Navigating the Instructional Shifts in ELA/Literacy

Orange County Department of Education - Instructional Services
Learning Goals

• Understand the 3 Core Actions of the Instructional Practice Guide (IPG) tool and how they support CA CCSS aligned instruction

• Explore the IPG tools as a way to support implementation

Success Criteria

I can…

• Define the 3 Core Actions of the IPG tool

• Use the IPG tool to plan, observe, coach or support CA CCSS aligned instruction
Setting the Stage
In schools and districts across California, conversations among teachers and school leaders about the CA CCSS for ELA/Literacy and the CA ELD Standards are undergoing a shift. The questions heard early on around the state - “What are these standards?” “How do I teach them?” and “When will I be held accountable for them?”- have gradually given way to more informed questions -

- “What promise do these standards hold for ALL of our students?”
- “How can we best implement them?” and
- “How do we ensure that ALL our students succeed?”

CA ELA ELD Framework, Chapter 11, p. 969
# CA (All Students) ELA CAASPP Results 2016–17

## Overall Achievement

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>11th Grade</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Students Enrolled</td>
<td>463,511</td>
<td>468,793</td>
<td>484,701</td>
<td>473,125</td>
<td>471,265</td>
<td>470,237</td>
<td>474,357</td>
<td>3,305,989</td>
</tr>
<tr>
<td># of Students Tested</td>
<td>452,483</td>
<td>458,339</td>
<td>474,653</td>
<td>462,979</td>
<td>459,252</td>
<td>457,047</td>
<td>444,860</td>
<td>3,209,613</td>
</tr>
<tr>
<td># of Students With Scores</td>
<td>452,223</td>
<td>458,065</td>
<td>474,392</td>
<td>462,565</td>
<td>458,663</td>
<td>456,608</td>
<td>444,040</td>
<td>3,206,556</td>
</tr>
</tbody>
</table>

## Mean Scale Score

<table>
<thead>
<tr>
<th></th>
<th>2415.0</th>
<th>2455.9</th>
<th>2489.5</th>
<th>2518.9</th>
<th>2542.4</th>
<th>2558.7</th>
<th>2602.5</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Exceeded: Level 4</td>
<td>22.80 %</td>
<td>23.07 %</td>
<td>19.79 %</td>
<td>16.50 %</td>
<td>15.80 %</td>
<td>15.47 %</td>
<td>27.72 %</td>
<td>20.12 %</td>
</tr>
<tr>
<td>Standard Met: Level 3</td>
<td>21.10 %</td>
<td>21.99 %</td>
<td>26.75 %</td>
<td>30.53 %</td>
<td>33.60 %</td>
<td>33.14 %</td>
<td>32.04 %</td>
<td>28.44 %</td>
</tr>
<tr>
<td>Standard Nearly Met: Level 2</td>
<td>24.00 %</td>
<td>20.12 %</td>
<td>20.61 %</td>
<td>26.20 %</td>
<td>23.39 %</td>
<td>25.97 %</td>
<td>21.34 %</td>
<td>23.09 %</td>
</tr>
<tr>
<td>Standard Not Met: Level 1</td>
<td>32.10 %</td>
<td>34.83 %</td>
<td>32.84 %</td>
<td>26.76 %</td>
<td>27.22 %</td>
<td>25.42 %</td>
<td>18.91 %</td>
<td>28.35 %</td>
</tr>
</tbody>
</table>

[English Language Arts/Literacy Scale Score Ranges](#)
### Overall Achievement

<table>
<thead>
<tr>
<th></th>
<th>3rd Grade</th>
<th>4th Grade</th>
<th>5th Grade</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
<th>11th Grade</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong># of Students Enrolled</strong></td>
<td>126,581</td>
<td>113,248</td>
<td>101,765</td>
<td>81,152</td>
<td>69,173</td>
<td>57,368</td>
<td>46,325</td>
<td>597,612</td>
</tr>
<tr>
<td><strong># of Students Tested</strong></td>
<td>122,291</td>
<td>109,364</td>
<td>98,223</td>
<td>77,782</td>
<td>65,434</td>
<td>53,732</td>
<td>42,597</td>
<td>569,423</td>
</tr>
<tr>
<td><strong># of Students With Scores</strong></td>
<td>122,233</td>
<td>109,309</td>
<td>98,165</td>
<td>77,710</td>
<td>65,329</td>
<td>53,659</td>
<td>42,477</td>
<td>568,882</td>
</tr>
</tbody>
</table>

| Mean Scale Score               | 2361.8    | 2388.3    | 2409.3    | 2428.9    | 2439.4    | 2450.7    | 2468.8     | N/A     |

