

Using Your RTI Model to Differentiate and Support the ELA CCLS

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2014 RTI-TAC Webinar Series
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Part 1: Operationalizing the ELA 6 Shifts of CCLS within an RTI Framework

Today's Focus

- The relationship between RTI and ELA CCLS
- The Non-negotiables:
 - What do the 6 Shifts look like in practice?
 - Where are we in the process?

Audience: School personnel who are directly responsible for implementing and supporting core instruction and supplementary intervention within an RTI model

RESPOND

Who Are You?

	Elementary	Secondary
Classroom Teacher	1	8
Interventionist	2	9
Special Education	3	10
ELL	4	11
Literacy Coach	5	12
School Principal	6	13
School Psych	7	14

Getting Acquainted

- Who am I?

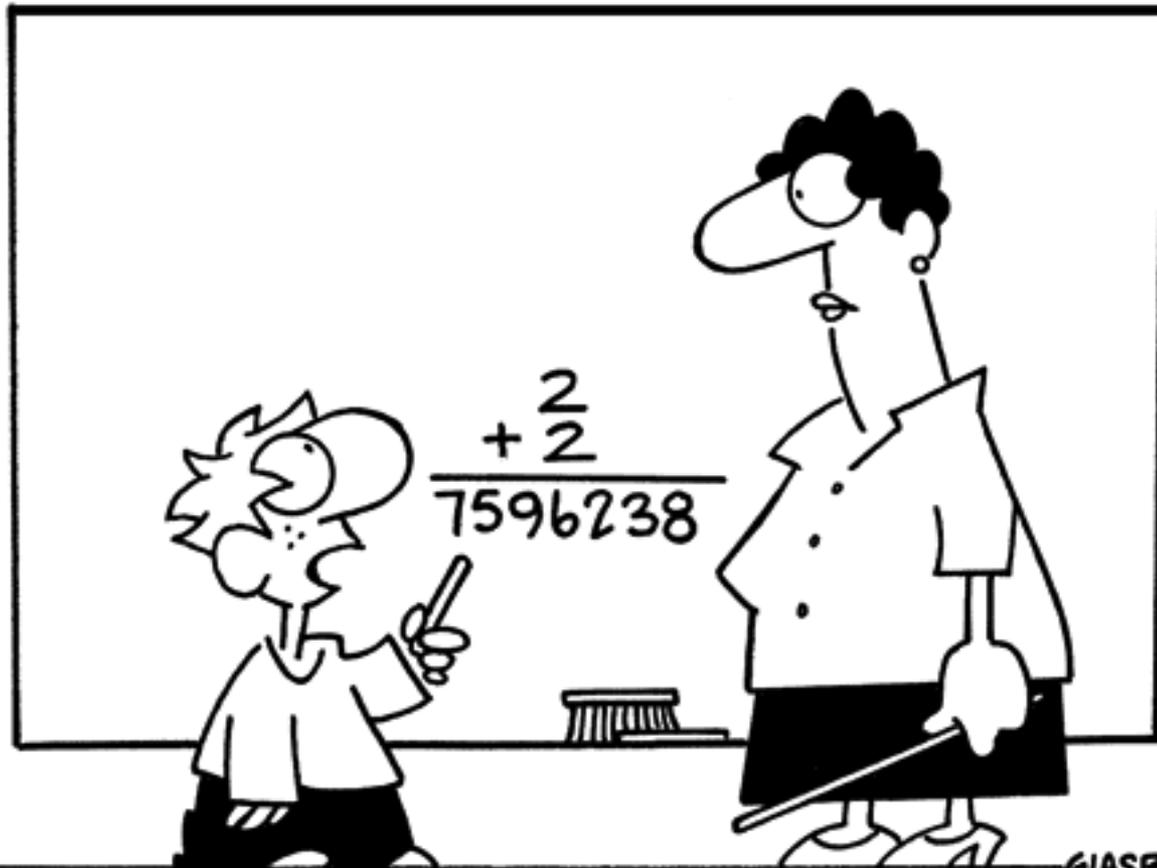
27 years in Gr. 1-6 classrooms

NYU Associate Professor

Director of NYU Literacy Clinic

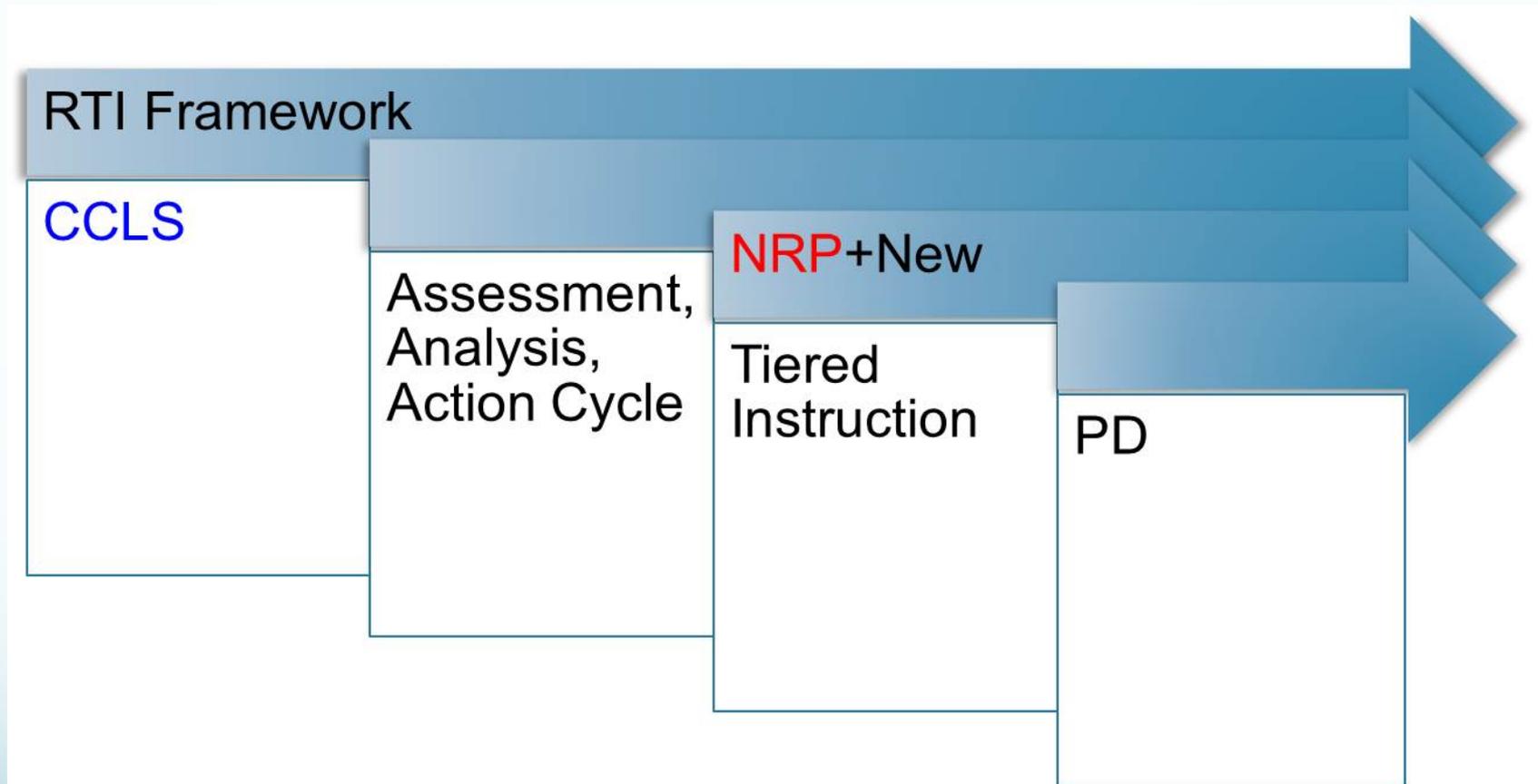
Member of NYS RTI TAC Consortium

Member of NYS ELA Content Advisory Panel



“In an increasingly complex world, sometimes old questions require new answers.”

