CCRS Key Shifts for ELA

Introduction

Welcome

Notes:

Welcome to the College and Career Readiness Standards (CCRS) Key Shifts learning module. The key shifts for ELA describe how classroom instruction can address the depths of the standards. This module will explain each key shift as well as illustrate how they apply to the classroom. This online learning activity will take approximately one hour to complete; however, you can stop the module and log back in to view it again at any point. Be sure to use headphones or speakers and have a reliable Internet connection as you work through this module.

Please click on the Next button to begin.

Navigation Tips

Navigating the Module

Directions: Click on each of the icons to learn how to navigate the module and access the resources.

Notes:

Please click on each of the icons to learn how to navigate this module and access available resources.

Objectives

Objectives

- Define the three key shifts in ELA.
- Describe the benefits of using key shifts for the learners, instructor, and program when planning and providing instruction.
- Define the three measures that are used to determine the complexity of a text.
- Describe factors to consider when determining appropriate texts for instruction.
- Differentiate between the three tiers of vocabulary.
- Describe two instructional practices to target evidence.
- Identify the characteristics of a knowledge-building, content-rich nonfiction text.

Notes:

Here are the overall objectives for the module. Additional learning objectives are indicated for each of the three key shifts. After you have reviewed the objectives, please continue to the next slide.

End of Introduction

Notes:

Congratulations, you have reached the end of this section. Please advance to the next section to continue the module.

Section 1: CCRS and Key Shifts

College and Career Readiness Standards Key Shifts

Notes:

Before we dive into the main focus of this module, we will complete a brief overview of the College and Career Readiness Standards (CCRS) and how the standards work together with the key shifts.

What are the College and Career Readiness Standards (CCRS)?

What are the College and Career Readiness Standards (CCRS)?

- Standards for adult education
- Selected from the Common Core State Standards
- Focused on college and career skills

"The importance of college and career readiness for adult students cannot be overstated … It is crucial, then, that adult education programs provide students the opportunity to acquire these skills to pursue their long-term career aspirations and goals." (CCRS, p. 3)

Notes:

The College and Career Readiness Standards for Adult Education (CCRS) are a subset of the Common Core State Standards (CCSS) that adult education subject matter experts identified as skills adult learners need to know to be prepared for the rigors of post-secondary education and the workplace. Pennsylvania adult education programs are expected to use CCRS-based lessons and assignments as the core of instruction.

The skills addressed in the CCRS are essential for students not only to do well on high school equivalency tests, such as the GED® or HiSET® exams, but also in order to be successful in post-secondary education and the workplace. By mastering these skills, students will be more prepared to enter post-secondary education and training programs, without needing remediation (CCRS, p.3).

Key ELA Shifts
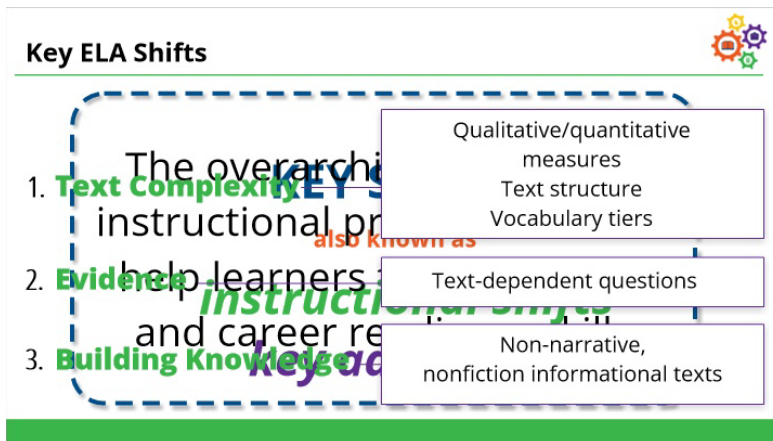
Notes:

The developers of the CCRS identified three areas that teachers should focus on when planning and teaching learners. These focus areas are called key shifts because they reference the "shift" or change in instruction that teachers should make to help students gain the college and workplace skills included in the CCRS. You may also hear the key shifts being referred to as instructional shifts or key advances. In regard to the CCRS, these terms reference the same thing: the overarching changes in instructional practice that will help learners to gain college and career readiness skills.

There are three key shifts for English language arts (ELA). They are text complexity, evidence, and building knowledge.

The ELA Key Shifts in the CCRS focus on how teachers can provide opportunities for students to interact with texts in a different way than they may have previously. By focusing on these three key shifts when teaching English language arts, students will develop the college and career readiness skills outlined in the CCRS.

Key Shifts in ELA

Notes:

The ELA key shifts in the CCRS focus on students' interaction with texts. This includes the careful examination of texts, the types of questions students are asked to answer, and making connections between reading comprehension and the acquisition of knowledge (cf. CCRS, p. 9).

Before we take a closer look at each key shift individually, it's important to note that these key shifts are woven into the ELA standards. In other words, the key shifts are not separate from the standards but rather a key component of them.

Benefits of the CCRS and Key Shifts

Notes:

Instructors

Instructors' benefit from using the CCRS and key shifts for lesson planning because the standards provide clear guidance on what skills students need at each level. They provide measurable expectations that teachers can use to plan instruction and assess improvement.

While learning the standards and using them in lesson planning may take some time at first, instructors often find lesson planning becomes easier as they become more familiar with the standards.

The CCRS key shifts (which we'll further discuss in the module) also provide strategies that can be used in all lessons to ensure students are improving skills needed for workplace and academic success.

Learners

Learners benefit from receiving instruction that is aligned to the standards because it ensures they are being taught skills they will need for workplace and post-secondary education success. They also benefit by learning skills that are measured by the GED® and HiSET® exams.

