1 and 3

...students in college **are expected to read complex texts** with substantially greater independence (i.e., much less scaffolding) than are students in typical K–12 programs. College students are held more accountable for what they read on their own than are most students in high school (Erickson & Strommer, 1991; Pritchard, Wilson, & Yamnitz, 2007).

(see pages 2-4 of Appendix A)

Research Grounding Shifts 1 and 3

“Despite steady or growing reading demands from various sources, K–12 reading texts have actually trended downward in difficulty in the last half century.”

(see pages 2-4 of Appendix A)

Aligning the Shifts to the Standards

1. Read the CCSS College and Career Readiness Anchor Standards for Reading.
2. Which anchor standards are most closely aligned with shifts 1 and 3?
3. Which words in the Reading Anchor Standards let you know that that shifts 1 and 3 are aligned with that standard?

Reading Anchor Standards

English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for Reading



[PRINT THIS PAGE](#)

The K-12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

(Core Standards – ELA Literacy)

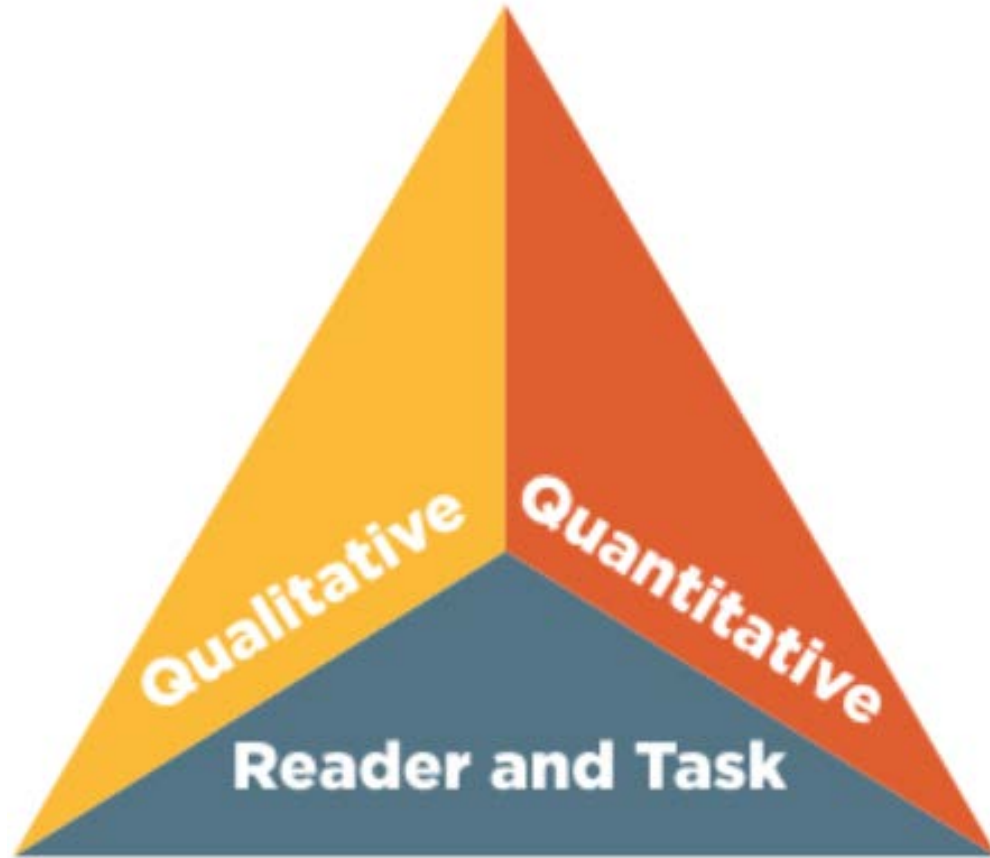
Shift	Anchor Standards
1 – Balancing Informational & Literary Text	CCRA.R9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.
3 - Staircase of Complexity	

Aligning the Shifts in the Standards

1. Read the CCSS College and Career Readiness Anchor Standards for Reading.
2. Which anchor standards are most closely aligned with shifts 1 and 3?
3. Which words in the Reading anchor standards let you know that that shifts 1 and 3 is aligned with that standard?

