

The Instructional Shifts of the North Dakota State Standards Aligned to the Common Core



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ELA/Literacy Shifts	Why this shift?	Evidence	Challenges
1. Balancing _____ and _____ Text			
2. Knowledge in the _____			
3. A Staircase of _____			
4. _____-Based _____			
5. _____ from Sources			
6. _____ Vocabulary			

Shifts in English Language Arts



Shift One: Balancing Informational and Literary Text

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

Literary Texts Include:
Stories,
Drama,
Poems,
Novels

Informational Texts Include:
Opinion Pieces
Biographies
Memoirs
Articles
Encyclopedic Entries

Balancing Informational and Literary Text



- Students learning to read should exercise their ability to comprehend complex text through read-aloud texts.
- In grades 2+, students begin reading more complex texts, consolidating the foundational skills with reading comprehension.
- Reading aloud texts that are well-above grade level should be done throughout K-5 and beyond.

Success With Shift One



- Tip 1: Analyzing genre of texts being taught on a weekly basis
- **Evaluate:** Is my basal reader using a balance of high quality texts? Do the texts offer ample opportunities to practice the explicit weekly skills and strategies?
- Tip 2: Specifically teach how to navigate non-fiction features and structures of non-fiction to successfully comprehend the text.
- **Evaluate:** Do I model enough? Do I expect students to be as successful with nonfiction texts as fiction texts?
- Tip 3: Use **inquiry** to foster voracious reading of non-fiction.
- Evaluate: What areas are my students naturally curious/passionate about so I can create an engaging task?

Shifts in English Language Arts



Shift Two

Knowledge in the Disciplines

- Students build knowledge about the world (domains/content) through TEXT rather than the teacher or activities.

Why This Shift?



- Rather than simply referring to a text, students are expected to learn from what they read (for example, *The U.S. Constitution*).
- All teachers, regardless of content, are “reading teachers”, i.e., different contents require different reading skills.
- Allows students to discover information for themselves.

Shifts in English Language Arts



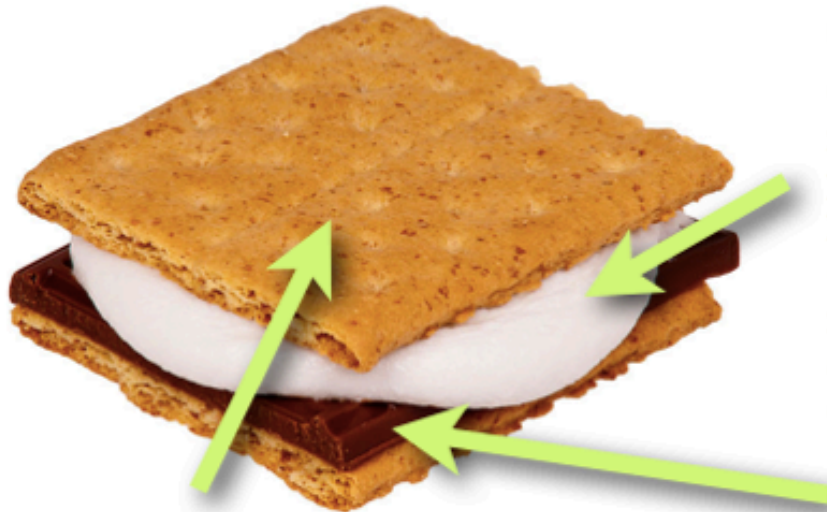
Shift Three: A Staircase of Complexity

*Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, creating more time and space and support in the curriculum for **close reading**. (CCR.R.10)*



The complexity of texts in the classroom has _____ over the last 50 years.

S'more about Text Complexity



Reader and Task ingredients of text complexity include student motivation, interest, and background knowledge about the text/topic. Their task for what to “do” with the text is also part of the recipe. -- Knowing your students helps you get a ‘handle’ on this s’more.