When programs adopt the CCRS and key shifts to develop their curriculum, students may find that instruction is more cohesive because the skills are presented in a progression aligned to skill levels.
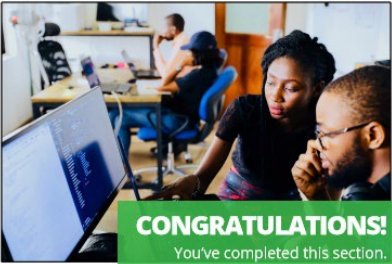
End of Section 1

End of Section One

You've reached the end of this section. The next section of the module is:

SECTION 2: Text Complexity

CONGRATULATIONS!
You've completed this section.

Notes:

Congratulations, you have reached the end of this section. Please advance to the next section to continue the module.

Section 2: Text Complexity

College and Career Readiness Standards Key Shifts

Notes:

Let's look more in depth at each of the key shifts. The first shift we will look at is Text Complexity. By the end of this section, you will be able to:

- Define the three measures that are used to determine the complexity of a text.
- Describe factors to consider when determining appropriate texts for instruction.
- Differentiate between the three tiers of vocabulary.

What is Text Complexity?

Notes:

The concept of Text Complexity means that learners are required to read texts of a complex nature, ones that challenge the learner to interact with complex sentences, uncommon vocabulary, and unfamiliar topics.

Source: Liben, M. of StandardsWork, Inc. (2014). Exploration of Key Instructional Advances in Literacy [PowerPoint slides].

Why use Complex Texts?

Why use Complex Texts?
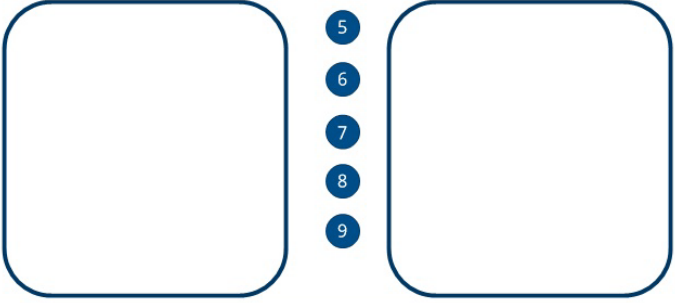
"Over the past 50 years, the complexity of texts students read in their classes has eroded significantly — whereas the reading demands of college, careers, and citizenship have not. The average student graduates roughly four grade levels behind where they need to be to succeed in the 21st century knowledge economy, which puts a premium on the ability to read complex text"
(CCRS, p. 117; Williamson 2006).

Notes:

As you considered learners' goals, you likely found that many of your learners' career and post-secondary goals will require the ability to read complex texts. As the quote on the screen indicates, many learners are falling behind when it comes to the ability to read and understand complex texts that are used in college and careers.

Please take a moment to think about your learners and the skills they need to reach their goals before continuing to the next slide.

Why use Complex Texts? (Cont.)

Why use Complex Texts? (Cont.)

| Academic vocabulary can only be learned from complex texts. | Mature language skills needed for success can only be gained by working with demanding materials. | Learners will not be prepared for college and careers if they only read simplified texts that have restricted, limited, and/or thin meaning. |

Notes:

To ensure that learners are prepared to meet the demands of college and careers, it is important that they have experience reading and understanding complex texts.
<**orange shape**> Complex texts provide exposure to vocabulary words that learners may not encounter in their everyday reading. Understanding these words will help learners to build a repertoire of words that they are likely to see in post-secondary education and the workplace, which will help them to better comprehend what they are reading.
<**green shape**> Postsecondary education and the workplace require mature language skills. One of the best ways to help learners gain these skills is by continuing to work with complex texts which demand more critical thinking and language skills to analyze and understand the meaning.

<**purple shape**> Also, learners will not be prepared for the types of reading assignments necessary for college and career success if they are only used to reading simplified texts.

Components of Text Complexity
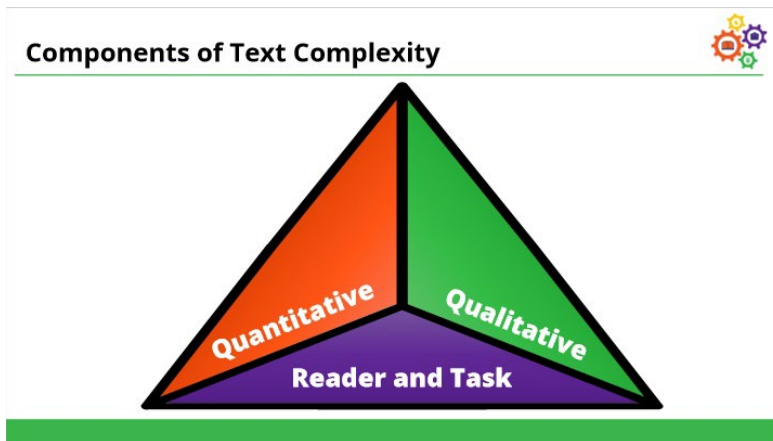
Notes:

To determine the complexity of a text, we look at three components: a quantitative measure of the text, a qualitative measure of the text, and a consideration of the reader and task.

