



CURRICULUM SHIFTS IN RESPONSE TO MISSOURI'S CORE ACADEMIC STANDARDS

**DIANE AUDSLEY
DIRECTOR OF ENGLISH LANGUAGE ARTS**

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Missouri Department of Elementary
and Secondary Education

Schools are Improving

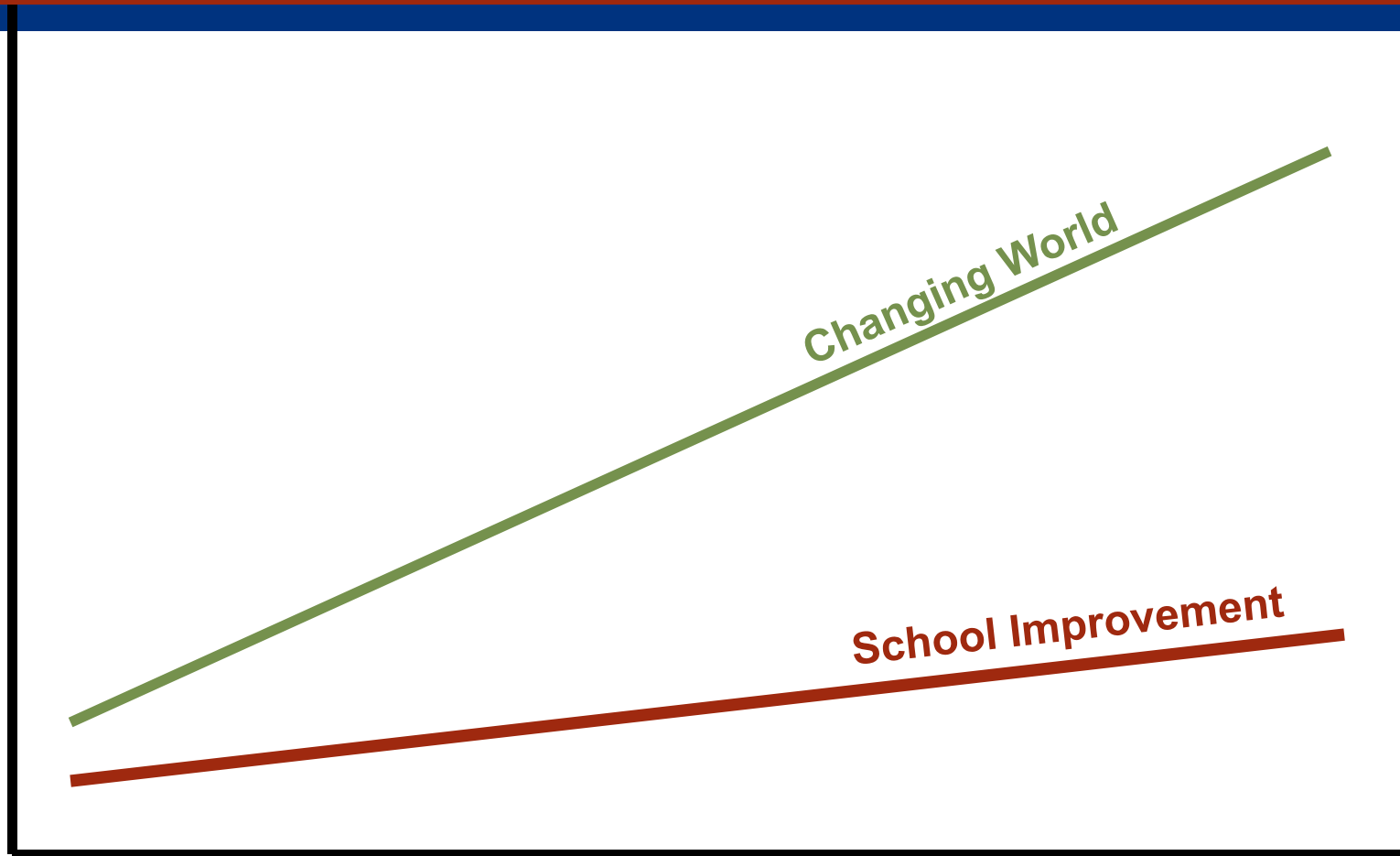


A line graph with a white background and black axes. A single dark red line starts at a low point on the left and rises steadily to a higher point on the right. The text 'School Improvement' is written in dark red, slanted font above the line.