How Do They Relate to Each Other?



History Connects Policy

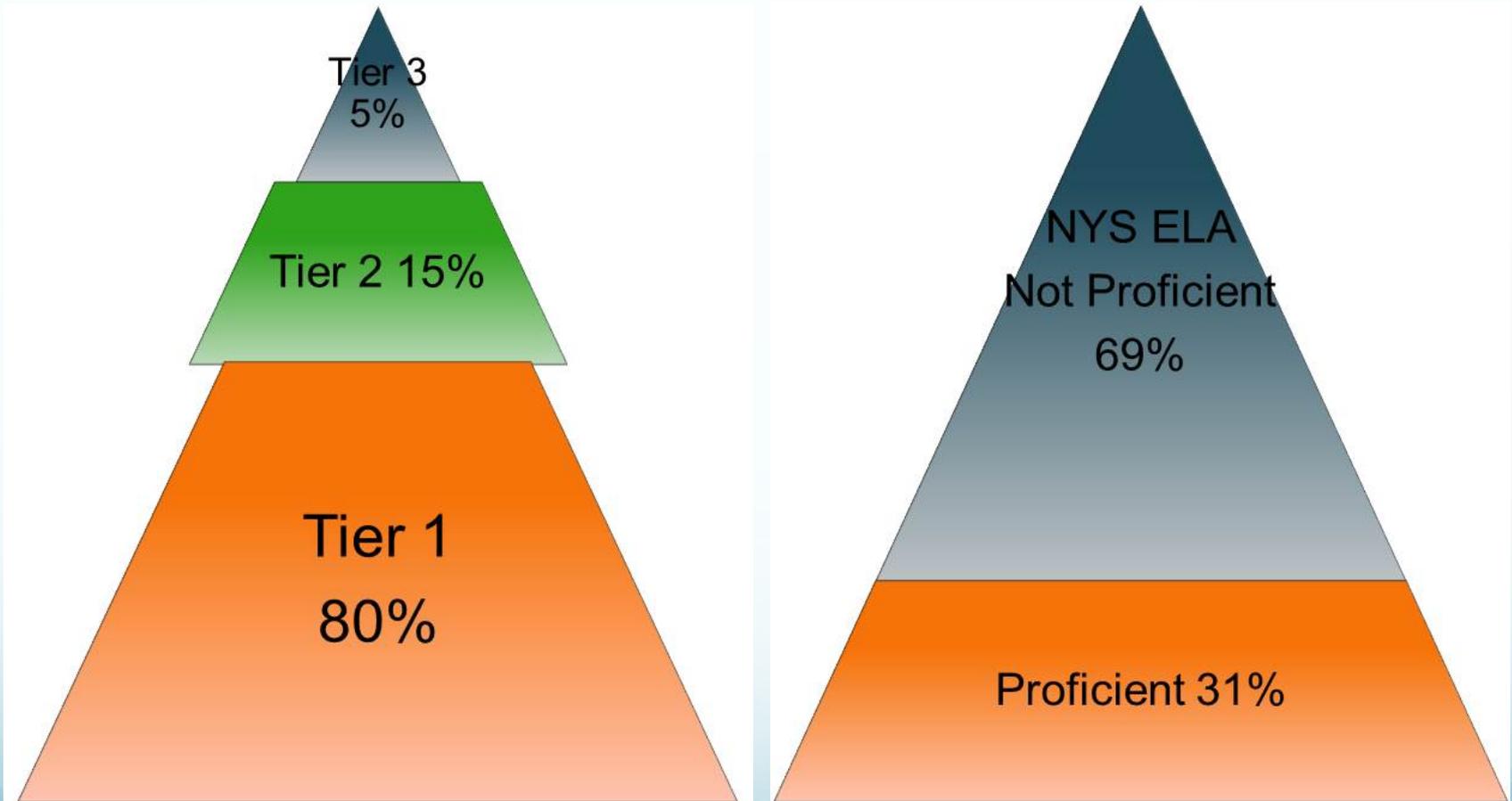
- CCLS = WHAT (Large Grain)
 - NRP + 13 years of new reading research = HOW
 - RTI* = Infrastructure & Applying Small Grain Details
- (*Multi-tiered System of Supports)