Selecting Appropriate Texts
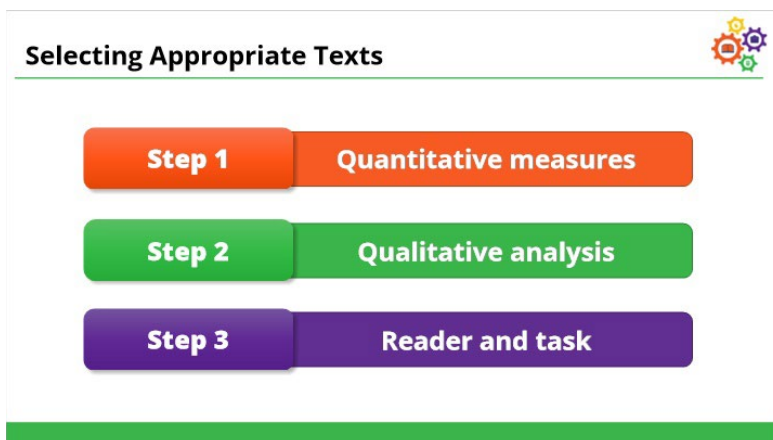
Notes:

What is the process for determining which texts are appropriate for your learners? The CCRS recommends starting with the quantitative measure of the text to determine an approximate level for the text. Next, a qualitative analysis is done to gather more information and determine more specifically what makes the text complex. Finally, consider information about your learners and the tasks you will expect them to do with the text.

Source: CCRS pp. 117-118

Quantitative and Qualitative Measures
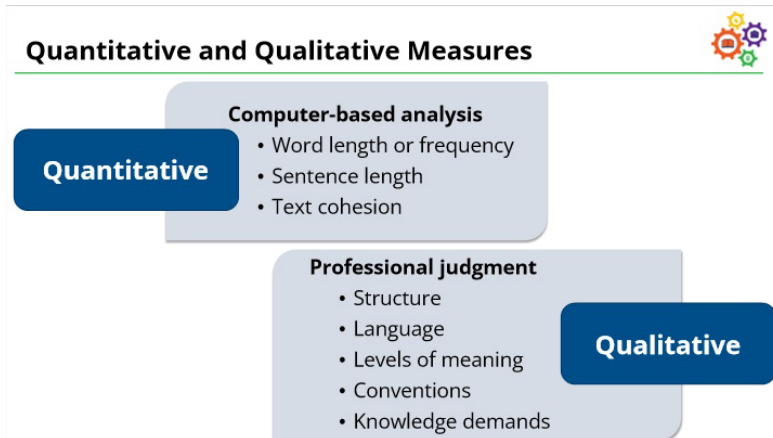
Notes:

As the CCRS indicates, quantitative measures of a text "refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult, if not impossible, for a human reader to evaluate efficiently, especially in long texts, and are thus typically measured by computer software." (CCRS, p. 118)

Qualitative factors, on the other hand, refer to aspects of text complexity best measured by an attentive human reader. This includes things such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands. (CCRS, p. 118)

Using these measures helps instructors to ensure that they are choosing complex texts their learners will read based on data and a systematic investigation of the texts, rather than simply using intuition alone (CCRS, pp. 117-118).

Tools to Measure Text Complexity - Quantitative

Tools to Measure Text Complexity - Quantitative

Text Complexity Quantitative Analysis Tool (ELA Tool 2&3)

Use these websites to access the quantitative analysis or machine-scoring tools listed in the chart below. To run a text through any of these tools, you will need to eliminate any extraneous information other than the passage, title, and author. Delete tables, graphs, and other illustrations. Note that publishers/developers of proprietary tools may change access requirements or discontinue access at any time.

1. ATOS Analyzer: Renaissance Learning

2. **Flesch-Kinkaid: Public Domain**
   Flesch-Kinkaid analysis is available using Microsoft Word (search "show readability statistics"), **OR** use a website such as calculateyourwords.com or analyzemywriting.com.

3. The Lexile Framework: MetaMetrics (requires a premium account)

Quantitative Analysis Chart [1]
This research-based chart (excerpted from CCRS reading Anchor 10) represents the "staircase" of text complexity that will allow students to reach levels of proficiency that will be used to deem them college- and career-ready once they exit Level E. For more information about this research, see New Research on Text Complexity.[2]

CCR Levels of Learning	ATOS Analyzer	Flesch-Kincaid Grade Level	The Lexile Framework
B (2nd – 3rd)	2.75 – 5.14	1.98 – 5.34	420 – 820
C (4th – 5th)	4.97 – 7.03	4.51 – 7.73	740 – 1010
D (6th – 8th)	7.00 – 9.98	6.51 – 10.34	925 – 1185
E (9th – 10th)	9.67 – 12.01	8.32 – 12.12	1050 – 1335
E (11th – CCR)	11.20 – 14.10	10.34 – 14.2	1185 – 1385

https://www.paadultedresources.org/ccr-standards/ccrs-tools-and-resources/

Notes:

Let's take a closer look at tools that instructors can use to determine the quantitative measure of a text's complexity. If you look at the reading standards of the CCRS, you will notice that Reading Anchor 10 is a chart showing a number of quantitative measures for texts. There are a number of online tools you can use to determine this measurement of the text's level. ELA Tool 2&3: Text Complexity Quantitative Analysis Tool includes links to these sites, along with instructions for using them. It also has a chart similar to the one in Reading Anchor 10 which matches the results of the quantitative measures to CCRS learning levels with grade level equivalencies. This tool is available on the Pennsylvania Adult Education Resources website. Please access the Resource tab to find the link to this document.

Analysis of Text

Analysis of Text

CLICK HERE FOR THE TEXT SAMPLE

Notes:

Imagine you were going to teach a lesson, and you wanted to have students read Franklin Roosevelt's first inaugural address. Click on the button to download a copy of this speech and skim it to gain some familiarity with this text.

S**ource:** https://avalon.law.yale.edu/ 20th_century/froos1.asp

Analysis of Text (Cont.)

Analysis of Text (Cont.)

