Welcome & Warm-Up

Welcome to today’s session!
Take a moment to locate the chat box and answer the questions below:

1. What is your current position?
2. Where are you from?
3. If you could travel anywhere today, where would it be?
The Shifts

Complexity, Evidence, and Knowledge

LeighAnne Cheeseman
Dr. Kristina Livingston
Dr. LeKeisha Sutton

April 28, 2021
Disclaimer

The inclusion of resources and/or websites does not constitute an endorsement by the presenter NOR an endorsement by the Mississippi Department of Education.
State Board of Education

Strategic Plan Goals

1. **ALL** Students Proficient and Showing Growth in All Assessed Areas

2. **EVERY** Student Graduates from High School and is Ready for College and Career

3. **EVERY** Child Has Access to a High-Quality Early Childhood Program

4. **EVERY** School Has Effective Teachers and Leaders

5. **EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. **EVERY** School and District is Rated “C” or Higher
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce and to flourish as parents and citizens

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
Session Norms
# Session Objectives

<table>
<thead>
<tr>
<th>OBJECTIVE 1</th>
<th>OBJECTIVE 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define and describe the three key shifts in the MS College and Career Readiness Standards for ELA</td>
<td>Compare instructional materials and lessons to identify the three shifts in action</td>
</tr>
</tbody>
</table>
The Shifts

Text Complexity, Evidence, and Building Knowledge
Using the link provided in the comments, complete the following:

- Read the Shifts at a Glance: College- and Career-Ready Shifts in ELA/Literacy
- As you read, jot down specific ways you have seen these in action in your own district/school
- After reading, add your connections to ONE Shift in the chat box

bit.ly/MSCCRSShifts
The Simple View of Reading

$$D \times LC = RC$$

Decoding (word-level reading)  Language Comprehension (ability to understand spoken language)  Reading Comprehension

$$1 \times 0 = 0$$  $$0 \times 1 = 0$$
Access for All

Building Knowledge

Evidence-Based Discussion & Writing

High-Quality Texts

Foundational Skills

Access for All

Student Achievement Partners
The Shifts

Building Knowledge
- Volume of Reading
  - Culminating Tasks
  - Research
  - Academic Language

Evidence-Based Discussion & Writing
- Questions
  - Tasks
  - Language
  - Speaking & Listening
  - Writing

High-Quality Texts
- Complexity
  - Quality
  - Range

Foundational Skills
Shift 1: Text Complexity

Practice regularly with complex text and its academic language
Give Yourself a Grade.
Text Complexity

**Qualitative Measures** - levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.

**Quantitative Measures** - readability and other scores of text complexity often best measured by computer software.

**Reader and Task Considerations** - background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgement.
Complex Text for All Students
Connection to the Standards

Shanahan
Without considering text complexity, there is no consideration of “weight on the bar”…

GRADE 2

GRADE 5
Regular access to complex text and its academic language...over 13 years!
A Tale of Two Texts: Leveled Readers

I get my backpack.

I get my pencils.

I get my ruler.

I get my eraser.
A Tale of Two Texts: Decodable Readers

Kit

Kit can run.

Kit can skip.
What if instead of every child spending the majority of time reading a text “at their level” ...
Text Complexity

...every student read the same grade-level text with varying supports!

The idea is that teacher support and explanation, not text difficulty, is what should be differentiated. Otherwise, struggling readers may never catch up.
Disclaimer

This does NOT MEAN that students *only* read grade-level complex texts!
### Both / And

**Now, hold your horses!**

<table>
<thead>
<tr>
<th></th>
<th>Close Reading</th>
<th>Volume Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>Grade-level complex text, fewer pages</td>
<td>Variety of text complexity levels, more pages</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>More support</td>
<td>Lighter or no support</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Grow knowledge, academic language, and understanding of syntax through deep work with complex texts</td>
<td>Growing knowledge and vocabulary through miles on the page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect to student interests and topics under study</td>
</tr>
</tbody>
</table>

28
Questions to Consider

Consider both assets and potential challenges, as well as how teachers can make this text accessible for all students.

- What assets are my students bringing to this text?
- What is likely to make this specific text difficult for my students?
- How can I make a text more accessible to my students?
Supporting All Learners

Strategies to support all readers:
- Before Reading
- During an Initial Read
- During Subsequent Reading
Jot down 2 key takeaways from Shift I: Text Complexity.

