Supplemental Guide

How to Use the English Language Arts Shift Kit

Illinois State Board of Education

2013

Supplementary Notes for How to Use the Illinois State Board of Education English Language Arts Shift Kit

This supplementary guide is to be utilized in conjunction with the English Language Arts Shift Kit designed by ISBE. The PowerPoint presentation was created to facilitate the process of explaining the components and uses of the kit.

As the shift kit is opened, the sections include: **Critical Direction, PowerPoints**, **Research Articles,** and **Handouts**. Although it is encouraged to go through every item with a staff or individuals, the kits are designed for users to select sections that will best suit the needs of a school or district. This allows a professional developer, administrator, teacher leader, or teacher to differentiate their learning.

The **English Language Arts Shift Kit** is designed for each resource section to stand alone. However, using all the items in the resource sections provides a richer and deeper comprehension. Repetition of some ideas may appear.

A suggested starting point for all learners is to read the **Critical Direction** section which includes definitions and guidance from the International Reading Association.

Please email plscomments@gmail.com for questions or to provide feedback on the kit.

Supplemental Guide on How to Use
The English Language Arts Shift Kit
Table of Contents

This guide serves as a supplement that could assist a presenter or leader as they are sharing items and resources from the English Language Arts Shift Kit provided by the Illinois State Board of Education. All notes and questions contained in this guide are also listed on the How to Use the English Language Arts Shift Kit PowerPoint.

1. Angelis, J., Polsinelli, K., Rougle, E., & Shogan, J. The right climate for the core. *Educational Leadership, 70*(4). Online availability only* Retrieved from: http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/The-Right-Climate-for-the-Core.aspx

2. Lapp, D. & Fisher, D. (2012). Persuasion = Stating and arguing claims well. *Journal of Adolescent & Adult Literacy*, *55*(7),641–644.

3. Leu, D. J., Gregory McVerry, J., Ian O'Byrne, W., Kiili, C., Zawilinski, L., Everett-Cacopardo, H., Kennedy, C. and Forzani, E. (2011). The new literacies of online reading comprehension: Expanding the literacy and learning curriculum. *Journal of Adolescent & Adult Literacy*, *55*(1), 5–14.

4. Roberts, T. & Billings, L. (2011). *Using seminars to teach common core's speaking and listening standards.* [White Paper]. Larchmont, NY: Eye on Education. Retrieved from: http://media.routledgeweb.com/eoe/whitepapers/roberts_billings_final.pdf

Handouts, pg. 11

- CCSSO Adolescent Literacy Toolkit English Language Arts Lesson Plans, Narratives, and Literacy Q&A. Retrieved from:
  http://programs.ccsso.org/projects/adolescent_literacy_toolkit/resources_for_teachers/10613.php

- University of Wisconsin-Madison School of Education *Made For Each Other* (Paired Fiction and Nonfiction Texts) Compiled by Megan Schliesman and Merri Lindgren. Retrieved from:
  https://www.education.wisc.edu/ccbc/books/made%20for%20each%20other%20bibliography.pdf

- National Council of Teachers of English Book Excerpts
  Everything's A Conversation: Reading Away Isolation – High School
  http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_9_12/49447_20-40.pdf
  http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_9_12/49447_41-42.pdf
  Everything's A Conversation: Reading Away Isolation – Middle School
  http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_6_8/49423_28-35.pdf
  http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_6_8/49423_36-37.pdf

- Thinkfinity 7th-9th Reading and Writing Strategies (79 pg. document)
  http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish.pdf

- Thinkfinity 10th-12th Reading and Writing Strategies (144 pg. document)
  http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf

- Ideas for using "Article of the Week" adapted from Kelly Gallagher

Book Titles, pg.12

Next Steps, pg. 13

> **Classroom teachers**
> **Administrators**

Where to Begin

The range of familiarity and depth of understanding of each shift varies among educators. The kits have been designed to provide a facilitator leading individual teachers or an entire staff through the concepts of the actual shift in instructional practice. The content of the kit is not designed to give a list of strategies to employ or a checklist of practices that state what has been taught. Rather, it is the goal of the kit to define the shift in thinking and practice so that the true spirit and intentions of the CCSS and the College and Career Readiness Standards are reflected in classroom instruction.