FDR's First Inaugural Address

ATOS: 10.1   Flesh-Kincaid: 10.1   Lexile Framework: 1000-1100

CCR Levels of Learning	ATOS Analyzer	Flesch-Kincaid Grade Level	The Lexile Framework
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E (9th – 10th)	9.67 – 12.01	8.32 – 12.12	1050 – 1335
E (11th – CCR)	11.20 – 14.10	10.34 – 14.2	1185 – 1385

Notes:

How will you know if this text is at an appropriate level for your learners? As we said, the first step is determining the level with quantitative measures. If we enter a portion of the text of this speech into the online tools listed in ELA Tool #2&3, here are the results we get.

By comparing these results with the chart in the tool, we can see that this text falls in the high D or Low E CCRS range, which is approximately an 8th-10th grade range.

Online Tools

Notes:

There are many online tools that can be used to determine the quantitative level of a text. Click on each of the links shown on the screen to view some examples of websites that can be used. After you have looked at the websites, return to this screen to continue the module.

Tools to Measure Text Complexity - Qualitative

Notes:

After we've determined an approximate level for the text based on quantitative measures, it's time to take a closer look at some of the qualitative features of the text. ELA Tool #6 is a rubric that can assist you in analyzing the text and determining how complex the text is. This tool includes the categories of:

- **Structure** - that is, the organization of the text, as well as any special features

and graphics it may include.

- **Language Clarity and Conventions** - which looks at whether the text includes figurative language and complex vocabulary, and how the sentences are structured.

- **Knowledge** - which considers how much prior subject knowledge the reader would need to have, as well as if there are references to other texts and ideas.

- **Meaning** - for literary texts, we consider if the text has multiple levels of meaning and how difficult they are to identify.

- **Purpose** - for informational texts, is the purpose explicitly stated, or is it more subtle and difficult to determine.

Take a moment to open ELA Tool #6 and look through the various components described on this slide.

Qualitative Measures

Notes:

After you evaluate each category, you can determine an overall qualitative measure for the text. In looking at the FDR inaugural address, it would most likely be rated qualitatively as very complex or exceedingly complex.

Depending on the level of learners in your class, you may think that this text is too complex to use in a lesson. However, keep in mind that our goal is to ensure that we are providing opportunities for our learners to read complex texts.

We can consider the next element of text complexity, reader and task, to make the text more accessible to our learners regardless of their skill levels.

Reader and Task

Notes:

While quantitative and qualitative measures of text complexity are very important, we also consider the learner who will be reading the text and the tasks which they will be asked to do with the text. For this component, instructors must use their professional judgment to select texts that are appropriate for their learners and the specific tasks they expect them to complete (CCRS p. 118).

Some of the areas to consider are the learners' cognitive capabilities, their reading skills, and their prior knowledge and experience. We might also consider their goals and whether the texts we are choosing will be of interest to them and cause them to be engaged with the text. When planning the tasks the learners will be doing related to the text, will the complexity of the tasks interfere with or enhance the learners' ability to read and understand the text? Also, be aware of the content of the texts you share with your learners and consider whether the themes are appropriate.

For English Language Learners, consider both their literacy levels, that is their reading and writing skills, as well as their oral fluency levels, meaning their abilities with speaking and listening. Based on their experience with the English language, these levels might not always be even. This consideration of oral fluency level versus literacy fluency level weighs highly on the idea of "reader and task" since the nature of the task could impact learners' ability to comprehend text and/or use the text to complete another task or assignment.

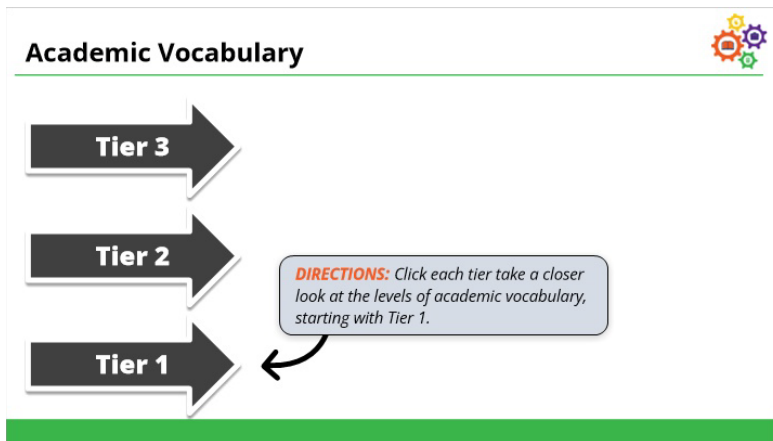## Reader and Task (Cont.)

Reader and Task (Cont.)

- Read an excerpt.
- Work in small groups.
- Assign a portion to share.
- Consider what teacher activities will support the student.

Notes:

In looking at the analysis we completed for the FDR inaugural address, there are several different ways we can consider who our learners are (the reader) and what tasks we may have them do with the text. For example, we may only have students read an excerpt of FDR's address. We may also have students work in small groups or do a jigsaw activity where each group is assigned a portion of the speech based upon reading level and then shares their part of their speech with the whole class. We'll also want to consider what activities we'll do as a teacher and what supports we'll provide to help students understand this text.