- **Standard Exceeded: Level 4**
  - 3rd Grade: 5.44%
  - 4th Grade: 3.21%
  - 5th Grade: 1.58%
  - 6th Grade: 0.76%
  - 7th Grade: 0.50%
  - 8th Grade: 0.42%
  - 11th Grade: 1.11%
  - All: 2.34%

- **Standard Met: Level 3**
  - 3rd Grade: 12.53%
  - 4th Grade: 11.00%
  - 5th Grade: 10.08%
  - 6th Grade: 8.19%
  - 7th Grade: 7.54%
  - 8th Grade: 5.74%
  - 11th Grade: 9.16%
  - All: 9.75%

- **Standard Nearly Met: Level 2**
  - 3rd Grade: 26.89%
  - 4th Grade: 21.26%
  - 5th Grade: 21.38%
  - 6th Grade: 26.48%
  - 7th Grade: 22.57%
  - 8th Grade: 24.07%
  - 11th Grade: 27.19%
  - All: 24.06%

- **Standard Not Met: Level 1**
  - 3rd Grade: 55.14%
  - 4th Grade: 64.53%
  - 5th Grade: 66.96%
  - 6th Grade: 64.56%
  - 7th Grade: 69.40%
  - 8th Grade: 69.76%
  - 11th Grade: 62.54%
  - All: 63.84%
Implementing change can be difficult...can also be renewing and invigorating, leading to improved teaching and learning and deepened commitment to common goals and resulting, ultimately, in powerful transformations in classrooms across California and in the lives of students.

CA ELA ELD Framework, Chapter 11, p. 969
1. Regular practice with complex text and its academic language

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational

3. Building knowledge through content rich nonfiction
IPG Walk Through
INSTRUCTIONAL PRACTICE GUIDE: COACHING

ELA/LIT 3-12 LESSON

SUBJECT GRADES GUIDE TYPE

Date

Teacher Name

School

Grade / Class Period / Session

Topic / Lesson / Unit

Learning Goal

Standard(s) Addressed in this Lesson

Observer Name

The Coaching Tool helps teachers, and those who support teachers, to build understanding and experience with Common Core State Standards (CCSS)-aligned instruction. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration, in addition to coaching. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

The three Shifts in Instruction for ELA/Literacy provide the framing for this tool:

1. Regular practice with complex text and its academic language.
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
3. Building knowledge through content-rich nonfiction.

This guide is organized around three Core Actions which encompass the Shifts: each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Common Core-aligned instruction.

The Core Actions and Indicators should be evident in planning and observable in instruction. For each lesson, evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or only a portion of a lesson is observed, leaving some indicators unobserved and some portion of this tool blank.

Classroom observations are most effective when followed by a coaching conversation based on evidence collected during the observation. After discussing the observed lesson using this Coaching Tool as a support, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan for the unit or year. The questions in the Beyond the Lesson Discussion Guide help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

Companion tools for Instructional Practice include:

- Instructional Practice Guide: Coaching (Digital) - a digital version of this print tool, view at achievethecore.org/coaching-tool
- Beyond the Lesson Discussion Guide - for post-observation conversations, view at achievethecore.org/beyondthelesson.
- Instructional Practice Guide: Lesson Planning - to support teachers in creating lessons aligned to the CCSS, view at achievethecore.org/lesson-planning-tool.

All tools are available at achievethecore.org/instructional-practice.
Core Actions and Indicators

• Core Actions
  Key Practices
  (numbered sections)

• Indicators
  Observable
  (lettered details under each Core Action)
Focus each lesson on a high quality text (or multiple texts).

**Indicators:**

A. A majority of the lesson is spent reading, writing, or speaking about text(s)

B. The text(s) are at or above the complexity level expected for the grade and time in the school year.

C. The text(s) exhibit exceptional craft and thought and/or provide useful information.
“The CA State Standards require students to **read increasingly complex texts with increasing independence** as they progress toward career and college readiness.