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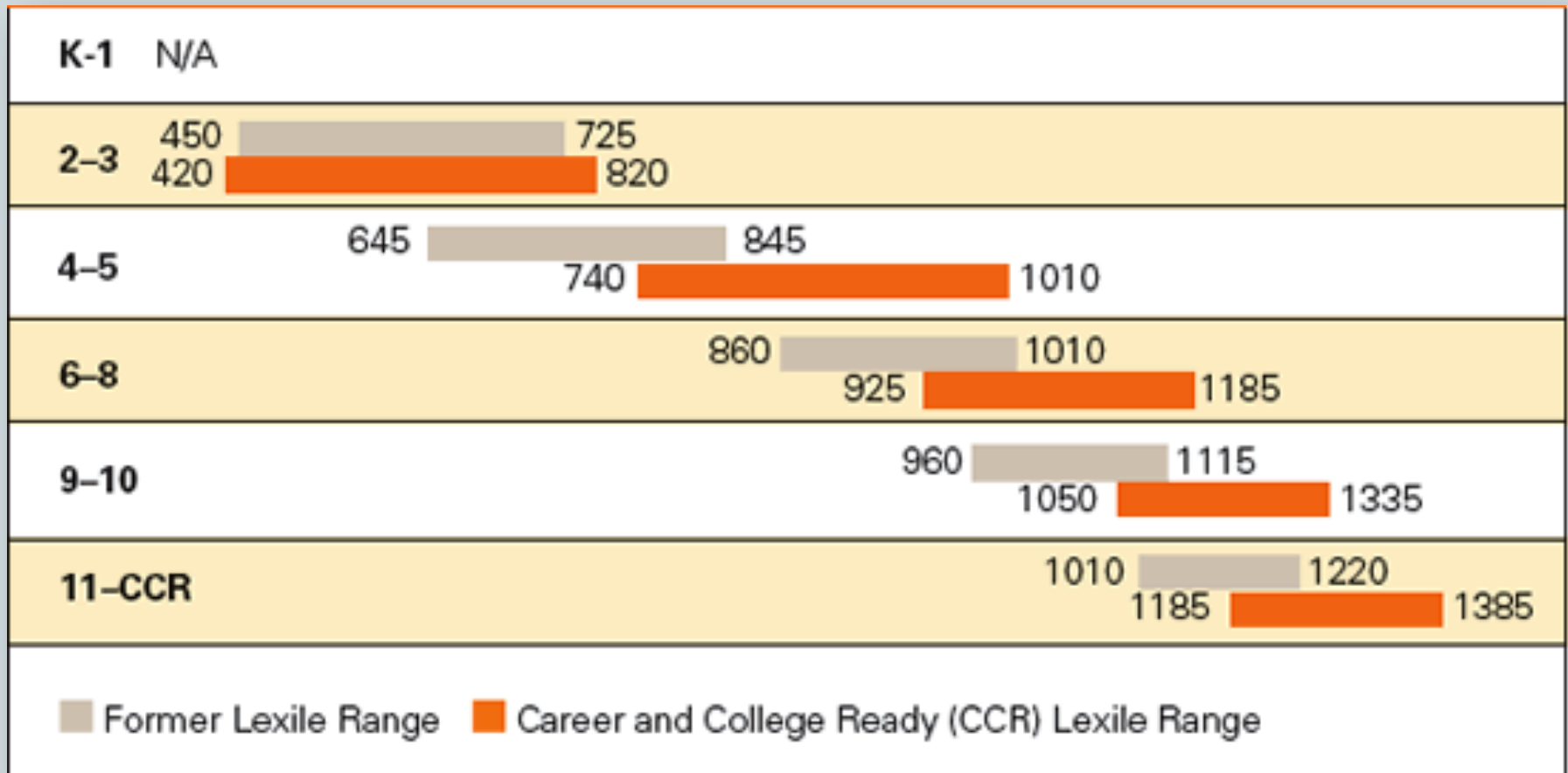
Qualitative ingredients of text complexity include the levels of meaning (literary elements); the purpose (explicit or implicit); language conventionality/clarity (literal vs. figurative); and the maturity for which the text is appropriate for. -- A computer can’t determine this.

Quantitative ingredients of text complexity include word length, word frequency, and sentence length. The Lexile text measure and ATOS measure (used in AR) are examples of this. -- Computers can do this analysis through algorithms.