Shift	Anchor Standards
<p>1 – Balancing Informational & Literary Text</p>	<p>CCRA.R9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches authors take.</p> <p>CCRA.R1 – 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.</p> <p>CCRA.R7 – Integrate 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.</p>
<p>3 - Staircase of Complexity</p>	<p>CCRA.R1 – 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.</p> <p>CCRA.R2 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>CCRA.R10 – Read and comprehend complex literary and informational texts independently and proficiently.</p>

The CCSS Model of Text Complexity



Recommended Quantitative Text Complexity Bands

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1214-1355

(Appendix A, p. 8)

Qualitative Dimension

- Levels of Meaning
- Structure
- Language
- Background Knowledge Demands

(p. 5 & 6 in appendix A)

CCSS Recommendations for Text Balance

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Examples of Literary and Informational Texts

Literary	Informational
Stories Dramas Poetry (including subgenres in all three categories)	Literary nonfiction Historical, scientific, technical texts (includes personal essay, speeches, opinion pieces, essays about art or literature, historical, scientific, technical, or economic accounts)

(Core Standards, ELA-Literacy, standard-10-range-quality-complexity)

Text Complexity at the Systems Level

- Curriculum and Materials
- Vertical grade-alignment
- Content Area/ELA alignment

CCSS Instructional Practice Guide

You need the material from the following link: CCSS Instructional Practice Guide

[Instructional Practice Guide \(6-12\)](#)

- What are the different shifts?
- What are the core actions?
- What are the indicators?

Instructional Practice Guide

**CCSS
INSTRUCTIONAL
PRACTICE GUIDE**

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for English Language Arts in grades 6-12 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

ELA

ENGLISH LANGUAGE ARTS

6-12

GRADES 6-12

D

DAILY

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are¹:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
<p>A. A majority of the lesson is spent reading, speaking, or writing about text(s).</p>	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>1</p> <p style="font-size: x-small;">There is no text under consideration in this lesson.</p> </div> <div style="text-align: center;"> <p>2</p> </div> <div style="text-align: center;"> <p>3</p> </div> <div style="text-align: center;"> <p>4</p> <p style="font-size: x-small;">The lesson is focused on a new or multiple texts.</p> </div> </div>	

(Achieve the Core, Instructional Practice Guide, ELA 6-12)

Aligning *Look Fors* to the Shifts

- Read through the “CCSS Instructional Practice Guide” (grades 6-12) from Student Achievement Partners
- Which of the *Indicators* in *Core Actions 1, 2, and 3* are most closely related to *Shifts 1 and 3* and associated anchor standards?
- What language in those indicators tells you that indicator is related to these shifts?

Aligning *Look Fors* to the Shifts

“I think Core action 1, Indicator B “The texts are at or above the complexity level for the grade and time in the school year...”

...has to do with... shift number 3 Staircase of Complexity because...

...both the indicator and the shift capture the importance of students reading appropriately rigorous texts...”

Aligning *Look Fors* to the Shifts

- Read through the “CCSS Instructional Practice Guide” (grades 6-12) from Student Achievement Partners
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Preparing for our Case Study

- Imagine a differentiated 7th grade language arts classroom engaged in answering a prompt about the book *The Outsiders*, the movie version of the book, and a book review of the book.

The Prompt

- “After reading the novel *The Outsiders* and a review of the book, and watching the movie version of the *The Outsiders*, write an essay in which you compare and contrast how the book and movie depict the issue of class. Refer to the book review for support as appropriate.”

Analyzing the Prompt

- What words or phrases in the prompt show that it addresses the reading Anchor Standards? Which Anchor Standards? How do you know?
- Which specific 7th grade standards for reading literature or informational texts does it address and how do you know?
- Which words or phrases in the prompt show its connection with the shifts 1 and 3? How do you know?

Analyzing the Prompt

The following words or phrases

relate to the _____ (tool/ resource
language/part of tool) _____

because _____.

Analyzing the Prompt

The following words or phrases “reading the book, reading the book review, and watching the movie, compare/contrast how the book and movie depict the issue of class”

relate to the seventh grade standard for reading literature #7, “compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium...”

Because it asks the students to compare/contrast different forms of the same text..

Other Possible Connections

- 7th grade Reading Literature: 1, 7, 10
- 7th grade Reading Info text: 1, 7, 9, 10
- Anchor Standards: 1, 6, 7, 9, 10
- Shifts 1 and 3

What do I use to develop my *look fors*?

- **Context of the class**
- Instructional Practice Guide
 - Core Action 1: Indicator B
 - Core Action 2: Indicator A
 - Core Action 3: Indicator D
- Shifts 1 and 3 from EngageNY
- Grade level standards (7th grade RL.1, 7, and 10, RI 1, 7, 9, and 10).

