**Our team’s noteworthy questions/wonderings/suggestions that don’t fit the graphic organizer:**

- Planning for the Common Core requires ALL teachers to increase their literacy content knowledge significantly. Should we add a “Know Your Content” Key Action that focuses on knowing (1) the content for your subject (ex: Biology), and (2) literacy content essential for the Common Core?

- What is the district going to mandate (via the Rubric) in SY 12/13? For example, are we going to expect all teachers to plan to use informational texts throughout the course of a unit (p3), and would we quantify our expectation (i.e. 50% of what students read is informational).
  - On a related note, can the district support the expectations in the Rubric? And, are the expectations fair for teachers?

- We identified ‘teacher-to-student feedback’ as a key strategy/leverage for making the ELA Shifts successful in classrooms. We connected teacher-to-student feedback with T5 and RA4 (although both need to be improved to truly reflect the feedback piece).

<table>
<thead>
<tr>
<th>Instructional Shift</th>
<th>What it means</th>
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<th>How do we incorporate this shift into the rubric?</th>
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| ELA Shift 1         | **PK-5, Balancing Informational & Literary Texts:** Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational. | P4, P5, P3, (Note – We prioritized Key Actions for Shift 1 and 2. We did not do this for the rest of the Shifts.) | • P5 – have to get “gradual release” into 2.0 – modeled, shared, guided, independent  
• P4 – teachers must strategically plan for the use of informational texts  
• We see Shift 1 and 2 as the same.  
• Janise expressed some concern about the content of the Framework needing adjustment. From our convo, there was a suggestion to change P3 to Utilizing and developing Common Core units. |
| ELA Shift 2         | **6-12, Knowledge in the Disciplines:** Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read. | | |
**ELA Shift 3**

**Staircase of Complexity:** In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.

**P4, p5, p3, t3, t5, t4, t6, ra1, ra2**

**PLAN:**
- Teacher needs to be able to think about how to get their students to a certain end point. Take students from where they are now to where the kids need to go. Teacher must identify benchmarks and check points for student progress.
- Complex texts – Teachers need to know where to find texts, how to identify the right texts, how to align texts to the needs of readers, and which strategies to use to get their students to access texts.

**TEACH:**
- Instructional strategies have to be differentiated
- Gradual release – modeling how a proficient reader reads text, shared and guided, etc – each of these have to have very specific EXPLICIT teaching within modeled release processes
- Incorporating text-dependent questions
- Specific thoughts around Key Actions:
  - T3 – must include close-reads, could include selection of texts
  - T5 – text-based checks for understanding
  - T4 – develop text-dependent questions
  - T6 – students reference back to the text and use the text to support what they are saying
| ELA Shift 4 | **Text-Based Answers:** Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. | T6, T3, T4, p4, RA4, T5, p3 | **PLAN:**  
- Complex texts – same things mentioned for Shift 3  
- Teachers must strategically chunk the text to determine where the questions will come from  
- Teachers have to be able to test their own questions to make sure they can answer their questions with the text  
  **TEACH:**  
- See Teach for Shift 3.  
- Additional Notes: RA4/T5 – constant feedback from teacher and peers |
| ELA Shift 5 | **Writing from Sources:** Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. | P4, P3, T3, T4, T6 | T6 – to develop this skill a key strategy would be peer review and discussion of writing  
*We didn’t finish writing our rationale for this.* |
| ELA Shift 6 | **Academic Vocabulary:** Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas. | P3, P4, T3, T4 T6 | T3 – strategies/tasks supporting academic vocabulary  
T4 – student responses to questions  
T6 – student conversation  
*We didn’t finish writing our rationale for this.* |
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<td>Math Shift 1</td>
<td><strong>Focus</strong>: Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.</td>
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<td>Math Shift 2</td>
<td><strong>Coherence</strong>: Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.</td>
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<tr>
<td>Math Shift</td>
<td>Description</td>
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<td><strong>Fluency:</strong> Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (found in the attached list of fluencies) such as multiplication tables so that they are more able to understand and manipulate more complex concepts.</td>
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<td>4</td>
<td><strong>Deep Understanding:</strong> Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations, as well as writing and speaking about their understanding.</td>
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<td>5</td>
<td><strong>Application:</strong> Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so. Teachers provide opportunities at all grade levels for students to apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math – at all grade levels – to make meaning of and access content.</td>
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### Math Shift 6

**Dual Intensity:** Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity. Teachers create opportunities for students to participate in “drills” and make use of those skills through extended application of math concepts. The amount of time and energy spent practicing and understanding learning environments is driven by the specific mathematical concept and therefore, varies throughout the given school year.