The facilitator might begin by answering the following questions:

1. Are you responsible for facilitating a small grade level team or a large group?

2. What is the group's level of understanding or familiarity with CCSS?

3. Will you focus on one particular shift or discussion point within a shift and how will you determine what the critical information is to highlight?

4. What will be your approach to addressing or working through all the shifts?

5. How will you measure the understanding of participants' growth in knowledge?

The kits are designed for informational purposes only and not as an evaluation tool.

Suggested Outcomes for Classroom Teachers and Goals for Facilitators

Below are some key statements that participants should have as measured goals after working with a facilitator and the English Language Arts Shift Kit. Participants should have the following critical understandings of the kit defined and clearly outlined for a strong knowledge base of ELA development. It will be up to the facilitator to decide which portion of the kit will best express these for their particular group.

These outcomes for teachers are placed here to help guide the facilitator's use of the shift kit and understanding of the key ideas that need to be translated to participants.

The goal for the facilitator is to have all participants agree to the following:

1. I understand the importance of looking for opportunities to pair informational text with literary text.

2. I understand the importance of introducing and using a variety of literary nonfiction selections that include structures <u>other</u> than narrative.

3. I understand the dangers of "over teaching" before students read. I have strategies I can use that scaffold instruction of writing.

4. I have gained an understanding of key literacy strategies that are aligned to the CCSS.

5. I have become more familiar with the 6-12 CCSS Informational Texts Standards.

6. I am comfortable with the knowledge I have gained from these facilitated meetings to begin the implementation into my everyday lesson/unit planning.

Critical Direction

The International Reading Association provided documentation to address specific literacy issues related to the implementation of the Common Core State Standards. This document entitled "Literacy Implementation Guidance for English Language Arts" focuses on issues that have proven to be especially confusing or challenging to implement. These guidance statements represent a consensus of experts in the literacy field.

The intent is to support leaders and teachers as they implement the English Language Arts College and Career State Standards. The summary of recommendations from the article for each area is as follows:

Challenging Texts:
>   Do not increase levels of texts used in reading lessons in K and 1st grade.
>   Instruction across the school year needs to involve students in the reading of text written at a variety of levels.
>   Teachers need professional learning opportunities to be able to provide adequate scaffolding and support for student reading of complex texts in grades 2-12 and listening to complex texts in Kindergarten and 1st grade.

Foundational Skills:
>   Early systematic and explicit teaching of the foundations reading skills is required.
>   During the K-2 years, teaching of all aspects of English Language Arts should take place simultaneously and be coordinated.

Comprehension:
>   Engage students in reading high quality texts closely and critically.
>   Teach research proven reading comprehension strategies using gradual release of responsibility approaches.
>   Guide students to apply strategies when reading particularly challenging texts.

Vocabulary:
>   Study all strands of the standards for references to vocabulary development.
>   Plan for vocabulary development across the school day in all subjects.
>   Provide instruction in word solving strategies as well as teaching individual words.

Writing:
>   Provide opportunities for students to write in response to reading across the curriculum.
>   Provide research opportunities that involve reading both print and digital texts, and that require writing in response to reading.
>   Teachers will need professional development in teaching students how to write the types of texts required in the CCSS. This professional development should include teachers doing their own writing, as well as analyzing annotated student writing.

Disciplinary Literacy:
>   Involve content area teachers in teaching the disciplinary literacy standards.
>   Teach students the literacy strategies that are pertinent to each discipline.
>   Provide appropriate professional learning opportunities for teachers in the literacy practices appropriate for their disciplines.

Diverse Learners:
>   The CCSS require equal outcome for all students, but they do not require equal inputs. Vary the amounts and types of instruction provided to students to ensure high rates of success.
>   Monitor student learning and provide adjustments and supplements based on that information.

Illinois State Board of Education: Supplemental Guide for How to Use the English Language Arts Shift Kit

PowerPoints

We next arrive at the PowerPoint section of the kit.

First listed is the Illinois State Board of Education PowerPoint for 6-12.

The Illinois State Board of Education has developed a web page called the Professional Learning Series that houses several tools designed to assist with supporting professional development for the CCSS. Some of the presentations used in the shift kits are housed at the www.isbe.net website and are listed in the kit's table of contents. Included on the web page are facilitator guides and other supporting materials to accompany the PowerPoint presentations. To access these materials, click on the following link: http://www.isbe.net/common_core/pls/default.htm

Next listed is the Oregon Department of Education PowerPoint: 6-12 Informational Text Presentation.