Smore about Text Complexity by Tracy Watanabe is licensed under a [Creative Commons Attribution 3.0 Unported License](#).

A Shift in Complexity





Shifts in Complexity

Grade Level	Guided Reading	DRA	Reading Recovery	Lexile
Kindergarten	A	A-1	1	BR-220
Kindergarten-Grade 1	B C	2-3 4	2 3-4	
Grade 1	D E F	6 8 10	5-6 7-8 9-10	220-500
	G	12	11-12	
	Grades 1-2	H I	14 16	
Grade 2	J K	18 20	18-20	450-620
	Grades 2-3	L M	24 28	550-620
Grade 3	N	30		550-790
Grades 3-4	O P	34 38		770-790
	Grade 4	Q R	40	
Grades 4-5		S T		
Grade 5	U	50		860-980
Grades 5-6	V W	60		950-1040
	Grade 6-8		X Y	
Grades 7-8	Z	80		1000-1160
Grades 9-12	Z+			1080-1360

Shifts in English Language Arts



Shift Four: Text-Based Evidence

Students engage in rich and rigorous evidence based conversations about text, through writing and discussion.



Text Dependency

Questioning and
Evidence Based
Responses

- Text dependency requires students to refer explicitly back to the text.
- Designed around a ***complex text*** that is ***fiction or non-fiction***
- Prompts readers to use the text to respond = use EVIDENCE
- Requires readers to actively engage *in* the text.
 - Time outside the text = less time *inside* the text
 - Eliminates those who do not have experiences *outside* the text
 - Easier to talk about experiences, than to analyze the text.

Why the Shift?



- Ability to cite evidence differentiates strong from weak student performance on NAEP
- **Evidence** is a major emphasis of the ELA Standards
- Being able to locate and deploy evidence are hallmarks of strong readers and writers
- 80-90% of the reading standards require text-dependent analysis, yet just over 30% of questions in major textbooks require such analysis.
- Evidence is a major emphasis of the ELA Standards: Reading Standard 1, Writing Standard 9, Speaking and Listening standards 2, 3, and 4, all focus on the gathering, evaluating and presenting of evidence from text.

Examples and Non-Examples

Not Text-Dependent

Text-Dependent

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

What makes Casey’s experiences at bat humorous?

● 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.

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

● In Charlotte’s Web, the story takes place on a farm. Write about a time you visited a farm. Have you ever had a friendship with an animal?

Is Templeton the rat a hero or a villain in the story? Use details from the story to support your argument.

How Does This Look on Assessments?



Our World: Sleeping On-Board the International Space Station

Listen to the presentation. Then, answer the questions.

Note: Interactive slideshow available online.

Smarter Balanced Test Scoring Examples (Gr. 3)

Explain how life on the International Space Station is different than life on Earth. Provide **two details from the presentation.**



Sample two-point response:

Living on the ISS is different from life on Earth. The astronauts sleep fewer hours than we do. Also, the astronauts do not sleep in beds like we do. The astronauts sleep in sleeping bags that are attached to the ceiling, wall, or floor. This keeps them from floating around. Also, they sleep in sleeping bags that have slits for their arms. These are different from the sleeping bags we use on Earth.

A one-point response includes a correct explanation of how life on the ISS is different from life on Earth without supporting details or details from the presentation without a correct explanation.

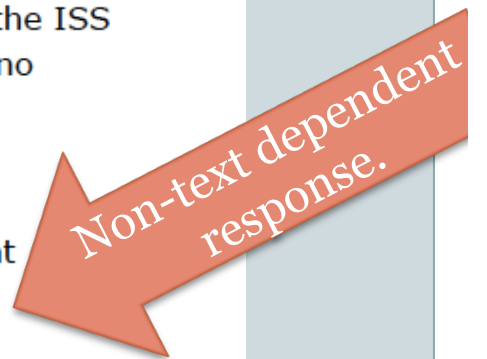
Sample one-point response:

Life on the ISS is different from life on Earth. The astronauts sleep differently.