*Nat'l Center for LD

What Can We Learn From the 2013 ELA Test Results?

- a) That test was unfair.
- b) If we wait it out, it has to change.
- c) We need new style test prep booklets.
- d) Instruction needs to shift... but can we really do what is being demanded of us and our kids?
- e) We need more Tier 2 and Tier 3 resources.

Applying a Tiered Model



Resource Allocation

- Tier 2 groups must be small: maximum 6-8 **homogeneously** grouped-should be 4-6
- Must have instruction a minimum of 3X a week
- K-1 don't need 45 minutes/30 minutes is better
- Grade 2-5 need 45 minutes
- Effective use of co-teaching models?

Assessment Audit

(Stahl & McKenna, 2013; Also www.nysrti.org)

- This is a crucial process. When was your audit updated?
- Do new faculty know all of the pieces of your schoolwide assessment system?
- How are you avoiding “drift?”
- How have you aligned your informal/formative assessments and your decision tree to CCLS?

Formulate and Formalize Assessment System

- Training yearly and boosters 3X/year
- Clearly defined role delineation
- Formation of decision trees
- Scheduled data meetings
- Alignment with CCSS

Developing a Tiered Model of Assessment Roles

(Stahl & McKenna, 2013)

	Tier 1	Tier 2	Tier 3 and Sp. Ed.
Screening			
Formative assessment			
Progress Monitoring			
Diagnostic			
Other			

Construct a Decision Tree

- Determine tests and cut-off scores that will inform placement in each tier.
- Base decisions on data and services available in your school. Update yearly.
- Use data meetings at BOY, MOY, EOY with all involved teachers to discuss decisions.
- Use PD to expand and improve services.

We Must Begin With Standards & Tier 1

- The 6 Shifts describe the non-negotiables in Tier 1 instruction.
- Before we differentiate, we need to guarantee a healthy Tier 1 classroom (120 min.) that is built around the non-negotiables of CCLS.
- Tier 1 is the starting point, but everyone needs to be on board, knowledgeable about the standards and to be part of the SHIFT. If you aren't shifting, the resistance is making everyone's job more difficult.

CCLS -6 Shifts

- Balance Narrative and Informational Text
- Knowledge in the Disciplines
- Staircase of Text Complexity
- Text-based Answers
- Writing from Sources
- Academic Vocabulary

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How do they look?

- You have seen the video descriptions on EngageNY.
- You have heard BOCES presentations on the 6 shifts.
- You know what they are.
- How do they look in schools and classrooms?