The Oregon PowerPoint can be accessed at http://www.ode.state.or.us/search/page/?id=3454 by scrolling to English Language Arts, 6-12 ELA Informational Text Presentation. It consists of the Common Core Instruction for ELA and is accompanied by a facilitator's guide. The facilitator's guide has suggested handouts which may be printed prior to sharing the PowerPoint with participants.

After viewing the Oregon Department of Education PowerPoint, there are suggested activities and reflection handouts that participants are encouraged to participate in.

Next is the Rhode Island Department of Education Presentation.

This PowerPoint presentation has extensive strategies to share regarding the engagement of pre-reading and how it pertains to classroom practices. Practitioners will learn how to ensure that over scaffolding doesn't take place and adjust lessons for the right balance of task and comprehension according to the CCSS. The presenter will need to scroll and click on the "educators" tab to locate the pre-reading module.

Research

Articles contained in this section are available for download or for purchase by contacting the journal cited and following copyright protocol set forth by the journal publication. In the case that a link is provided, a onetime personal educational use copy may be made as long as the use aligns with the journal publication's copyright laws or the creator's copyright requests. In no way are any of the articles listed here to be used for profit, sold, or copied in quantities.

Listed next are the titles of articles in the Research section of the kit. The articles are listed with a culminating question underneath. This question should be answered at length after reading each article. What follows are other questions that might be utilized in small group discussions or as reflective independent study questions.

1st Article: Angelis, J., Polsinelli, K., Rougle, E., & Shogan, J. (2012). The right climate for the core. *Educational Leadership, 70*(4). Online availability only* Retrieved from: http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/The-Right-Climate-for-the-Core.aspx
Key Question: What identifying factors represent a core climate classroom?

As large or small groups are gathered, a facilitator may discuss the following questions:
1. How can a classroom climate be created in which students can be successful that has CCSS integration?

2. What changes can be made to current classroom climates so students can be successful?

2nd Article: Lapp, D. and Fisher, D. (2012), Persuasion = Stating and arguing claims well. *Journal of Adolescent & Adult Literacy, 55*(7), 641–644.
Key Question: How do the strategies in this article support the CCSS and how can they be emphasized in current classroom practices?

As a small or large group is gathered, a facilitator may use the following questions for discussion:
1. How can students be taught to develop arguments based on claims which are supported by evidence?

2. How can teachers promote collaborative conversations and enable students to develop independence?

Research (cont.)

3rd Article: Leu, D. J., Gregory McVerry, J., Ian O'Byrne, W., Kiili, C., Zawilinski, L., Everett-Cacopardo, H., Kennedy, C. and Forzani, E. (2011). The new literacies of online reading comprehension: Expanding the literacy and learning curriculum. *Journal of Adolescent & Adult Literacy, 55*(1), 5–14.
Key Question: What impact has the internet had on literacy?

After reading the article, the facilitator may wish to have further discussion with participants by posing the following questions:

1. What are the new literacies of reading comprehension?

2. How can our instructional practices keep up with the changes that are taking place in literacy?

3. How does the United States compare to other countries that are experiencing the impact of new literacies of online reading comprehension?

4th Article: Roberts, T. & Billings, L. (2011). *Using seminars to teach common core's speaking and listening standards.* [White Paper]. Larchmont, NY: Eye on Education. Retrieved from: http://media.routledgeweb.com/eoe/whitepapers/roberts_billings_final.pdf
Key Question: What are the characteristics of the seminar cycle and how can they be incorporated into any classroom?

Other questions or reflections that may be discussed in a small or large group are the following:

1. What might be some of the possible reasons for students to struggle with meeting speaking and listening expectations early on?

2. Compare and contrast the characteristics of the inexperienced and experienced seminar participant. What attributes can be developed in your current setting to assist students in meeting the CCSS speaking and listening standards through this approach?

Handouts

The next section of the kit is Handouts.

Handout #1: CCSSO English Language Arts Lesson Plans, Narratives and Literacy Q & A

Retrieved from:

http://programs.ccsso.org/projects/adolescent_literacy_toolkit/resources_for_teachers/10613.php

Key Question: What literacy skills are essential in English Language Arts?

