

## ELA/Literacy Shift 1: Balancing Informational and Literary Text

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> <li>•Build <b>background knowledge</b> to increase reading skill</li> <li>•Exposure to the world through <b>reading</b></li> <li>•Apply <b>strategies</b> to reading informational text.</li> </ul>	<ul style="list-style-type: none"> <li>•Provide students <b>equal #s</b> of informational and literary texts</li> <li>•Ensure <b>coherent instruction</b> about content</li> <li>•Teach <b>strategies for informational texts</b></li> <li>•Teach “<b>through</b>” and “<b>with</b>” informational texts</li> <li>•<b>Scaffold for the difficulties</b> that informational text present to students</li> <li>•<b>Ask students</b>, “What is connected here? How does this fit together? What details tell you that? “</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Purchase and provide</b> equal amounts of informational and literacy text to students</li> <li>•Hold <b>teachers accountable</b> for building student content knowledge through text</li> <li>•Provide PD and co-planning opportunities for <b>teachers to become more intimate</b> with non fiction texts and the way they <b>spiral</b> together</li> </ul>

## ELA/Literacy Shift 2: 6-12 Knowledge in the Disciplines

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> <li>• Become <b>better readers</b> by building background knowledge</li> <li>• Handle <b>primary source</b> documents with confidence</li> <li>• <b>Infer</b>, like a detective, where the <b>evidence</b> is in a text to support an argument or opinion</li> <li>• See the <b>text itself as a source of evidence</b> (what did it say vs. what did it not say?)</li> </ul>	<ul style="list-style-type: none"> <li>• Shift identity: “<b>I teach reading.</b>”</li> <li>• Stop <b>referring</b> and summarizing and start reading</li> <li>• <b>Slow down</b> the history and science classroom</li> <li>• Teach <b>different approaches</b> for different types of texts</li> <li>• Treat the text itself as a <b>source of evidence</b></li> <li>• Teach students to <b>write about evidence from</b> the text</li> <li>• Teach students to support their <b>opinion with evidence.</b></li> <li>• Ask : “How do you know? Why do you think that? <b>Show me in the text</b> where you see evidence for your opinion. “</li> </ul>	<ul style="list-style-type: none"> <li>• Support and demand the role of <b>all teachers</b> in advancing students’ literacy</li> <li>• Provide guidance and support to ensure the shift to informational texts for 6-12</li> <li>• Give teachers <b>permission</b> to slow down and deeply study texts with students</li> </ul>

## ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> <li>•Read to see what more they can find and learn as they <b>re-read</b> texts again and again</li> <li>•Read material at <b>own level to build joy</b> of reading and pleasure in the world</li> <li>•Be persistent despite challenges when reading; good readers <b>tolerate frustration</b></li> </ul>	<ul style="list-style-type: none"> <li>•Ensure students are engaged in more <b>complex texts</b> at every grade level</li> <li>•Engage students in <b>rigorous conversation</b></li> <li>•Provide experience with complex texts</li> <li>•Give students <b>less to read</b>, let them re-read</li> <li>•Use <b>leveled texts</b> carefully to build independence in struggling readers</li> <li>•<b>More time</b> on more complex texts</li> <li>•Provide <b>scaffolding</b></li> <li>•Engage with <b>texts w/ other adults</b></li> <li>•Get kids <b>inspired and excited</b> about the beauty of language</li> </ul>	<ul style="list-style-type: none"> <li>•Ensure that complexity of text <b>builds from grade to grade.</b></li> <li>•Look at <b>current scope and sequence</b> to determine where/how to incorporate greater text complexity</li> <li>•Allow and encourage teachers to build a <b>unit</b> in a way that has students scaffold to more complex texts over time</li> <li>•Allow and encourage teachers the opportunity to share <b>texts with students that may be at frustration level</b></li> </ul>

# ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> <li>•Go back to text to find evidence to <b>support their argument</b> in a thoughtful, careful, precise way</li> <li>•Develop a <b>fascination with reading</b></li> <li>•Create own <b>judgments and become scholars</b>, rather than witnesses of the text</li> <li>•Conducting reading as a close reading of the text and engaging with the author and what the <b>author is trying to say</b></li> </ul>	<ul style="list-style-type: none"> <li>•Facilitate <b>evidence based conversations</b> with students, dependent on the text</li> <li>•Have discipline about <b>asking students where in the text</b> to find evidence, where they saw certain details, where the author communicated something, why the author may believe something; show all this in the words from the text.</li> <li>•<b>Plan and conduct rich conversations</b> about the stuff that the writer is writing about.</li> <li>•<b>Keep students in the text</b></li> <li>•Identify questions that are text-dependent, <b>worth asking/exploring</b>, deliver richly,</li> <li>•Provide students the <b>opportunity to read</b> the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out what is going on.</li> <li>•Spend much more time preparing for instruction by <b>reading deeply</b>.</li> </ul>	<ul style="list-style-type: none"> <li>•Allow <b>teachers the time to spend more time with students writing about the texts they read- and to revisit the texts to find more evidence to write stronger arguments.</b></li> <li>•<b>Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions.</b></li> <li>•<b>Create working groups to establish common understanding for what to expect from student writing</b> at different grade levels for text based answers.</li> <li>•Structure <b>student work protocols</b> for teachers to compare student work products; particularly in the area of providing evidence to support arguments/conclusions.</li> </ul>

# ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"><li>•Begin to <b>generate own informational</b> texts</li></ul>	<ul style="list-style-type: none"><li>•Expect that students will generate their own informational texts (spending much less time on <b>personal narratives</b>)</li><li>•Present opportunities to write from <b>multiple sources</b> about a single topic.</li><li>•Give <b>opportunities to analyze, synthesize</b> ideas across many texts to draw an opinion or conclusion.</li><li>•Find ways to push towards a style of writing where the <b>voice comes from drawing on powerful, meaningful evidence.</b></li><li>•Give <b>permission</b> to students to start to have their own reaction and draw their own connections.</li></ul>	<ul style="list-style-type: none"><li>•Build teacher capacity and hold teachers accountable to move students towards <b>informational writing</b></li></ul>

# ELA/Literacy Shift 6: Academic Vocabulary

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"><li>•Spend more time learning words across “webs” and <b>associating words with others</b> instead of learning individual, isolated vocabulary words.</li></ul>	<ul style="list-style-type: none"><li>•Develop students’ ability to <b>use and access words</b> that show up in everyday text and that may be slightly out of reach</li><li>•Be <b>strategic</b> about the kind of vocabulary you’ re developing and figure out which words fall into which categories- tier 2 vs. tier 3</li><li>•Determine the words that students are going to read <b>most frequently</b> and spend time mostly on those words</li><li>•<b>Teach fewer words</b> but teach the webs of words around it</li><li>•Shift attention on how to plan vocabulary meaningfully using tiers and <b>transferability</b> strategies</li></ul>	<ul style="list-style-type: none"><li>•Provide training to teachers on the shift for <b>teaching vocabulary</b> in a more meaningful, effective manner.</li></ul>