Reading Standard 10 outlines the level of text complexity at which students need to demonstrate comprehension in each grade.”
CA 1: What Makes a Text Complex?

- **Meaning**
  - Layers of meaning
  - Purpose
  - Concept complexity

- **Structure**
  - Text features
  - Genre
  - Organization

- **Language**
  - Vocabulary
  - Sentence length and structure
  - Figurative language
  - Regional/historical usage (dialects)

- **Knowledge**
  - Background
  - Experiences
A **volume of reading** should be balanced with the **close analytic reading**.

<table>
<thead>
<tr>
<th>HQ = Close Reading</th>
<th>MT = Volume of Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer pages</td>
<td>More pages</td>
</tr>
<tr>
<td>Grade-level complex text</td>
<td>Text at different levels of complexity</td>
</tr>
<tr>
<td>All students same text</td>
<td>Student or teacher choice of text</td>
</tr>
<tr>
<td>Teaches students to attend to text and to words</td>
<td>Rapidly builds knowledge &amp; vocab</td>
</tr>
<tr>
<td>Heavy support</td>
<td>Light support</td>
</tr>
<tr>
<td>Solely instructional</td>
<td>Guided or independent</td>
</tr>
<tr>
<td>Exposes students to higher level content</td>
<td>Builds knowledge of words, and the world</td>
</tr>
<tr>
<td>Gives all students access</td>
<td>Builds love of reading</td>
</tr>
</tbody>
</table>
Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.

B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.

C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.

D. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.
CA 2: Using Evidence from Text

- Engage with **texts of sufficient complexity** and make assertions about those texts based on textual evidence.
- Draw evidence from literary or informational texts to support **analysis, reflection, and research**, underlies standards-aligned writing tasks.
- Questions and tasks attend to the **academic language** (words, phrases, sentences) within the text and supports speaking and writing about the text.
- The **integration of reading, speaking and writing** is fundamental.
- **Equity** – using evidence allows all students access to the information required to engage with the text.
CA 2: Questions Worth Asking

**Text-Dependent**
- What cause and effect relationships are in the text?
- What is the main idea of the passage?

**Text-Specific**
- What problem did Roberto Clemente have with newspaper writers? How does he get them to change their opinion of them?
CA 2: Strong Question Sets

Participate in discussion and inquiry

Build Knowledge

Prepare for writing & culminating task
CA 2: Considerations for English Learners

- Simplifying wording of questions - not thinking tasks
- Questions that focus on critical grammatical structures and word-learning strategies
- Multiple opportunities to talk about questions using evidence in diverse or strategic groupings
  - Consider groupings that provide primary language support
- Providing linguistic supports to facilitate focused and targeted discussions
  - Use of language that is still under development
Using evidence collected during your observation, discuss your finding with a partner.

### CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

<table>
<thead>
<tr>
<th>INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR</th>
<th>RATING</th>
</tr>
</thead>
</table>
| A. A majority of the lesson is spent reading, writing, or speaking about text(s). | Yes - The lesson is focused on a text or multiple texts.  
No - There is no text under consideration in this lesson.   |

| B. The text(s) are at or above the complexity level of the grade and time in the school year. | Yes - The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.  
No - The text(s) are below both the qualitative and quantitative complexity expected for the grade and time in the school year.   |

<table>
<thead>
<tr>
<th>Critical thinking required by the</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Questions and tasks return students to the text to build understanding.</td>
<td>Questions and tasks return students to the text to build understanding.</td>
</tr>
<tr>
<td>2. Questions and tasks return students to the text to build understanding.</td>
<td>Questions and tasks return students to the text to build understanding.</td>
</tr>
<tr>
<td>3. Questions and tasks return students to the text to build understanding.</td>
<td>Questions and tasks return students to the text to build understanding.</td>
</tr>
<tr>
<td>4. Questions and tasks do not refer to the text.</td>
<td>Questions and tasks do not refer to the text.</td>
</tr>
</tbody>
</table>
Core Action 3

Provide all students with opportunities to engage in the work of the lesson.

A. The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

B. The teacher expects evidence and precision from students and probes students’ answers accordingly. Students habitually display persistence in providing textual evidence to support answer and responses, both orally and in writing.

C. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty.

D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. When appropriate, students demonstrate progress toward independence in reading and writing.
CA 3: Meaningful Engagement

[Diagram showing the integration of literate individuals in a meaningful context]

In the 21st Century

Broadly Literate

Respectful

Engaging

Motivating

Integrated

Intellectually Challenging Context

In All Disciplines

Foundational Skills

Content Knowledge

Speaking & Listening

Reading, Writing

Language Development

CA ELD Standards

21st Century

Intellectually Challenging

Broadly Literate

Motivating

Engaging

Respectful

Ready for College, Career, & Citizenship

Meaningful Engagement
Children’s oral language competence is strongly predictive of their facility in learning to read and write: listening and speaking vocabulary and even mastery of syntax set boundaries as to what children can read and understand no matter how well they can decode.
CA 3: IPG in Practice

Using evidence collected during your observation, discuss your finding with a partner.
BEYOND THE LESSON: DISCUSSION GUIDE
ENGLISH LANGUAGE ARTS/LITERACY

INTRODUCTION
The Beyond the Lesson Discussion Guide is created for the post-observation conversation using the Instructional Practice Guide Coaching Tool (achievethecore.org/coaching-tool) or any other observation rubric. The questions put the context of the lesson in the context of the broader instructional plan for the unit or year. The conversation should start by reflecting on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool (achievethecore.org/lesson-planning-tool) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the "Beyond the Lesson" questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the shifts into the classroom.

1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.

2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to achievethecore.org/text-set-project

3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 50% Literary and 70% Informational.) For more information refer to page 5 of the Standards.

4. What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? For sample resources refer to achievethecore.org/text-set-project

5. Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? For sample resources refer to achievethecore.org/text-set-project

6. How are students monitored as they progress toward being able to read and comprehend grade-level literary and informational texts independently and proficiently? For more information refer to page 5 of the Standards.

7. How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts?

8. How are students increasingly taking charge of speaking & listening, language and writing tasks expected by the grade level standards?

9. Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? (Remember, CCSS recommends 30% argument, 35% explanatory or informational, and 35% narrative.) For more information refer to page 6 of the Standards.

10. What steps have been taken to ensure students regularly conduct both short and more sustained research projects? For sample resources refer to achievethecore.org/text-set-project

CLASSErrORT ENVIRONMENT: CREATING A LITERACY RICH ENVIRONMENT
In addition to this discussion between observer and teacher, be aware that the following environmental factors may also provide useful information. The classroom library organization supports the following:
• Reading a wide range of text; genres and resources at varying levels of complexity (poetry, fiction, bibliographies, informational texts, videos, etc.)
• Building knowledge about a range of topics (history, social studies, science, technical subjects, arts, music, etc.)
• Integrating authentic response options for students (book reviews, recorded reading, writing, discussions, etc.)
IPG Do’s & Don’ts

Helpful uses...
• lesson planning
• PLC/teacher team meetings
• discussing instructional strategies
• select a focus area for improvement
• peer observation
• coach observation
• reviewing classroom video

Unhelpful... (don’t do this!)
• evaluate teachers
• serve as a checklist of what every teacher should do every day
• rate a teacher’s effectiveness
• mandate instructional practices
• rank how well a teacher is performing
In schools and districts across California, conversations among teachers and school leaders about the CA CCSS for ELA/Literacy and the CA ELD Standards are undergoing a shift. The questions heard early on around the state - “What are these standards?” “How do I teach them?” and “When will I be held accountable for them?”- have gradually given way to more informed questions -

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- Aligned Blog

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- Instructional Practice Guide
- Lesson Planning Tool
- Focus Documents
- Alignment rubrics and adaptation guidance

Classroom Resources
- Math and ELA lessons
- Mini-assessments
- Writing resources
- Coherence Map
- Academic Word Finder
Thank you!

Karin Foster kfoster@ocde.us
Allison Granger agranger@ocde.us

Interested in the work of California Core Advocates?
Request information from the state captain at cacoreadvocates@studentsachieve.net
Twitter: @ca_coreadvocate
Resources

- http://achievethecore.org
- https://caaspp.cde.ca.gov/
- https://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp
- https://www.engageny.org/resource/video-professional-development-series