We may find that when we start working with complex texts and incorporating these shifts into instruction, we may spend more time on a specific text than we may previously have done. This change is appropriate because it allows students to spend more time reading, discussing, and analyzing a text, which will allow deeper understanding of the text. This will also allow us to model the skills students can use when they encounter an unfamiliar or complex text, and then they can practice these skills in an ongoing basis in the classroom to build comfort and confidence in working with complex texts.
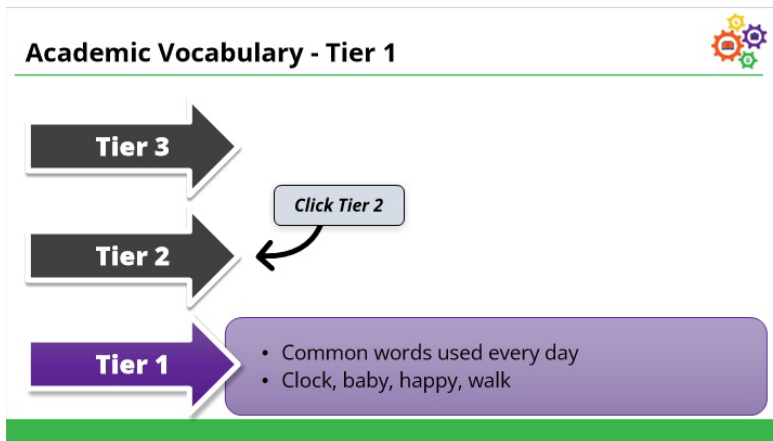
Academic Vocabulary

Notes:

A final area we should consider when determining what texts are appropriate for our learners is the vocabulary that is used in the texts. Understanding some concepts related to academic vocabulary can help you most effectively build your learners' vocabulary for college and career readiness.

We use many words while reading, writing, speaking, and listening. When discussing academic vocabulary, we categorize words into three tiers. These tiers help us to understand the words that our learners need to be able to accomplish rigorous academic tasks that better prepare them for college and careers.

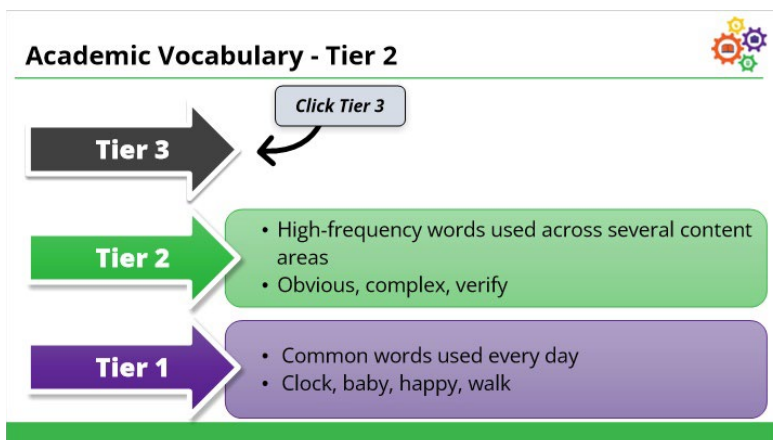Click each tier to take a closer look at the levels of academic vocabulary, starting with Tier 1.

Academic Vocabulary - Tier 1

Notes:

Tier 1 words are common, everyday words, such as clock, baby, happy, and walk. These words typically have concrete meanings and do not change from one context to another.
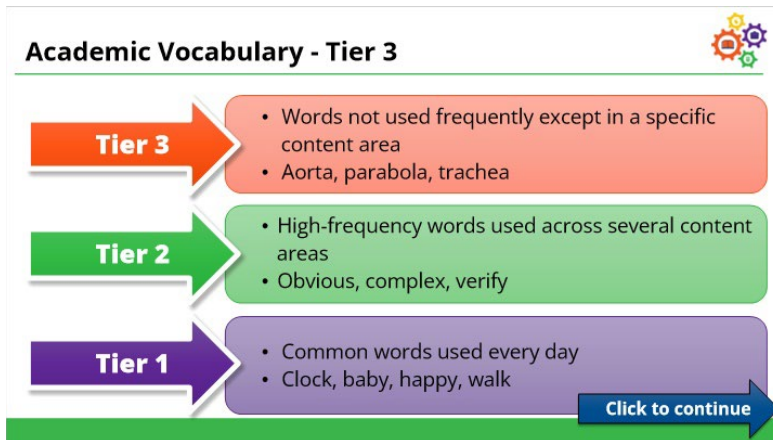
Academic Vocabulary - Tier 2

Notes:

Tier 2 words are used frequently across different content areas. This tier includes words like obvious, complex, and verify. These words are used often in academic texts. It is important for learners to read texts that include Tier 2 vocabulary and for instructors to include instruction in vocabulary in their lessons because when learners encounter these words in other texts, they will be better prepared to comprehend the new text even though the content may be unfamiliar.
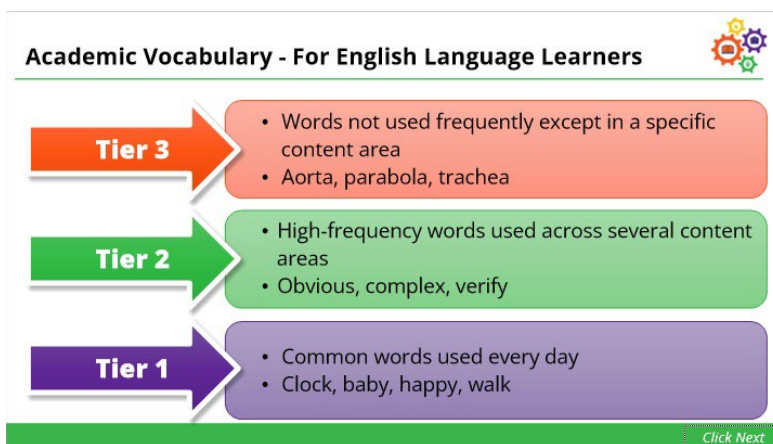
Academic Vocabulary - Tier 3

Notes:

Tier 3 words, on the other hand, are not used frequently and are specific to a particular content area. Examples of Tier 3 words are scientific or medical terms, such as aorta or parabola.

Click the arrow to continue exploring academic vocabulary.