Share 1 of these in the chat box.
Shift 2: Evidence

Ground reading, writing, and speaking in evidence from text, both literary and informational
Give Yourself a Grade.
Evidence in Standards

Take a moment to review the anchor standards link shared in the chat box

Jot down the specific standards that call for evidence in the following strands:

- Reading
- Writing
- Speaking & Listening
# Key Ideas and Details

<table>
<thead>
<tr>
<th>CCR.R.1</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.R.2</td>
<td>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</td>
</tr>
<tr>
<td>CCR.R.3</td>
<td>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</td>
</tr>
</tbody>
</table>

## Craft and Structure

<table>
<thead>
<tr>
<th>CCR.R.4</th>
<th>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.R.5</td>
<td>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</td>
</tr>
<tr>
<td>CCR.R.6</td>
<td>Assess how point of view or purpose shapes the content and style of a text.</td>
</tr>
</tbody>
</table>

## Integration of Knowledge and Ideas

<table>
<thead>
<tr>
<th>CCR.R.7</th>
<th>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.R.8</td>
<td>Delineate 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.</td>
</tr>
<tr>
<td>CCR.R.9</td>
<td>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</td>
</tr>
</tbody>
</table>

## Range of Reading and Level of Text Complexity

| CCR.R.10 | Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                   |
# Writing

## Text Types and Purposes

<table>
<thead>
<tr>
<th>CCR.W.1</th>
<th>Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.W.2</td>
<td>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
</tr>
<tr>
<td>CCR.W.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</td>
</tr>
</tbody>
</table>

## Production and Distribution of Writing

<table>
<thead>
<tr>
<th>CCR.W.4</th>
<th>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.W.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
</tr>
<tr>
<td>CCR.W.6</td>
<td>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</td>
</tr>
</tbody>
</table>

## Research to Build and Present Knowledge

<table>
<thead>
<tr>
<th>CCR.W.7</th>
<th>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.W.8</td>
<td>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</td>
</tr>
<tr>
<td>CCR.W.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
</tr>
</tbody>
</table>

## Range of Writing

| CCR.W.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
### Speaking & Listening

**Comprehension and Collaboration**

<table>
<thead>
<tr>
<th>CCR.SL.1</th>
<th>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.SL.2</td>
<td>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
<tr>
<td>CCR.SL.3</td>
<td>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</td>
</tr>
</tbody>
</table>

**Presentation of Knowledge and Ideas**

<table>
<thead>
<tr>
<th>CCR.SL.4</th>
<th>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR.SL.5</td>
<td>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
</tr>
<tr>
<td>CCR.SL.6</td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
</tr>
</tbody>
</table>
At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.
Remember to keep text at the center.
What do we mean by **text-first** planning?
Foundational skills need to be **systematically taught** and **robustly practiced**, skill after skill in a research-grounded sequence.

Teachers must therefore focus on each foundational reading standard. Each names a slice of the skills and knowledge (print concepts, phonological awareness, phonics, word recognition, and fluency) that together constitute what **the brain needs to learn and do to read**.
The remaining ELA standards in reading, writing, speaking and listening, and language need to be approached *holistically*, with the text itself pointing to which distinct standards arise from its particular demands. Standards are designed to be annual targets and reference points.

But the standards themselves are not the goal of daily instruction, understanding the texts encountered and being able to express that understanding is.
Shift 3: Building Knowledge

Build knowledge through content-rich text
Give Yourself a Grade
All students come to school with their own funds of knowledge about the world.

1) Connect to and leverage the rich funds of knowledge all students already have.
   2) Enrich and expand knowledge of new content through rich, topical text.
Long-term GHG monitoring in boreal sites has demonstrated that rewetting and restoration noticeably reduce emissions compared to degraded drained sites and can restore the carbon sink function when vegetation is re-established (Wilson et al. 2016; IPCC 2014a; Nugent et al. 2018) although restored ecosystems may not yet be as resilient as their undisturbed counterparts (Wilson et al. 2016).
Long-term GHG monitoring in boreal sites has demonstrated that rewetting and restoration noticeably reduce emissions compared to degraded drained sites and can restore the carbon sink function when vegetation is re-established (Wilson et al. 2016; IPCC 2014a; Nugent et al. 2018) although restored ecosystems may not yet be as resilient as their undisturbed counterparts (Wilson et al. 2016).

