

## Montana Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects Overview Module 1M

### Purpose

This guide is to aid facilitators in facilitating the process of change in local, regional and state school districts as Montana moves forward in the implementation of the Montana Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Teachers are encouraged to begin by studying the overall document of the ELA standards and the shifts that occur in order to begin implementing the Montana Common Core.

### Time and Materials Organization

The Standards for the English Language Arts Overview breakout is a three hour session. The session can be modified in length to accommodate various audiences and time allowances. The time allotted and materials used for each workshop should be chosen in collaboration with the facilitator and lead district/school personnel to best meet the needs and purpose for the intended audience.

### Suggestions

- Greet the participants as they enter and visit with them.
- Make time for reflection, questions and next steps.
- Distribute the Postcard with link to documents, webinars and resources.
- Use a “Parking Lot” to write concerns that will need to be addressed later.

### Facilitator Notes

The following facilitator notes are comprised of the session description, expected outcomes, agenda, time, audience, materials, introduction, and specific notes for each slide.

### Session Description

Participants will explore the ELA Literacy standards for Key Considerations, Key Features, new vocabulary and understanding of the six shifts that will occur; as well as a need for continued professional development to fully implement the Standards for English Language Arts and

Literacy in History/Social Studies, Science and Technical Subjects for all students in every classroom.

### Expected Outcomes

- Explore the Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects
- Identify characteristics of a student and classroom that exemplifies literacy in practice across contents.
- Plan professional development to take a closer look to
  - make sense of each shift in ELA and literacy and
  - connect practices to content for rigor and relevance, specifically with complex text.

### Agenda

Introduction (Slides 1-3, approximately 10 minutes)

“Key Design Considerations” Task (Slides 4-6, approximately 20 minutes)

Overview of Montana Common Core Standards English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects (Slides 7-10, approximately 30 minutes)

Break (Slide 11, 15 Mintues)

Examination of Shifts in ELA/Literacy (Slides 12-(13 Video), approximately 20 minutes)

Shift 1+ Text Exemplars, Shift Reflection worksheet (Slides 14-15, 20 minutes)

Shifts 2 + Video, Shift Reflection worksheet (Slides 16-(17 Video) 10 minutes)

Shifts 3 Text Complexity with text exemplars, Shift Reflection worksheet (Slides 18-19, 20 minutes)

Shifts 4-6 (Slides 20-22, 30 minutes)

Reflection and Planning (10 minutes)

### Time

3 hours

### Audience

Educators (teachers, administrators, leaders) working in multi- or same-grade level teams.

### Materials

- ELA PowerPoint
- Text Exemplars Sample
- Montana Common Core Standards Grade-Band or complete Grade-Level Document
- ELA Shifts Worksheet
- Markers, tabs, Post-its



*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*

## Resources/References

Facilitators may find valuable techniques in the book: Wilkinson, Michael, [The Secrets of Facilitation: The S.M.A.R.T. Guide to Getting Results with Groups](#), San Francisco, Jossey-Bass, 2004.

Facilitators leading this session may find it helpful to view pages 1-19 of the Montana Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects.

## Suggested Pre-session Preparation

- Review standards documents
- Review PowerPoint presentation
- Pull downloaded videos from file for slides 13 and 17 to desktop
- Watch videos on Shifts from Engage New York <http://engageny.org/resource/common-core-video-series/>



## Introduction to Exploring the Standards for ELA Literacy (10 minutes)

### Slide 1: Introduction to Session and Yourself

Introduce yourself and **say**, “This is an overview session that will build a basic understanding of the standards for (Please read the entire title and emphasize the importance of literacy across all subjects -the full title of the standards is:) English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. It is often and easily shortened but we must remember what the new Montana Common Core Standards encompass. Please remind the group of the need for continued professional development in order to implement the Standards for ELA and Literacy”

### Slide 2: Montana is a Common Core State

**Say**, On November 4, 2011, Montana became the 46<sup>th</sup> state to adopt the Common Core Standards.

### Slide 3: Expected Outcomes

**Review** the expected outcomes for this session.

Today’s breakout session in English Language Arts and Literacy will give participants the opportunity to review:

The Key Considerations of the Montana Common Core Standards (MCCS)

- College and Career Ready and grade-specific standards
- Grade levels for K–8; grade bands for 9–10 and 11–12
- An integrated model of literacy
- Research and media skills blended into the Standards as a whole
- Integration of American Indian Education for All
- Shared responsibility for students’ literacy development
- A focus on the results rather than means

Recognize the Key Features of the MCCS

**Reading** (Literature and Informational Text): Text complexity and the growth of comprehension

**Writing**: Text types, responding to reading, and research

**Speaking and Listening**: Flexible communication and collaboration

**Language**: Conventions, effective use, and vocabulary

Familiarize yourself with new vocabulary of the MCCS specifically: Topic, strand, standards, Anchor Standards

An in-depth exploration of the shifts that occur within the MCCS for English Language Arts and Literacy

## “Key Design Consideration” Task (20 minutes)

### Slide 4: Instruction

**Say**, “We will begin by working to understand the structure and layout of the document. The key design considerations including Indian Education for All which are unique to Montana.