Further questions that can be discussed with a small or large group are as follows:

1. How do I address the needs of students who struggle with reading and writing?
2. What are some examples of lesson plans for English Language Arts?

Handout #2: University of WI Paired Fiction/Nonfiction Bibliography "*Made for Each Other*"

Retrieved from:
https://www.education.wisc.edu/ccbc/books/made%20for%20each%20other%20bibliography.pdf

Key Question: What texts pairings could be employed in your classroom?

Handout #3: National Council of Teachers of English Book Excerpts:

Everything's A Conversation: Reading Away Isolation – High School

Retrieved from:

http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_9_12/49447_20-40.pdf

http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_9_12/49447_41-42.pdf

Everything's A Conversation: Reading Away Isolation – Middle School

http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_6_8/49423_28-35.pdf

http://www.ncte.org/library/NCTEFiles/Resources/Books/Supp_Students_6_8/49423_36-37.pdf

Key Question: What authentic practices highlighted in the handouts could be employed in your classroom?

Handout #4: Thinkfinity

7th-9th Reading and Writing Strategies: Retrieved from:
http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish.pdf

10th-12th Reading and Writing Strategies: Retrieved from:
http://www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/ThinkLitEnglish10-12.pdf

Reflection question to ask participants: Which strategies might you be willing to try in your classroom this week, this month, this year?

Handout #5: Ideas for using "Article of the Week" adapted from Kelly Gallagher. Visit www.kellygallagher.org.

Illinois State Board of Education: Supplemental Guide for How to Use the English Language Arts Shift Kit

Book Titles

Recommended reading to support this shift kit is…

- Jago, C. (2011). *With rigor for all: Meeting Common Core Standards for literature.* Portsmouth, NJ: Heinemann.

Suggested uses for the selected book are:

- Begin a book study with a group.

- Start an independent study and become a teacher leader on a topic.

- Some books have study guides or podcasts from the authors available from the publishers—check out their websites!

- Share your knowledge—start a wiki, a newsletter or blog in your district.

Next Steps

Classroom Teacher Next Steps:

How will an educator know they are effectively implementing English Language Arts instruction for 6-12 to ensure teaching is reflective of the CCSS? What are some ideas that would assist an educator with the strategies presented in academic vocabulary?

As teachers begin to transition the practices of ELA instruction into the classroom, resources, collaborative conversations and unit planning will naturally evolve. Some of the statements below will help guide classroom practitioner's thinking for the beginning stages of academic vocabulary instruction implementation.

The statements below may also serve as a guide for administrators to assist teachers with implementation or with further professional development.

- As a district/school/grade level we have evaluated our current curriculum and are in the process of aligning the instructional resources to the ELA CCSS with respect English Language Arts for 6-12 instruction.
- I/We as a grade level team are consistently setting time aside to have collaborative discussions regarding ELA CCSS implementation of 6-12 English Language Arts instruction.
- I/We as a grade level team have begun collecting a toolbox of resources of instructional strategies to assist students with English Language Arts for 6-12.
- I/We as a grade level team have begun collecting a toolbox of formative assessments to monitor student understanding and growth of 6-12 English Language Arts.
- I understand 6-12 English Language Arts and can write engaging lessons building on students' level of readiness.

Administrator Next Steps:

Although the kits are for informational purpose only, the actual instructional shifts and teaching strategies learned will affect the practices seen on a day to day basis in the classroom for many practitioners. Logically, evaluation tools can begin to align with the practices and strategies as well. Since Illinois has adopted the Danielson Framework for Teaching Evaluation Instrument by Charlotte Danielson, certain framework statements *begin* to make connections to some of the shifts in practice.

When working with the beginning implementation stages of Academic Vocabulary Instruction, the statements above can be connected with some of the Danielson Framework statements. These are only given as suggested connections to the shift itself and not as guidelines for evaluative statements for teachers. At the beginning stages of implementation, it is highly recommended to provide ample professional development opportunities for teachers to become effectively trained and knowledgeable in the use of each of the shifts prior to evaluating their skill level.

Danielson Connection to this Shift Kit

Targeted Domain →

Domain 1: Planning and Preparation	Domain 2: Classroom Environment
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments	2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space
Domain 4: Professional Responsibilities	**Domain 3: Instruction**
4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism	3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness

Source: The Danielson Group at www.danielsongroup.org