

Writing from Sources: Common Core Shift 5

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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 shift 5
 - 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 shift 5
 - Apply the *look fors* to a lesson
 - Give a teacher feedback for a next step

Materials for the Webinar

- [The Six Shifts from Engage New York](#)
- [CCSS Anchor Standards for Reading](#)
- [CCSS Anchor Standards for Writing](#)
- [Instructional Practice Guide \(6-12\)](#)
- [CCSS for 7th Grade Reading Literature](#)
- [CCSS for 7th Grade Reading Informational Text](#)
- [CCSS for 7th Grade Writing](#)
- [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 Behind Shift 5

“ ‘argument literacy’ is fundamental to being educated. The university is largely an ‘argument culture’...” (Graff, 2003)

“...because argument is not standard in most school curricula, only 20% of those who enter college are prepared in this respect” (Graff, 2003).

Appendix A, p. 24-25.

Research Behind Shift 5

“postsecondary faculty gave high ratings to such argument-related skills as ‘develop ideas by using some specific reasons, details, and examples,’ ‘take and maintain a position on an issue,’ and ‘support claims with multiple and appropriate sources of evidence.’”

Appendix A, p. 24

Research Behind Shift 5

“When teachers ask students to consider two or more perspectives on a topic or issue, something far beyond surface knowledge is required; students must think critically and deeply, assess the validity of their own thinking, and anticipate counterclaims in opposition to their own assertions” (Postman, 1997).

Appendix A, p. 24

Aligning the Shifts to the Standards

1. Read the CCSS College and Career Readiness Anchor Standards for Reading and those for Writing.
2. Which Anchor Standards are most closely aligned with shift 5?
3. Which words in the Writing and Reading Anchor Standards let you know that that shift 5 is aligned with that standard?

Reading Anchor Standards

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



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.

Standards in this strand:

CCSS.ELA-LITERACY.CCRA.R.1	CCSS.ELA-LITERACY.CCRA.R.2	CCSS.ELA-LITERACY.CCRA.R.3
CCSS.ELA-LITERACY.CCRA.R.4	CCSS.ELA-LITERACY.CCRA.R.5	CCSS.ELA-LITERACY.CCRA.R.6
CCSS.ELA-LITERACY.CCRA.R.7	CCSS.ELA-LITERACY.CCRA.R.8	CCSS.ELA-LITERACY.CCRA.R.9
CCSS.ELA-LITERACY.CCRA.R.10		

Writing Anchor Standards

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

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Shift	Anchor Standards
5 – Writing from sources	<p data-bbox="788 134 1856 344">CCRA.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 text.</p> <p data-bbox="788 419 1837 572">CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details.</p> <p data-bbox="788 648 1779 858">CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions demonstrating understanding of the subject under investigation</p> <p data-bbox="788 933 1875 1143">CCRA.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.</p> <p data-bbox="788 1219 1866 1315">CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

CCSS Instructional Practice Guide

→ You need the material from the following link:

[CCSS Instructional Practice Guide](#)


→ What are the different shifts?

→ What are the core actions?


→ What are the indicators?

Instructional Practice Guide


CCSS INSTRUCTIONAL PRACTICE GUIDE



ELA
ENGLISH LANGUAGE ARTS



6-12
GRADES 6-12



D
DAILY

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).

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

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

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="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;">←</div> <div style="display: flex; align-items: center;"> <div style="border-bottom: 1px solid black; width: 100%;"></div> <div style="margin-left: 5px;">→</div> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 1 2 3 4 </div> <div style="display: flex; justify-content: space-around; margin-top: 5px; font-size: x-small;"> <div style="width: 45%;">There is no text under consideration in this lesson.</div> <div style="width: 45%;">The lesson is focused on a text or multiple texts.</div> </div>	<p>Notes:</p>

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 *Shift 5* and associated anchor standards?
- What language in those indicators tells you that the indicator is related to these shifts?

Aligning *Look Fors* to the Shifts

“I think Core action 1, Indicator A “A majority of the lesson is spent reading, speaking, or writing about texts...”

...has to do with... shift number 5 Writing from Sources because...

...both the indicator and the shift capture the importance of students reading and writing about texts...”

Possible Core Actions and Indicators

→ Core Action 1, Indicator A

A majority of the lesson is spent reading, speaking, or writing about texts

→ Core Action 2, Indicator B

Questions and tasks require students to cite evidence from the texts to support analysis, inferences, and claims

→ Core action 3, Indicator B

The teacher expects evidence and precision from students and probes students' answers accordingly

Preparing for our Case Study

Imagine a 7th grade language arts classroom engaged in reading and discussing the text *The Outsiders*.

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.”