A response that provides neither a correct explanation of how life on the ISS is different from life on Earth nor a correct supporting detail receives no credit.

Sample zero-point response:

I think going to the International Space Station would be a great experience because everything would be different there.



The Grand Discovery

Imagine you are an ancient hunter and gatherer. You follow animals and move with the seasons to gather berries, roots, and other natural foods. Imagine you are traveling to a new land with your people, seeking a better place to find these foods. As you are walking, you see that there is a gap in the earth in the distance. It is difficult at first to see how wide it is. As you walk closer, you see that it is not a simple gap, but an enormous drop from where you stand. When you peer over the edge into the gorge below, you feel your heart beating quickly and a shiver runs through you. You are looking down into a mile-deep canyon that is 18 miles wide. This hole in the earth is the Grand Canyon, though it will not be called by that name for thousands of years to come. How might you feel stumbling by accident upon this great, deep gap in the earth? What might you think? Would you see a wall that stops you? Or a place for shelter? Perhaps you might go tell others to visit and experience such a breathtaking sight?

People have had all of those reactions over the years as they "discovered" the Grand Canyon. It is impossible to know who the first human to see the great canyon was. In fact, it seems that it was rediscovered several times. Archaeologists think that people have been familiar with the Grand Canyon for at least 10,000 years. The first people seemed to only pass through, as they chased large game throughout the Southwest. Since then, other groups have settled in and around the canyon and then moved away. They left evidence of their presence along the river and in the caves. In about 500 AD, a tribe known as the Puebloan or Anasazi came to the Grand Canyon. They settled the area and introduced agriculture: growing corn, beans, and squash. They built and lived in low apartment-like buildings made of large stones set together like bricks. Perhaps because of lack of rainfall, these people left the Grand Canyon in about 1200 AD.

Several other groups came and went over the next few centuries. By the time the first Europeans arrived in 1540, no one was living permanently in the Grand Canyon. Spanish explorer Garcia Lopez de Cardenas and his men may have felt as if they were discovering something new. However, the group was far more annoyed than pleased to meet with the stunning gorge. Cardenas had split off from a larger party, all searching for the mythical City of Gold. When he arrived at the Grand Canyon, he was frustrated that it would take so much effort to cross. He decided not to try and turned back.

Since then, the area has been settled by many different peoples. In the late 1800s, many people started visiting the Grand Canyon just to see it. They had seen paintings and read reports about it and started to travel great distances to actually stand on its edge. The US government decided to take

steps to protect the area. In 1919, it became a national park. People can still have an exciting adventure in the canyon, but they cannot live within it.

Now imagine you are exploring the Grand Canyon today. How would you choose to see it? You might ride a mule or hike down the steep side of the canyon. You might take a guided rafting trip down the river that runs 1000 miles at the floor. Perhaps it would be enough adventure just to stand on the edge and feel as if you have discovered something new and amazing.

Explain **two** ways the US government protected the Grand Canyon. Use details from the passage to support your answer.

Type your answer in the space provided.

A two-point response includes an explanation of two ways the government protected the Grand Canyon. Responses are not scored for grammar usage, conventions, spelling, or punctuation.

Sample two-point response:

The US government protected the Grand Canyon by making it a national park in 1919. By not letting people live in the Grand Canyon, they helped preserve the Grand Canyon's natural beauty.

A one-point response includes an explanation of only one way the government protected the Grand Canyon.

Sample one-point response:

The government made the Grand Canyon a national park to protect it.

A response that does not explain how the US government protected the Grand Canyon receives no credit.

Sample zero-point response:

People can visit the Grand Canyon and ride a mule or hike there.

4th Grade
Identify key words in
the question

Non-text dependent
response.

The 6 Major Shifts



Shift Five: Writing from Sources

Writing emphasizes use of evidence from sources to inform or make an argument.

This applies to all content areas—not just ELA

Lab



Fun

News



- Astronauts ▶
- Space Stations ▶
- Living in space ▶
- Exploration ▶
- Are we alone? ▶

Astronauts



Astronauts during training

Astronaut training

Before they can fly in space, astronauts have to undergo hundreds of hours of training. This is split into three main sections.