Instructional Practice Guide

CCSS
INSTRUCTIONAL PRACTICE GUIDE

ELA

ENGLISH LANGUAGE ARTS

6-12

GRADES 6-12

D

DAILY

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2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
<p>A. A majority of the lesson is spent reading, speaking, or writing about text(s).</p>	<div style="text-align: center; margin-bottom: 5px;"> </div> <div style="display: flex; justify-content: space-between; font-size: 0.8em;"> <div style="width: 20%;">1</div> <div style="width: 20%;">2</div> <div style="width: 20%;">3</div> <div style="width: 20%;">4</div> </div> <div style="font-size: 0.8em; margin-top: 5px;"> <p style="margin: 0;">There is no text under consideration in this lesson.</p> <p style="margin: 0; text-align: right;">The lesson is focused on a text or multiple texts.</p> </div>	

 Notes: |

(Achieve the Core, Instructional Practice Guide, ELA 6-12)

Instructional Practice Guide

Core Action	Indicator
1 – Focus each lesson on a high quality text (or multiple texts)	B – The text (s) are at or above the complexity level expected for the grade and time in the school year.
2 – Employ questions and tasks that are text dependent and text dependent.	A – Questions and tasks address the text by attending to its particular structure (s), concepts, ideas, and details.
3 – Provide all students with opportunities to engage in the work of the lesson	D – The teacher acts on knowledge of individual students to promote progress towards independence in grade-level literacy tasks

Shifts in ELA / Literacy

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Shift 6	Academic Vocabulary	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.

7th Grade Reading Literature Standards

English Language Arts Standards » Reading: Literature » Grade 7

Standards in this strand:

CCSS.ELA-LITERACY.RL.7.1

CCSS.ELA-LITERACY.RL.7.2

CCSS.ELA-LITERACY.RL.7.3

CCSS.ELA-LITERACY.RL.7.4

CCSS.ELA-LITERACY.RL.7.5

CCSS.ELA-LITERACY.RL.7.6

CCSS.ELA-LITERACY.RL.7.7

CCSS.ELA-LITERACY.RL.7.8

CCSS.ELA-LITERACY.RL.7.9

CCSS.ELA-LITERACY.RL.7.10

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

(Core Standards, ELA Literacy, Grade 7)

7th Grade Reading Informational Text

English Language Arts Standards » Reading: Informational Text » Grade 7

Standards in this strand:

CCSS.ELA-LITERACY.RI.7.1

CCSS.ELA-LITERACY.RI.7.2

CCSS.ELA-LITERACY.RI.7.3

CCSS.ELA-LITERACY.RI.7.4

CCSS.ELA-LITERACY.RI.7.5

CCSS.ELA-LITERACY.RI.7.6

CCSS.ELA-LITERACY.RI.7.7

CCSS.ELA-LITERACY.RI.7.8

CCSS.ELA-LITERACY.RI.7.9

CCSS.ELA-LITERACY.RI.7.10

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.7.2

(Core Standards, ELA Literacy, Grade 7)

7th Grade Reading Literature and Reading Informational Text Standards

Reading Literature Standards	Reading Informational Text Standards
<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.</p> <p>RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.</p> <p>RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of the text.</p> <p>RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently...</p>

Developing *Look Fors*

- Using _____ (name and part of tool) _____ and the context we were given, if the teacher was making shift _____ (number and name) _____, I would expect to see and hear _____ in the classroom because _____.

Developing *Look Fors*

- Using RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium, and the context we were given,
- if the teacher was making shift 1, balancing informational and literary texts, I would expect to see and hear
- students talking about how the book review helps them think about the effects unique to the novel in the classroom because
- that would show their ability to integrate literary and informational texts in order to consider the effects of film and the novel.

The Prompt

- “After reading the novel *The Outsiders* and a review of the book, and watching the movie version of the *The Outsiders*, write an essay in which you compare and contrast how the book and movie depict the issue of class. Refer to the book review for support as appropriate.”

How the Teacher Supported the Students' Reading

- *The Outsiders – The novel* – read independently by students and supported by class discussions
- *The Outsiders – The movie* – watched as a group with text dependent questions asked by teacher and a whole group discussion
- *The book review* – (8th grade complexity) read aloud to the class with text-dependent questions

The Work for the Day in 7th Grade LA

- Students will be able to create an outline that includes the main idea for each paragraph in their essay and the support they plan to use

Differentiation in the Classroom

Students are sitting in 3 different groups. All students have their *Outsiders* books and their copies of the book review. Some appear to have notebooks out. Teacher is moving from group to group. The prompt for the essay is on the whiteboard.