Academic Vocabulary - For English Language Learners -

Notes:

For English Language Learners, it may be necessary to focus on both Tier 1 and

Tier 2 vocabulary depending on the learner and task; however, no matter what level English language learners are, they still benefit from learning and practicing Tier 2 words. It's important to offer even beginner-level English language learners the chance to move beyond Tier 1 words. Consider, for example, Tier 2 words such as compare or chart. These words are found frequently in beginner- through advanced-level ESL activities, not to mention in other content areas as well, so learners benefit from direct instruction related to these words even at the beginning level.

The Importance of Text Complexity

Notes:

Research has shown that "the complexity of text that learners are able to read is the greatest predictor of success in college and careers" (CCRS, p. 9; ACT 2006). Unfortunately, as was pointed out earlier, the complexity of texts learners read in the classroom has been diminishing over the last few decades. Therefore, text complexity is a major focus of the College and Career Readiness Standards. Standards specific to text complexity and vocabulary include Reading Anchors 4 and 10 and Language Anchor 6. However, whether your lesson objectives target one of those three anchors or not, creating lessons which revolve around complex texts should be a regular part of your teaching practice.

As you align your lessons to the CCRS, use the tools we've discussed to ensure that your learners are reading complex texts that will put them on their way toward college and career readiness.

End of Section 2

Notes:

Congratulations, you have reached the end of this section. Please advance to the next section to continue the module.

Section 3: Evidence

College and Career Readiness Standards Key Shifts

Notes:

Now let's consider another key shift, Evidence. By the end of this section, you will be able to:

- Differentiate between text-dependent and non-text-dependent questions.

- Describe two instructional practices to target evidence.
- Differentiate between text-dependent questions at different DOK levels.
- Describe how evidence connects to the CCR standards.

Evidence

Evidence

"The ability to follow the details of what is explicitly stated in a text and make valid claims based on the information in the text."

Benefits	
Learners	**Instructors**
• Improved ability to support claims • Improved critical thinking skills • These skills are essential for success in college and careers	• Ability to assess learners' comprehension and analysis of a text

Notes:

We can define the use of evidence as the ability to follow what is stated in a text and use it to make valid claims and complete tasks.

Requiring learners to use evidence in their reading, writing, and speaking can lead to improved critical thinking skills, which is essential for success in college and careers. It also provides a great way for instructors to assess a learner's comprehension and analysis of texts.

For example, when suggesting a change to a supervisor, an employee may want to provide evidence, or data, to support the suggested change. This is a skill that will be used in many workplace contexts.

Instructional Strategies
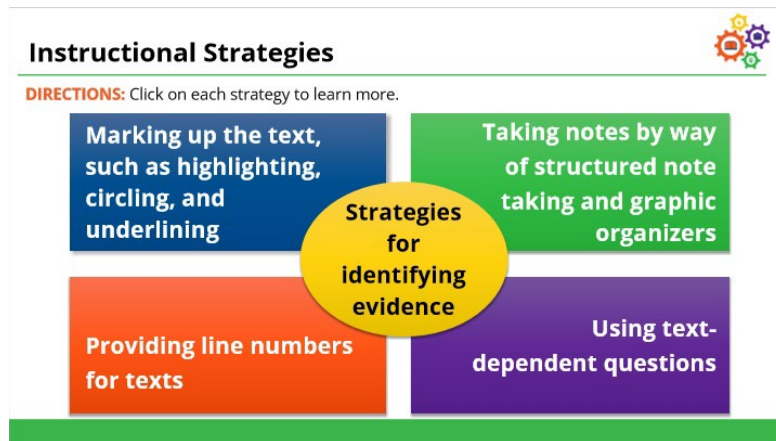
Notes:

What instructional strategies can an instructor use to help learners increase their skills in using evidence? Click on each strategy to learn more.

<Highlighting> One way is to encourage learners to mark up the text, including highlighting, circling, and underlining when they notice important information. This strategy can be modeled for learners so that they learn to distinguish what information should be marked. Additionally, the instructions you provide learners when answering questions about the text and/or completing other activities related to the text can indicate that learners need to highlight where they found the answers or information in the text.

<Graphic Organizer> Learners may also be taught to take notes from a text in a structured way, including the use of graphic organizers, to organize a text's topic, main idea, and supporting details.

<Line Numbers> Another way to encourage using evidence is to provide line numbers for texts that learners are required to read. This makes referring back to the text easier. Instructors can ask learners to cite the line number from the text that they are using to justify their answers or responses.

<Text Dependent> Using text-dependent questions is another strategy to encourage the use of evidence and one that we will go into further detail with on the next few slides.

Text-Dependent Questions

Text-Dependent Questions

Non-Text-Dependent	vs.	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 a time when you wanted to fight against something that you felt was unfair.		What can you infer from Dr. King's letter about the letter that he received?

Notes:

Asking students to answer text-dependent questions is one strategy for targeting the key shift of evidence. Text-dependent questions are questions that require learners to look to the text to find specific details. This type of question is focused on a unique text and avoids general questions that could be asked of any text. Text-dependent questions are not based on a learner's personal experience, opinion, or prior knowledge.

Look at these examples of non-text-dependent and text-dependent questions. In the first example, the learner is asked to describe a time when they failed at something. While this is vaguely related to the text, it really doesn't require that the learner has read and understood the text. The text-dependent question, on the other hand, requires that the learner has read and understood the text, and that they provide details from the text in answering the question. The second example is similar. While the non-text-dependent question is not based on facts and details from the text, the text-dependent example requires not only details from the text, but also higher-order thinking skills since the learner has to make an inference.