Self-inventory

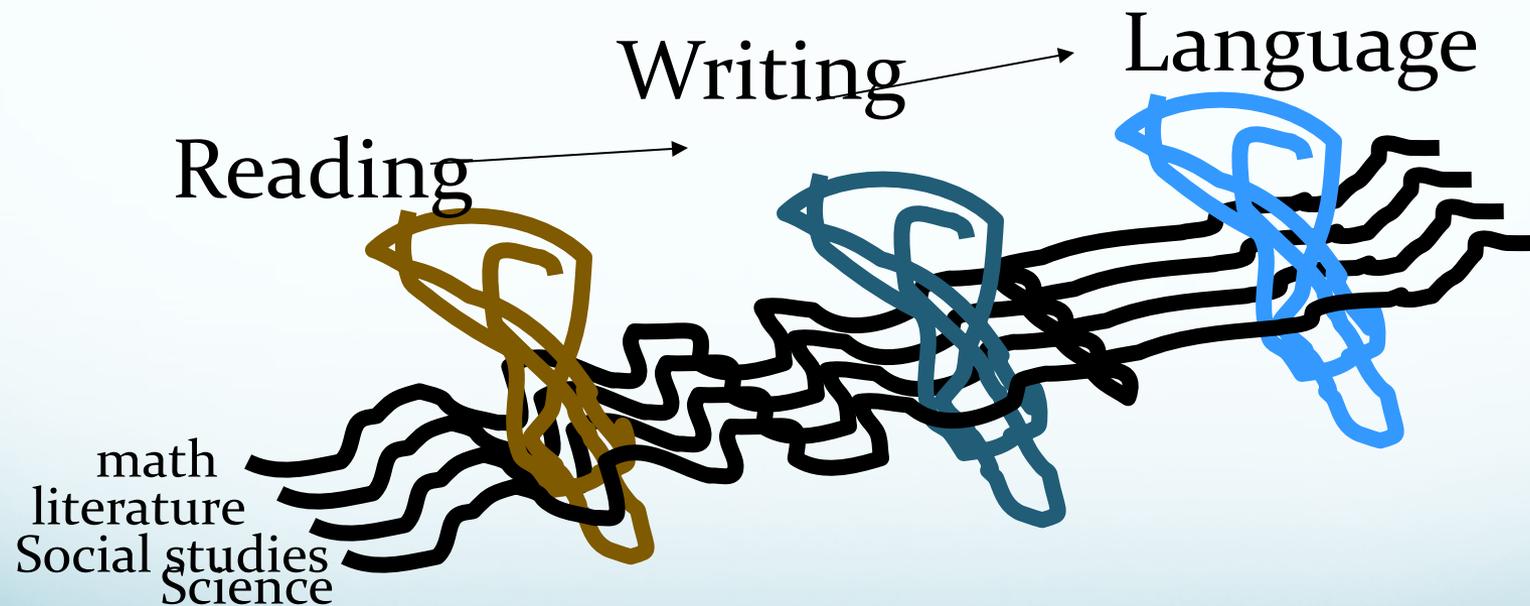
Balance of Informational & Literary

- Time Allocation? 50/50? Honest?
- Units of study? (Reading Sustenance, Picking the Right Book, Small Moments or disciplinary themes: The Body, Plant Life, Weather Systems, Tall Tales)

Self-inventory

- Knowledge in the Disciplines
 - Is reading the curriculum bully?
 - Are reading and writing being used as your paradigm for cognition?
 - Are reading, writing and language being taught as a means to mediate thought and conceptual development?
 - Is language (R, W, Spk) being taught in authentic ways or in isolation? See each Test Manual List of Text Types.

Weave literacy instruction into authentic conceptual development (Pearson).



Early Grades: Tools Emphasis

Academic Disciplines.....

Language Tools

	Science	Social Studies	Literature
Reading			
Writing			
Language			

Pearson, 2009

Later grades: Disciplines Emphasis

Academic Disciplines.....

Language Tools

	Science	Social Studies	Literature
Reading			
Writing			
Language			

Pearson, 2009

Check the appropriate box

(Pearson,2009)

Cognitive Activity	Literacy Block	Science Block	Both
Summarizing			
Searching for information in a text			
Communicating findings			
Engaging in discourse			
Posing questions			
Making explanations from evidence			
Writing reflections			
Making/reviewing predictions			
Drawing inferences/conclusions			

Text Complexity

- Children must be hearing and READING complex text.
- Use gradient F&P levels from k to mid-2 (Lv K), then shift to Lexiles (finer comprehension gradient).
- All kids, even Spec. Ed., must be exposed to and supported in reading complex texts.