\*At this time, Montana is the only state in the country to integrate American Indian Education for All.

This information is pulled from:

See pages 3-4 in grade level document of Montana Common Core Standards

See page 4 in grade band document of Montana Common Core Standards

These pages give more in-depth information on the key design considerations.

### **Slide 5: Key Design Considerations-Shared Responsibility for Students' Literacy Development**

This key design consideration is important as the roll out of information for the Montana Common Core Standards occur. This message needs to speak to **all** educators about the shared responsibility of literacy development within the new Montana Common Core Standards.

Refer to the page 4 grade band document.

**Say**, "The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while, at the same time recognizing that teachers in other areas must have a role in this development as well."

### **Slide 6: Key Design Considerations**

**Say**, "This key design consideration is important as the roll out of information for the Montana Common Core Standards occur.

#### **“A focus on the results rather than the means”**

The Montana Common Core Standards focus on the result expecting that all of Montana's students are college and career ready at the culmination of 12<sup>th</sup> grade. This is the RESULT.

The MEANS that educators use to get this result is at their professional judgment.

What does this statement mean to you as an educator?

What will your role be with the Montana Common Core Standards?

What means will you use in your districts, schools, and classrooms to help students achieve the results that enable them to be college and career ready?"



## Overview of Montana Common Core Standards English Language Arts and Literacy in History/Social Studies, Science and Math (30 minutes)

### Slide 7: Standards Structure

**Say**, "This is a portion of a page from the grade 4 Montana Common Core Standards.

- The underlined heading gives us the strand (mouse click).
- The bold face heading gives us the topic (mouse click).
- The numbered statements are the standards (mouse click). The same is true for math. Within the document, all numbered statements are standards.
- Address the sub-points under a numbered standards
- (This can be a handout for participants.)

### Slide 8: Key Features of the Montana Common Core Standards- Strands

**Say**, "The Montana Common Core Standards are broken into the following strands for ELA and Literacy:

***Reading: Text complexity and the growth of comprehension***

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Students read complex literature as well as informational texts.

***Writing: Text types, responding to reading, and research***

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives

***Speaking and Listening: Flexible communication and collaboration***

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills.

***Language: Conventions, effective use, and vocabulary***

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

### Slide 9: College and Career Ready Anchor Standards

**Say**, "College and Career Ready Anchor Standards for the Montana Common Core Standards break out into the following groups:

For K-5

For 6-12

For Literacy in History/Social Studies, Science, and Technical Subjects

\*Please recognize that the content standards for K-5 and 6-12 are the same. The content standards for 6-8, 9-10, and 11-12 differ.



### Slide 10: Montana Common Core Standards for English Language Arts and Literacy

**Say**, "The group will now look over the grade band document and/or grade level packet of the Montana Common Core Standards

Allow the group 15 to 20 minutes to go through the standards document. Participants may want to tab and highlight sections.

#### Discussion Questions

What did you notice about the new standards?

What is similar to the previous standards?

What is different?

Likes/dislikes?

Mention Curriculum Development Guide. It can be found at:

<http://opi.mt.gov/Curriculum/Curriculum-Development-Guide/index.php>

### Slide 11: Break

**Say**, "Please take a 15-minute break."

## Examination of English Language Arts and Literacy Shifts 1-3 (70 Minutes)

### Slide 12: Shifts in English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects

**Say**, "There are six major shifts that occur within the new English Language Arts and Literacy standards for the Montana Common Core.

### Slide 13: Inspired Classroom Video (14 minutes)

Please be certain that your video will play with or without Internet. It is recommend to take the downloaded file and move it to your desktop. This way you will not have to rely on the Internet. You will have to minimize your PowerPoint presentation, double click on your video and play it.

**Say**, "This is a 14-minute video from Inspired Classroom on YouTube. This video gives background on the development of the Common Core Standards for English Language Arts, explains the organization of the document, and discusses the six major shifts within the ELA/Literacy standards.

<http://www.youtube.com/user/TeachingChannel?blend=3&ob=5#p/u/12/RmLEIb7yH DU>

### Slides 14- 15: Shift 1 Balancing Informational and Literary Texts

**Say**, "We will start with the first shift which is "Balancing Informational and Literary Texts."



Next share the chart on slide 15, then return to this slide and proceed. Highlight that students will read more complex informational text.

Refer to Text Exemplars pulled from Appendix B (handout)- These examples include read aloud stories and informational read aloud stories across grade levels. The full appendix contains sample text exemplars across genres.

Discuss and introduce Appendices. Share Text Exemplars pulled from Appendix B -Read-Aloud Stories and Read-Aloud Informational text- allow participants time to look over and discuss examples across grade levels.

Refer to Shifts worksheet- Allow participants time to complete and then discuss.

Share Shift worksheets and ask participants to reflect on Shift 1.

What is Shift 1?

What does it demand?

What are the implications for our school/ department/ district as Shift 1 is implemented?

What will this mean we have to change about our practice?

What challenges will we face as we make this shift?