Use this anchor chart to help.
Boreal forests are defined as forests growing in high-latitude environments where freezing temperatures occur for 6 to 8 months and in which trees are capable of reaching a minimum height of 5 meters and a canopy cover of 10%.

Gases that trap heat in the atmosphere are called greenhouse gases.

Greenhouse gas monitoring (GHG monitoring) is the direct measurement of greenhouse gas emissions and levels.
Connection to Vocabulary

growing vocabulary roughly four times as much as when you jump
Shift Shout Out
# Remember this Both / And?

**Now, Hold Your Horses!**

<table>
<thead>
<tr>
<th></th>
<th>Close Reading</th>
<th>Volume Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text</strong></td>
<td>Grade-level complex text, fewer pages</td>
<td>Variety of text complexity levels, more pages</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>More support</td>
<td>Lighter or no support</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>Grow knowledge, academic language, and understanding of syntax through deep work with complex texts</td>
<td>Growing knowledge and vocabulary through miles on the page</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Connect to student interests and topics under study</td>
</tr>
</tbody>
</table>
Knowledge-Building Ingredients

<table>
<thead>
<tr>
<th>Close Reading</th>
<th>Volume Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close reading with knowledge-rich complex texts <em>(read-aloud in K-2+)</em></td>
<td>Text Sets</td>
</tr>
<tr>
<td></td>
<td>Book Baskets</td>
</tr>
</tbody>
</table>
Guess the Grade

Students will:

• Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
• Identify cuneiform as the system of writing used in Mesopotamia
• Explain why a written language is important to the development of a civilization
• Explain the significance of the Code of Hammurabi
• Explain why rules and laws are important to the development of a civilization
• Explain the ways in which a leader is important to the development of a civilization
First Grade

Students will:

• Locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia
• Identify cuneiform as the system of writing used in Mesopotamia
• Explain why a written language is important to the development of a civilization
• Explain the significance of the Code of Hammurabi
• Explain why rules and laws are important to the development of a civilization
• Explain the ways in which a leader is important to the development of a civilization
From Numbers to Calendars and the Great Beyond

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.

Symbols for 0, 1, and 5 combine to form larger numbers.
From Numbers to Calendars and the Great Beyond

We know that the Maya had a written language. They also developed a number system. They used three symbols: a dot, a line, and a picture. The dot represented 1. The bar stood for 5. The pictorial symbol, often an oval shell, stood for 0. The Maya were among the first people to use the concept of 0. Without it, they could not have made calculations into the millions as they did. Their system of counting was used by people from different classes of society. Traders used this early form of mathematics for business. Architects used it to build pyramids. Farmers used it to plant their fields. Astronomers used mathematics to plot the heavens.

Symbols for 0, 1, and 5 combine to form larger numbers.
Vocabulary Words
1. molecules - tiny particles or pieces of things that are so small they cannot be seen by the naked eye.
2. mucus - the slimy, liquid substance secreted inside the nose.
3. nostrils - the name of the two openings in the nose.
4. scents - smell or odors
5. smell receptors - small parts deep inside the nose that catch scents or smells from the air.
Kindergarten

Waterfall Chat

Vocabulary Words

1. molecules - tiny particles or pieces of things that are so small they cannot be seen by the naked eye.

2. mucus - the slimy, liquid substance secreted inside the nose.

3. nostrils - the name of the two openings in the nose.

4. scents - smell or odors

5. smell receptors - small parts deep inside the nose that catch scents or smells from the air.
Curriculum Connection

The Shifts in Action
Take a few moments to scroll through the overview and lessons from *CKLA: The War of 1812*. Try to answer each of these questions:

- How is complex text used in this module?
- What opportunities do you see for students to find evidence?
- To what degree do these instructional materials appear to support the systematic building of knowledge within the unit?
- ELA High Quality Instructional Materials (HQIM) review completed March 2021
- Final lists will be submitted for approval at the May State Board of Education meeting
- Final reports, resources, and the list will be posted to the Mississippi Materials Matter webpage following Board approval
Coming Soon

Shift 1: Text Complexity for 6-12 Teachers

CLICK HERE TO GET STARTED

Chapter 1  Chapter 2  Chapter 3  Chapter 4

www.trumba.com/calendars/MDE
Start-Stop-Keep
Questions
LeighAnne Cheeseman
lcheeseman@mdek12.org

Dr. Kristina Livingston
klivingston@mdek12.org

Dr. LeKeisha Sutton
lsutton@mdek12.org