First, newcomers who want to qualify as astronauts have to pass a one-year course of basic training. The candidates learn

about space technology and science, basic medical skills, and how the International Space Station (ISS) works. They also become familiar with scuba diving.

After this first part, they go on to another year of advanced training. They learn in more detail about the various parts of the ISS, the experiments and the transport vehicles, and the involvement of ground control.

They can then be assigned to a mission. Working as much as possible with the other members of the crew, they learn about the special tasks linked with their mission and they become familiar with weightlessness doing parabolic flights.



Pedro Duque during training

Over several years, the astronauts get to know each other very well as they visit training centres in the USA, Russia, Japan, Canada and Europe. This may involve learning a foreign language – Russian – (English is already mandatory) as well as getting to know about the scientific experiments and special activities on the mission.

Astronauts

ESA selects six of the best

International flights
Training at the European Astronaut Centre

Would you like to be an astronaut?

ESA Astronauts

Weightless science

Life after space



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Show me the...

Evidence

Use the following to provide
Evidence for your Reading Responses:

- Because...
- For instance...
- For example...
- The author stated...
- According to the text...
- On page __, it said...
- From the reading, I know that...
- Based on what I read...

Shifts in English Language Arts



Shift Six: Academic Vocabulary

Tier One Words

- Words of everyday speech

Tier Two Words

- Not specific to any one academic area
- Generally not well-defined by context or explicitly defined within a text
- Wide applicability to many types of reading

Tier Three Words

- Domain specific
- Low-frequency
- Often explicitly defined
- Heavily scaffolded

Tier 2 - Academic Words



- are critical to understanding texts
- are highly generalizable across all content areas
- require deliberate effort to learn, unlike Tier 1 words
- are far more likely to appear in written texts than in speech
- represent subtle or precise ways to say otherwise relatively simple things
- are seldom heavily scaffolded by authors or teachers, unlike Tier 3 words