Adapted from *engageny*

### Slide 16: Shift 2 Knowledge in the Content Areas

**Say**, "Literacy experiences will occur across content areas. This means that students will learn through domain-specific texts in science, social studies, math, and technical subjects. The next slide is a video provided by *engageny*. As you watch this video please think about what shift 2 will demand.

### Slide 17: Shift 2 Video (8 minutes)

Again please make sure the video file is ready on your desktop or that your Internet connection is able to stream the video.

**Watch** and **discuss** the video on Shift 2 from Engage New York

Participants may want to work through the Shift 2 questions on their handout as they watch the 8- minute video.

<http://vimeo.com/27074735>

What is Shift 2?

What does it demand?

What are the implications for our school/ department/ district as Shift 2 is implemented?

What will this mean we have to change about our practice?

What challenges will we face as we make this shift?

### Slide 18: Shift 3 Staircase of Complexity

Say, "Shift 3 raises the expectation that students are reading complex text. Appendix B is a useful document that provides text exemplars. Your handout includes samples from Appendix



B. The appendices may be accessed on the OPI webpage at <http://www.opi.mt.gov/MontanaCommonCoreStandards>

Refer to Shifts worksheet- Also, refer back to text exemplars pulled from Appendix B.

What is one complex text, possibly chosen from the sample text of the Common Core Standards around which we can build a unit?

Give participants time to complete and then discuss

Possible discussion questions from shift worksheet

What is Shift 3?

What will this mean we have to change about our practice?

What challenges will we face as we make this shift?

What will we do less of in order to make room for the time it will take to read this text closely?

Which portions of the text should we focus on?

Which portions should we ask students to re-read multiple times?

What role can independent reading play in this unit for students who struggle to access the central text on their own?

What other supports will we need to provide for these students?

When was the last time I was challenged by a text? What did I do to handle/ manage/ work within that frustration?

### Slide 19: Standard 10: Range, Quality, and Complexity of Student Reading K-5

**Say,** "There are three factors that measure text complexity:

1. Qualitative evaluation of the text
2. Quantitative evaluation of the text
3. Matching reader to text and task

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

## Examination of English Language Arts Shifts 4-6 (30 Minutes)

### Slide 20: Shift 4 Text-Based Answers

Refer to Shifts worksheet- Allow participants time to complete and then discuss

What is shift 4?



*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*

What will this mean we have to change about our practice?  
 What challenges will we face as we make this shift? What are the implications for teacher planning and for teacher planning time in schools?  
 Refer teachers to Appendix B. This appendix has Sample Performance Tasks for some exemplars.

### Slide 21: Shift 5 Writing from Sources

Refer to Shifts worksheet- Give participants time to complete and then discuss  
 What is shift 5?  
 What will this mean we have to change about our practice?  
 What challenges will we face as we make this shift?  
 Emphasize the importance of writing in the Montana Common Core Standards. Also, suggest that students have the opportunity to compose writing on computers. This is a large shift.

### Slide 22: Shift 6 Academic Vocabulary

Refer to Shifts worksheet- Allow participants time to complete and then discuss.

Participants may want to use the text exemplars to highlight academic vocabulary within a text passage.

Discussion questions from worksheet.

**Say**, "What is shift 6?"

What will this mean we have to change about our practice?  
 What challenges will we face as we make this shift?  
 Participants might also select a page (or even a paragraph) of text and explore the vocabulary within it.  
 How many vocabulary words are there in the selection?  
 How many of these words can be seen as useful "tools" which students will confront frequently as they read at this grade level?  
 Which words are worth investing in?  
 What would it look like to create three columns of words – ignore, target, and infer?  
 What task could you create that would get students writing using those words."

### Slide 23: Six Shifts in ELA Literacy

**Say**, "This slide reflects the six shifts in ELA Literacy as well as their connection with assessment."

## Reflection and Planning (10 minutes)

### Slides 24-25: Review Outcomes/Conclusion

**How did we do?**



**Remind** participants of the Key Considerations and Key Designs of the Montana Common Core Standards for ELA Literacy.

**Say**, "The **Key Considerations** of the Montana Common Core Standards (MCCS)

- College and Career Ready and grade-specific standards
- Grade levels for K–8; grade bands for 9–10 and 11–12
- An integrated model of literacy
- Research and media skills blended into the Standards as a whole
- Integration of American Indian Education for All
- Shared responsibility for students' literacy development
- A focus on the results rather than the means

Recognize the **Key Features** of the MCCS

**Reading (Literature and Informational Text):** Text complexity and the growth of comprehension

**Writing:** Text types, responding to reading, and research

**Speaking and Listening:** Flexible communication and collaboration

**Language:** Conventions, effective use, and vocabulary

- Familiarize yourself with new **vocabulary** of the MCCS specifically: Topic, strand, standards, Anchor Standards
- An in-depth exploration of the **shifts** that occur within the MCCS for English Language Arts and Literacy

How many shifts are there within the ELA Literacy standards? What shift will impact your work the most?"

Thank participants for their hard work and conclude.

**End of Session**



*The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.*