School Improvement



Schools are Improving



The Core Academic Standards Require Three Large Shifts in ELA/Literacy



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**

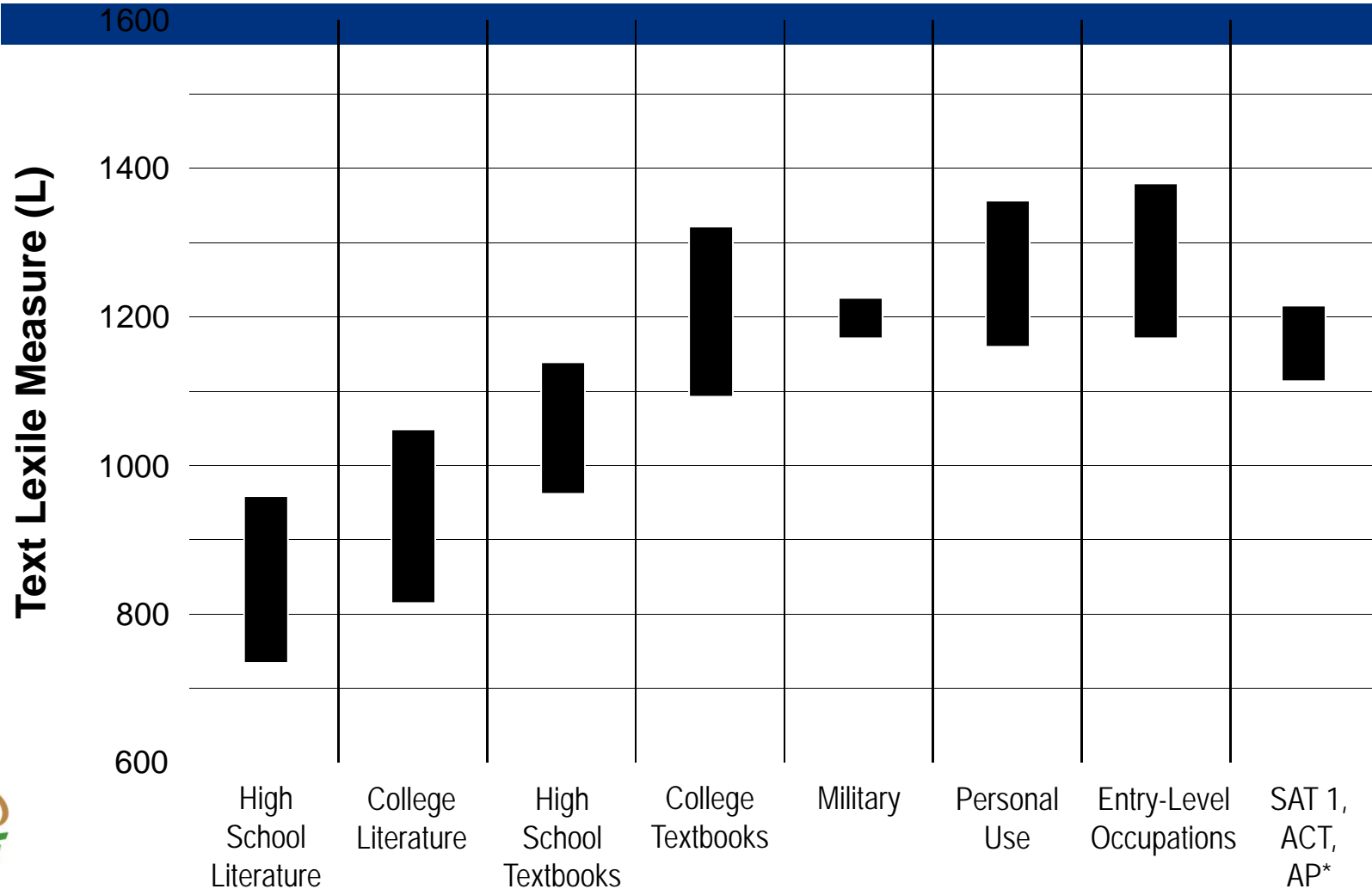
Reading Shift: Text Complexity

In order to prepare students for the complexity of college and career-ready texts, each grade level requires increasingly complex texts (Appendix A, pp. 5-17).



Reading Study Summary

Interquartile Ranges Shown (25% - 75%)



* Source of National Test Data: MetaMetrics


Reading Shift

Text Complexity Grade Bands in the Standards	Old Lexile Ranges	Lexile Ranges Aligned To CCR Expectations
K-1	N/A	N/A
2-3	450-725	420-820
4-5	645-845	740-1010
6-8	860-1010	925-1185
9-10	960-1115	1050-1335
11-12	1070-1220	1185-1385

Reading Shift: Increased Reading of Informational Text



- Students read a balance of informational and literary texts. In elementary, at least 50% of what students read is informational; in middle school, it is 55%; by the end of high school, 70% (CCSS Introduction, p 5).



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

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Nonfiction

Reading Shift: Informational Text