Beck, et al

Scan for Roadblock Vocabulary



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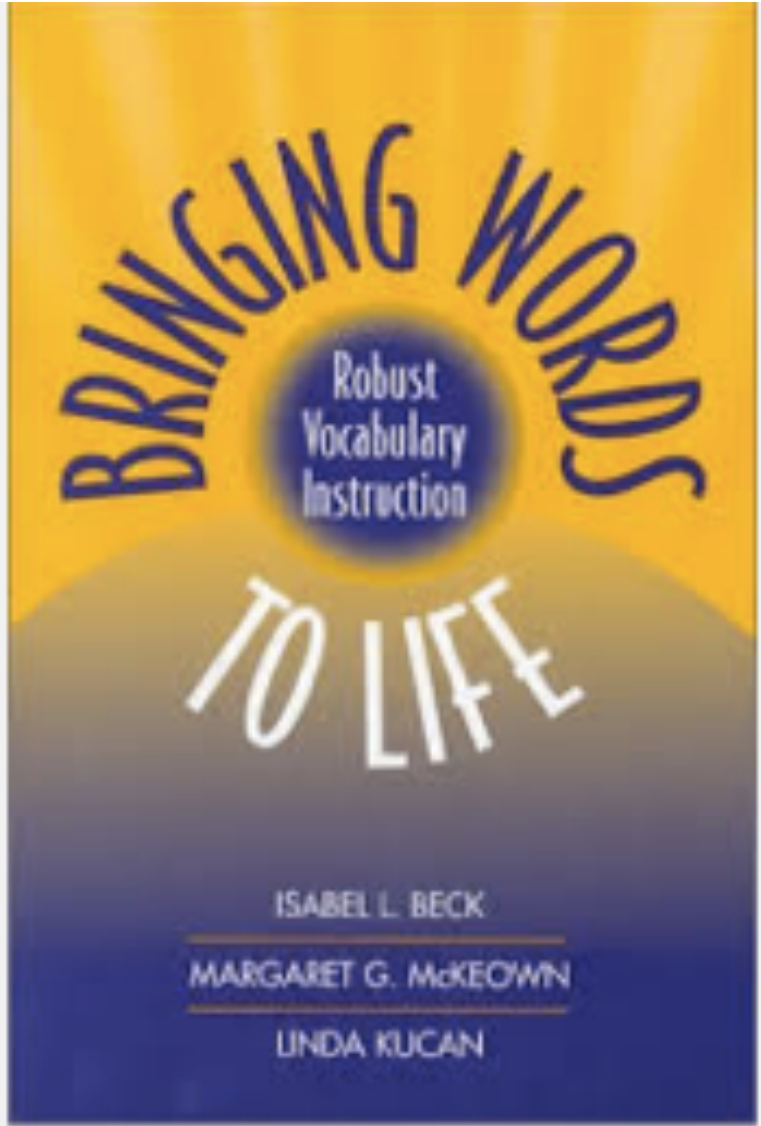
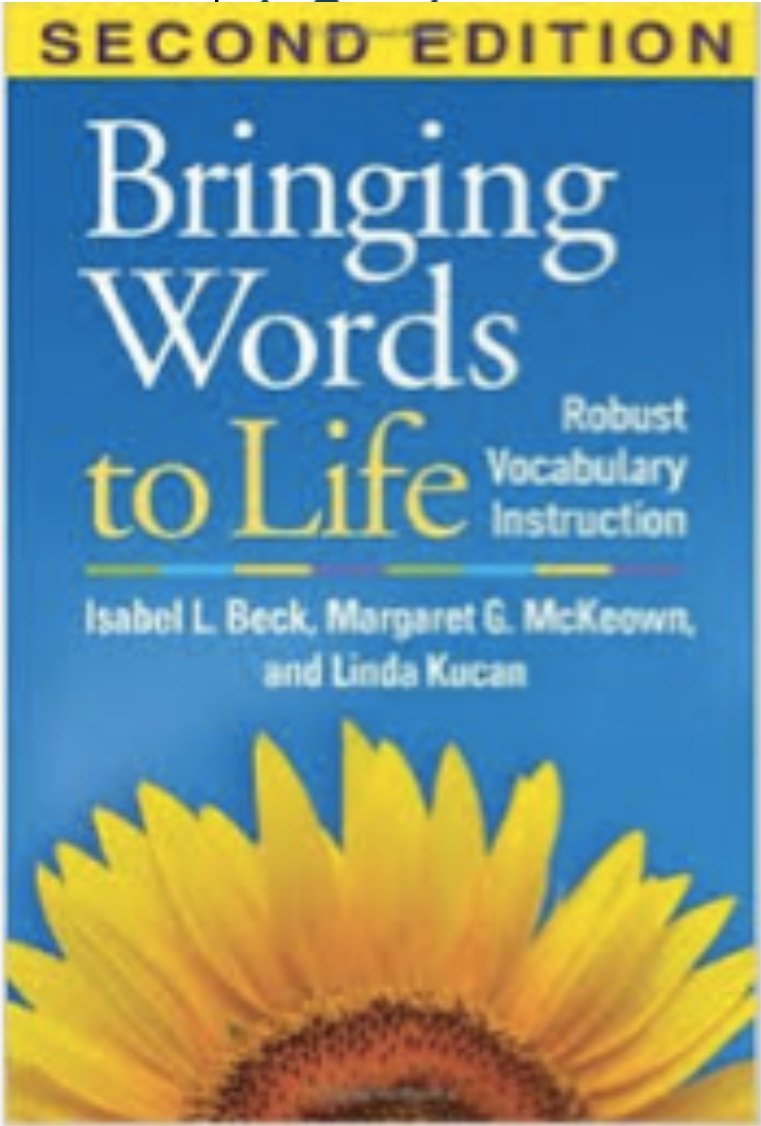
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What inference can be made about the author's message about animals? Include information from the passage to support your answer.

The opinion and explains what the topic is about.



demonstrate	impact	transitory
interpret	potential	empirical
obtain	precise	entity

*designates homographs

Main Resource for More Information



- Engage NY
- <https://www.engageny.org/resource/common-core-shifts>

- Achieve the Core
- <http://achievethecore.org/>