- Group 1 – no additional support to complete the task
- Group 2 – has support from their own notes from movie, the novel, and book review; some teacher-created notes highlighting excerpts that address class; a T-chart designed to help them compare book and movie
- Group 3 – has support from their own notes; some teacher-created notes highlighting parts that address class; T-chart for comparisons; sentence frames for making comparisons for the response; and the teacher

Close Up Look at Group 2 (4 students)

- Student 1 is reading her notes and the parts of the book she flagged and is making notes like, “this part shows the class differences between the Greasers and Socs by describing their clothes.”
- Student 2 and 3 are discussing a passage from the novel and disagreeing about what is happening.
- Student 4 is rereading the sections of the novel the teacher had flagged and is copying the teacher’s notes into her essay draft. She is also asking another student when they watched the movie and read the book review since she must have been absent.

What do I use to develop my *look fors*?

- **Context of the class**
- Instructional Practice Guide
 - Core Action 1: Indicator B
 - Core Action 2: Indicator A
 - Core Action 3: Indicator D
- Shifts 1 and 3 from EngageNY
- Grade level standards (7th grade RL.1, 7, and 10, RI 1, 7, 9, and 10).

What did you you see and hear tied to your look fors?

→ “I noticed _____ in the case study and that was connected to my *look for* _____ because _____.

What did you you see and hear tied to your look fors?

- “I noticed some students were talking about the novel and some were talking about the movie in the case study, and that was connected to my *look for* about students comparing and contrasting different forms of the same text because the students were at different stages of connecting the two representations of the *Outsiders*.”

Possible Feedback Based on *Look Fors*

- Now based on your *look fors* and what you saw in the excerpt, let's think about possible feedback for this teacher.

Creating Possible Suggestions

- Choose look for
- Pick a moment from the excerpt
- Compare the moment to the look for
- What is one small step this teacher could take immediately that would bring the teacher closer to the shifts?

Work for Today

Learning targets:

- Develop awareness of tools and processes associated with Common Core State Standards shifts 1 & 3
 - Develop *look fors* in relationship to these shifts
 - Develop initial feedback for teachers

Success criteria:

- Explain to a colleague some tools that you could use associated with shifts 1 & 3
 - Apply the *look fors* to a lesson
 - Give a teacher feedback for a next step

www.k-12leadership.org

The screenshot shows the homepage of the Center for Educational Leadership at the University of Washington. The header features the organization's logo and name, along with a navigation menu (Home, About, Services, Research, News & Events, Contact, Store) and a search bar. A large banner image depicts a group of educators in a meeting. Below the banner, there is a featured article titled "Leading for Literacy: CEL Partnership Helps District Smarten Up Practice System-Wide" and a list of news items under "CEL IN THE FIELD". The main content area is divided into three columns: "Services" (listing various offerings like 5D Assessment and Instructional Leadership), "News and Events" (highlighting a webinar on evaluating teaching), and "Knowledge Center" (promoting books like "Leading for Instructional Improvement" and "5D+ Teacher Evaluation Rubric").

CENTER for EDUCATIONAL LEADERSHIP
UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

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Leading for Literacy: CEL Partnership Helps District Smarten Up Practice System-Wide

The South Los Angeles County school district faced tremendous challenges. Less than one-third of its students read at proficiency level. Its high populations of English Language Learners and special education students were chronically underperforming...

CEL IN THE FIELD

- District Partnership Boosts Literacy
- Purposeful Instruction in Anchorage
- Anacortes Transforms Teacher Evaluation
- Principals Collaborate in Seattle

WATCH WEBINARS

Services

- 5 Dimensions of Teaching and Learning
 - 5D ASSESSMENT
 - 5D E-LEARNING SERIES
- 4 Dimensions of Instructional Leadership
- Central Office Transformation
- Teacher Evaluation
- Subject Matter Expertise
- District Partnerships
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NOW AVAILABLE

News and Events

CEL Webinar: What Do Leaders Need To Know To Effectively Evaluate Teaching?
Date: February 13, 2013
Time: 10:00 – 11:00 a.m. (Pacific)
Space is limited.
Reserve your Webinar seat now at: ...

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The Center for Educational Leadership's winter 2013

Knowledge Center

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5D+ Teacher Evaluation Rubric (Version 2.0)
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