General Intro to the Case Study

- A teacher is giving feedback to individual students who just completed the essays associated with the prompt.
- The teacher is learning to give Standards Based feedback on writing in one-on-one conferences.

Student Writing Excerpts

- Student A - Opinion-based, does not answer prompt, did not provide text evidence

“I thought the movie was easier to understand because you could see it, and the book was interesting too, but there were parts where they just described and nothing happened.”

- Student B - General descriptions of parts the text


“In both the movie and the book there are people who are rich and poor and that’s important. In the movie the rich people, the Soc’s, are shown as bad. In the book the Soc’s are shown as bad, too.”

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


- **Context of the class**
- Instructional Practice Guide
 - Core Action 1 Indicator A
 - Core Action 2: Indicator B
 - Core Action 3: Indicator B
- Shift 5 from EngageNY
- Grade level standards (RL.7.1, RL.7.7, RI.7.9, W.7.2, W.7.9)

Instructional Practice Guide


CCSS INSTRUCTIONAL PRACTICE GUIDE



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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.

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

7th Grade Writing Standards

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

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CCSS.ELA-LITERACY.CCRA.W.10		

7th Grade Reading Literature, Reading Informational Text, and Writing Standards

Reading Literature	Reading Informational Text	Writing
<p>RL.7.1 Cite textual evidence to support analysis of what the text says explicitly</p> <p>RL.7.7 Compare and contrast a written story, drama or poem to its audio, filmed (etc.) version, analyzing the effects of techniques used in each medium.</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 facts.</p>	<p>W.7.2. Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (...)</p> <p>W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research (see also part a)</p>

Developing *Look Fors*

Using _____ [*name & part of tool*] _____ and the context we were given, if the teacher was making shift _____ [*number & name*] _____, I would expect to see and hear _____ because _____.

Developing *Look Fors*

Using Core Action 3, Indicator B, The teacher expects evidence and precision from students and probes students' answers accordingly and the context we were given, if the teacher was making shift 5, Writing from Sources, I would expect to see and hear the teacher giving feedback that asks students to provide more evidence because the indicator requires this type of precision and evidence that neither student is demonstrating currently.

Excerpt from Conference A

Teacher: I read your essay. You are making some connections but they are not developed yet. So let me help you out by showing you some examples. Let me show you a few places in the text where the issue of class shows up...let's go to page 10 and I will tell you some things I would say about it...And here's another example...that's what I need you to do. Do you get it?"

Student: Nods.

Excerpt from Conference B

Teacher: You are saying in the movie and the book that rich people are shown as bad? Why do you think that?

Student: I think rich people are selfish and uncaring and they act that way in the book and movie.

Teacher: Is that true of all rich people? All the time?

Student: Well, I don't know. But, I see that all the time. It's all over the book and movie. It's pretty much what it's all about.

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

- **Context of the class**
- Instructional Practice Guide
 - Core Action 1 Indicator A
 - Core Action 2: Indicator B
 - Core Action 3: Indicator B
- Shift 5 from EngageNY
- Grade level standards (RL.7.1, RL.7.7, RI.7.9, W.7.2, W.7.9)

Look Fors

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

"I noticed _____ and that was connected to my *look for* _____

because _____.

Look Fors

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

“I noticed the teacher in conference A provided evidence from the text and that was connected to my *look for* the teacher asks for evidence because the teacher showed or pointed out places to find the best evidence.

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 shift 5
 - 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 shift 5
 - 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 'W' logo for the University of Washington. A navigation menu includes Home, About, Services, Research, News & Events, Contact, and Store. A search bar and a 'LOGIN' button are also present. The main content area is divided into several sections: a featured article titled 'Leading for Literacy: CEL Partnership Helps District Smarten Up Practice System-Wide', a 'Services' sidebar, a 'News and Events' section with a webinar announcement, and a 'Knowledge Center' with links to various resources. A vertical sidebar on the right contains links to 'CEL IN THE FIELD' articles and 'WATCH WEBINARS'.

CENTER for EDUCATIONAL LEADERSHIP
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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...

Services

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

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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CEL Newsletter Delves Into Teacher Evaluation for Continuous Growth and Improvement

The Center for Educational Leadership's winter 2013

Knowledge Center

Leading for Instructional Improvement

[Learn more](#) about this vital resource book by co-authors Stephen Fink and Anneke Markholt.

5D+ Teacher Evaluation Rubric (Version 2.0)

[Learn more](#) about CEL's growth-oriented tool for improving instruction.

4 Dimensions of Instructional Leadership (Version 1.0)

[Learn more](#)

CEL IN THE FIELD

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

WATCH WEBINARS

Contact Us

To learn more about CEL services, contact:

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