Depth of Knowledge

Notes:

To improve the quality of the questions you are asking your learners to answer even further, consider what depth of knowledge each question requires of the learners. Webb's Depth of Knowledge helps instructors consider what types of thinking and what cognitive demands are required by questions and activities. Keep in mind the DOK levels as you create text-dependent questions for your learners. It's important to ensure you are scaffolding or supporting learners' understanding of the text as they move through the DOK levels. It's also important to challenge your learners by asking them to answer questions or complete tasks that require more critical thinking skills which push them into DOK Levels 3 and 4 rather than only asking basic questions that hold them in DOK Levels 1 and 2. This is equally true for English language learners. More information on Depth of Knowledge is available on the PA Adult Education Resources site. Click the Level 1 through Level 4 buttons to learn more about each level.

(http://www.paadultedresources.org/ccr-standards/ccrs-tools-and-resources/)

Depth of Knowledge (Cont.)

Notes:

<Part 1> On this slide, click each section to explore the three text-dependent questions about Franklin Roosevelt's First Inaugural Address at different Depth of Knowledge (DOK) levels. Notice that as the level increases, so does the cognitive demand on the learner.

<Part 2> At Level 1, the learner has to recall basic information from the text. In this case, finding where Roosevelt referred to the primary task of putting people to work.

<Part 3> At Level 2, the learner has to engage in more critical thinking to make a connection between what Roosevelt said about his power as president and the ideas of limited government and the separation of powers.

<Part 4> When it comes to Level 3, learners are required to engage in more complex reasoning to analyze Roosevelt's plan and rhetoric, and evaluate how it might have been viewed by Americans at the time.

<Part 5> While these three levels all require different tasks at different levels of thinking, they are all text-dependent since they can only be answered if the learner has read and understood the specific text on which they are based.

Level 4 is not included here, since this level typically involves more long-term, in-depth research projects that include additional texts.

Evidence in the CCRS

Notes:

As we've seen, the ability to find and use evidence from texts is a skill that permeates the CCRS ELA standards. Simply browsing through the reading, writing, speaking, and listening standards, you will find numerous references to using evidence.

"The standards require students to answer questions based on their understanding of having read a text, or multiple texts, not entirely relying on prior knowledge or experience." (CCRS p. 10)

Therefore, CCRS-aligned ELA lessons have a strong focus on evidence along with the other key shifts. When planning lessons, take a look at the materials you are using. Do they ask text-dependent questions and require the learners to use evidence? If not, consider making revisions to ensure that your learners have opportunities to practice this skill. Click on the standards shown here to review some of the different references to using evidence in the CCRS.
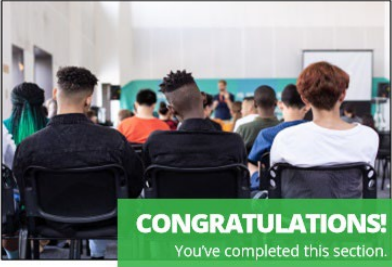
End of Section Three

Notes:

Congratulations, you have reached the end of this section. Please advance to the next section to continue the module.

Section 4: Building Knowledge

College and Career Readiness Standards Key Shifts

Notes:

Next, we will address the third key shift, Building Knowledge. In this section, you will be able to:

- Define what "building knowledge" means in terms of the CCR Standards.

- Identify the characteristics of a knowledge-building, content-rich nonfiction text.

- Describe the benefits of developing a line of inquiry over several lessons that builds knowledge in learners.

- Identify texts that will build content knowledge for learners so that they may apply the knowledge in other contexts.

- Identify the key shifts in instructional scenarios and how they fit together in one lesson.

Building Knowledge

Building Knowledge

Developing a line of inquiry, or staying with a topic of study over time, builds expertise in a powerful way.

Vocabulary and concepts build a foundation of knowledge when reading texts around a certain content area.

Notes:

The more learners know about a content area, the better prepared they are to meet the requirements of the CCRS. Knowledge is built upon a contextual understanding of a topic.

Staying with a topic and building expertise is a powerful way to build knowledge and accelerate academic growth.

Building Knowledge (Cont.)

Building Knowledge (Cont.)

- Choose content-rich informational texts.

- Sequence texts, create a line of inquiry.

- Use writing and speaking prompts that require evidence rather than personal narration.

Notes:

To build knowledge, instructors choose content-rich informational texts. The CCRS states, "Informational text makes up the vast majority of required reading in college and the workplace. Through an extended focus on literacy in the domains of science, history, and technical subject areas, students can build the knowledge that will prepare them for college and careers." (CCRS, p. 10)

Some fiction is used in CCRS-aligned lessons; however, the focus is on building knowledge through information texts. The texts do not always have to be technical in nature.

In practice, building knowledge might include the process of sequencing texts and developing a line of inquiry. Later, we will provide a short explanation of what a "line of inquiry" is. Building knowledge also means using writing and speaking prompts that require evidence rather than personal narration.

Examples of Content-rich Texts

Examples of Content-rich Texts

Print-based Texts	Oral Text (for English language learners)
• Newspaper articles • Biographies • Text related to current events • Historical documents and speeches	• Radio • TV • Interviews • News reports • Recorded speeches or lectures

Notes:

Examples of content-rich texts are newspaper articles, biographies, text related to current events, and news reports. Remember that "texts" can also be oral text for English language learners such as radio or television news reports, interviews, or recorded academic speeches or lectures.
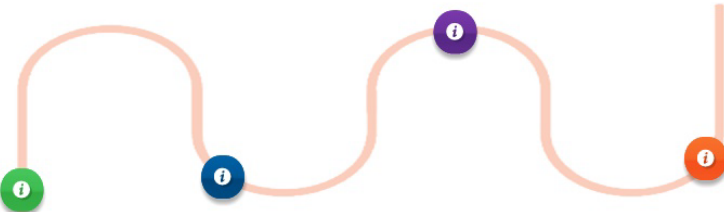
Can you think of other ones?