Elementary and secondary **students** are **not required to read enough informational text independently** even though **expository text makes up** the vast **majority of the required reading in college and the workplace.**

(CCSS Appendix A, p.2)



Reading Shift: Close Reading and Text-Based Answers

- Students have rich and rigorous conversations centered around a common text. Teachers ensure classroom experiences stay deeply connected to the text and that students develop habits for making evidentiary arguments based on the text, both in conversation as well as in writing, to assess their comprehension of a text (Appendix A, p. 2).



80-90% of (CCSS) reading standards require text-dependent analysis, yet over 30% of questions in major textbooks do not.

Sue Pimentel, Lead Author of CCSS

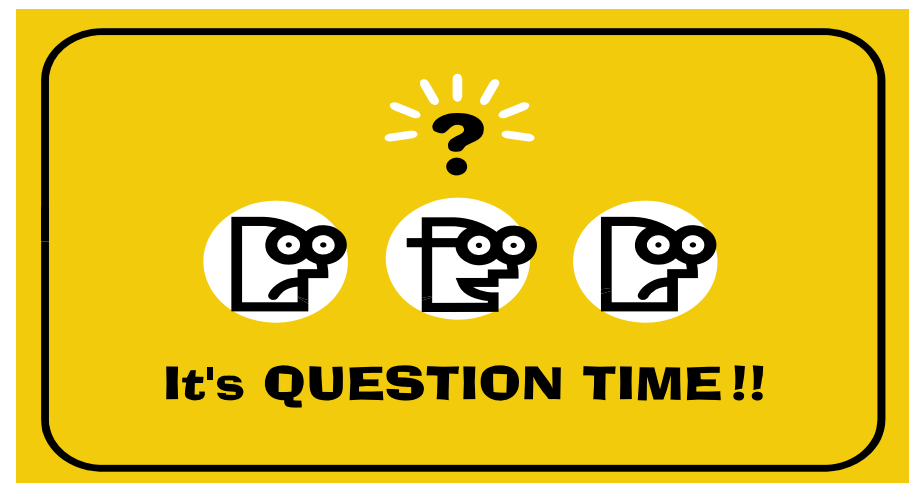
Time – In and Out of the Text



- More instructional time spent outside the text means less time inside the text.
- Departing from the text in classroom discussion privileges only those who already have experience with the topic.
- It is easier to talk about our experiences than to analyze the text—especially for students reluctant to engage with reading.
- The CCSS are College and Career Readiness Standards.