What is a Line of Inquiry?

What is a Line of Inquiry?

DIRECTIONS: Click on each button below to view several examples of activities within a **line of inquiry**.

Notes:

Now let's go back to that concept of a "line of inquiry" which we mentioned before. What exactly is a line of inquiry? A line of inquiry means that learners are pursuing research on a topic and they use multiple sources, a variety of texts, to answer their research question. This likely happens over several lessons, targeting different skills

in the lessons while following the line of inquiry.

Click the buttons on the slide to view several examples of activities within a line of inquiry. Can you think of other directions you could take this line of inquiry?

Benefits of Developing a Line of Inquiry
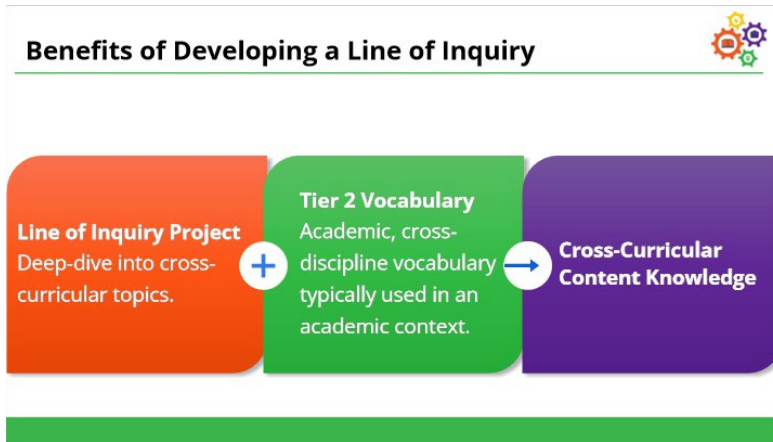
Notes:

It is important to develop a line of inquiry within a sequence of CCRS-aligned lessons because it allows learners to dig deeply into a variety of topics, build their knowledge, and ultimately apply their knowledge to other contexts, including work and post-secondary education contexts.

For language learners, following a line of inquiry adds the benefit of repeated meaningful opportunities to revisit key vocabulary, language structures, and skills, applying what they learned from previous lessons to later lessons but within similar content areas so as not to add too much cognitive strain by constantly switching to new, unrelated topics.

Acquiring Content Knowledge

Acquiring Content Knowledge

"Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Application: identify key steps in a text's description of a process related to history/ social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3)

Learners will need content knowledge to achieve this standard.

Notes:

Let's take a look at an example from the standards, CCRS Reading Anchor 3, Level C. Take a moment to read the description on the slide.

Looking at the application of CCRS Reading Anchor 3 at Level C, it's not hard to see that learners may require content knowledge related to history or social studies to achieve the task described in the application.

It is important to acknowledge that building content knowledge is relevant to all standards as building knowledge in several content areas helps to build a solid foundation for learners as they transition to postsecondary education or the workplace.

End of Section Four

Notes:

Congratulations, you have reached the end of this section. Please advance to the next section to continue the module.

Section 5: Teaching and Learning with the Key Advances

College and Career Readiness Standards Key Shifts

Notes:

In this section, we will discuss CCRS-Aligned Lesson Planning, as well as review the three key shifts in ELA.

CCRS-Aligned Lesson Planning
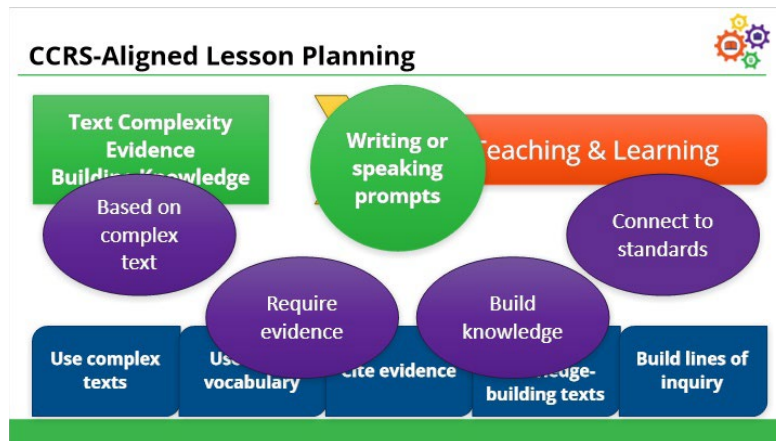
Notes:

The three key shifts in ELA connect to teaching and learning when instructors:

- Use complex texts.

- Make opportunities to learn and practice using Tier 2 vocabulary.

- Require learners to cite evidence from texts.

- Use content-rich, knowledge-building texts.

Build lines of inquiry for learners.
It is also important to note that writing prompts should:
Be based on a complex text.
Require evidence from a text.
Build knowledge.
Connect to a standard.
Even though the three key shifts are built into the CCR Standards, it takes deliberate planning to ensure the three advances are a part of your lessons.

The Bottom Line

Notes:

To summarize the key shifts, the CCRS ask us to use texts worth reading, questions worth answering, and work worth doing. On the next slide, you'll have the opportunity to reflect on how you will utilize the key shifts in your classroom.

End of Section Five

Notes:

Congratulations, you have reached the end of this section. Please advance to the next section to continue the module.

Conclusion

Conclusion

Notes:

You have reached the conclusion of this module. Proceed to the next slide to review the course objectives.

Objectives Review

Notes:

Take a moment to review the objectives shown here.

End of Module

Notes:

Congratulations! You have completed this module. Be sure to download any resources you want to save by clicking on the Resources tab. Click on the Exit button below to close the module.