Adjusting the questions we ask students

- ❑ **Text to text, text to self, and text to world questions guide students away from the text.**
- ❑ **Simple questions are answered too quickly.**



Non-Examples and Examples

Not Text-Dependent

In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In “The Gettysburg Address” Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?



Text-Dependent

What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

“The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech?

Reading Shift: Literacy Instruction in All Content Areas



- Content area teachers outside the ELA classroom emphasize literacy experiences when planning for and teaching content. Students learn through domain-specific texts in science, history/social studies, and technical subjects; they are expected to learn from what they read and by writing informative/explanatory and argumentative pieces (CCSS Introduction, p. 3).

CONTENT LITERACY EXPERTISE

- All academic disciplines have their own unique “languages”, vocabulary, text types, and styles of communication.
- Different literacy strategies need to be applied with different disciplines in order to achieve successful comprehension and equal amounts of guided practice time needs to be allocated to these varying text types.
- Content teachers have the most experience with, and are the best readers of, content texts – so with instructional support, they will inevitably be the best teachers of literacy within their own discipline.

History/Social Studies - GRAPHICS

- Include photographs and artwork superfluous to text – may not be referenced in text
- Often require students to integrate new information – graphs, charts, timelines, et.al.
- Requires reader to determine if information is
 - descriptive
 - sequential
 - relational/hierarchical
 - causal



Science Reading - GRAPHICS

- Represent alternate forms of the same information
- Read recursively – from diagram to text, and back
- Beg reader to transform information from one form to another* (ability to do this is evidence of full understanding)
- Presents close connections among prose, graphs, charts, formulas - (essential for chemistry)



Text Exemplars

Appendix B



COMMON CORE STATE STANDARDS FOR
**English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects**

Appendix B: Text Exemplars and
Sample Performance Tasks

Writing Shifts

- Expect students to compose arguments and opinions, informative/explanatory pieces, and narrative texts
- Focus on the use of reason and evidence to substantiate an argument or claim
- Emphasize ability to conduct research – short projects and sustained inquiry
- Incorporate process with writing types (Standards 1-3)



Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

Writing Arguments/Information

Writing samples

Appendix C



COMMON CORE STATE STANDARDS FOR
**English Language Arts
&
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History/Social Studies,
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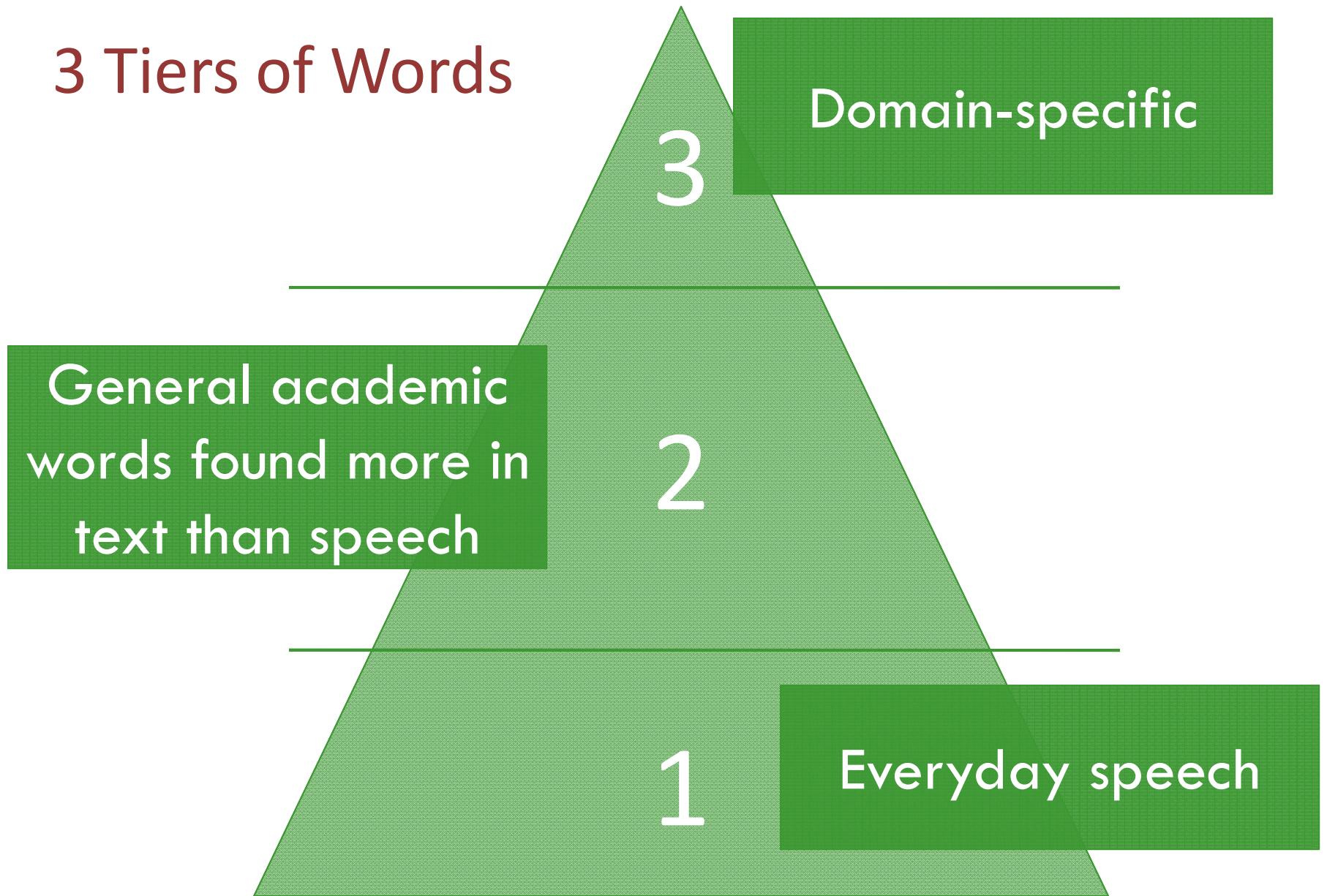
Appendix C: Samples of Student Writing

Language Shift: Tiered Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal (domain-specific) and commonly found words (general academic), teachers build students' ability to access more complex texts across content areas (Appendix A, pp. 33-36).



3 Tiers of Words



Media/Technology Integration



Resources

- **Common Core State Standards Appendices A, B, and C.**
- **Missouri Department of Elementary And Secondary Education**
<http://www.dese.mo.gov/divimprove/curriculum/common-core-ela.htm>
- **New York department of Education**
- Engage New York video
<http://engageny.org/resource/common-core-in-ela-literacy-shift-1-pk-5-balancing-informational-text-and-literature>
- ***Text Complexity : Raising Rigor in Reading*** Nancy Frey, Diane Lapp, Douglas Fisher
ISBN 13- **978-0872074781**

Resources

- **A Guide to Creating Text-Based Questions**

achievethecore.org

- **Close Reading Video**

<http://vimeo.com/27056255>

- ***Do I Really Have To Teach Reading?*** Chris Tovani

ISBN-13: **978-1571103765**

- **Literacy In Other Disciplines** David Coleman

http://www.youtube.com/watch?v=1zHWMfg_8r0

Resources



- ***Teaching Argument Writing*** George Hillocks, Jr.
ISBN-13: **978-032501396-1**
- ***Bringing Words to Life: Robust Vocabulary Instruction***
Isabel L. Beck, Margaret G. McKeown, Linda Kucan
ISBN-13: **978-1572307537**

Questions/Assistance

diane.audsley@dese.mo.gov
573-751-4898

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