ELA Scale for Band Level Difficulty Range

Common Core Band	ATOS	F& K	F & P	Lexile
2nd–3rd	2.75–5.14	1.98–5.34	L-S (mid2-late 4)	420–820
4th–5th	4.97–7.03	4.51–7.73	S-Y (late 4-late 6)	740–1010
6th–8th	7.00–9.98	6.51–10.34	W-Z (early 6-mid 7)	925–1185

Instructional Components for A Healthy Text Complexity Diet

	Text Type	Primary Purpose
Teacher Read-Aloud (WC)	Complex Text	Comprehension Vocabulary
Shared Reading (WC)	Grade level text/complex (supported)	Comprehension Vocabulary Fluency
guided reading (STLG)	Instructional level text	Orchestration of the reading process, decoding, fluency
Independent (ISLG)	Easy or pre-taught	Fluency Engagement

Self-inventory

- How much time is allocated for read-alouds of complex text (top of lexile staircase)? (ra)
- How much time is allocated for **supported** reading of stretch texts? (sr)
- How much time is allocated for children being held accountable for reading connected text at instructional level with small group teacher support? (gr)

What might a schedule look like?

	Time	Grouping	Text
T Read Aloud	15-30 min.	WC Mixed	Complex Text
Shared Reading & Writing	45 Min.	WC Mixed	Complex Text
Small group-independent	60 min	Small group-Differentiated	Inst. Level Text
Word Study-Spell/phonics	15-30 min	Differentiated	Ability level

Common Programs: Resources Provided

	RA/S W	SR/IW	Gr/gw	IndR&W	Word Study
Basal	✓ w	✓ w	✓ w		✓
TC R/W WS	✓			✓ w	
GR			✓ w		
Core Kn	✓ w			w	✓
Exped	✓	✓		✓ w	
Cafe	✓		✓	✓	

Text-based Answers

- Newest catch-phrase, “text evidence”
- Bring to forefront: causal connection of plot episodes, character’s mental shifts and motivations over time, ANCHOR standards
- Reading and writing
- Discipline generic + discipline specific (what counts as evidence is disc. specific)

Self-inventory

- What are the classroom formats that facilitate children learning what counts as evidence and how to represent it in the discipline's discourse? (Narrative about your experience doesn't count as scientific evidence-e.g. KWL or story map as rep. of compelling literary themes or even causal connections, really?).
- Consider curriculum, written and oral representational opportunities.

An Example

The Other Side (Woodson)

Lexile 300, F&P M

Grade 2

Book Theme: Segregation

PRE-CCLS: Read-aloud

- Teacher Theme: Playing with someone different from you
- How did the characters feel?
- Have you ever made friends with someone different than you?
- How can you include someone who is different?

Post-CCLS: Shared reading

- Theme: Segregation/Social Justice
 - Setting-How does it influence the events of the story?
 - Why is character sitting on fence?
 - Discuss fence as symbol for racial boundaries.
 - What does it mean to push boundaries/rules?
 - Compare the girls' and their mothers' ways of dealing with boundaries.
 - Follow-up: Village Voice article on segregated schools in NYC today.

RESPOND

Think about your personal reading and writing activities yesterday. Write down the % of time spent reading. Write down % of time spent writing.

RESPOND

What did we write last week?

1. Diary/Journal
2. Professional e-mail
3. Text message
4. Letter to parent
5. Love letter
6. Lesson Plan
7. Professional report
8. Memoir
9. Grocery List
10. To-do list
11. Poem
12. Paper for grad. class
13. Writing model for kids
14. Amends or thank you note (handwritten)
15. Class newsletter
16. Recovery step work
17. Fictional Story

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Writing in Response to Text

- Most of the writing that adults do is purposeful, not personal
- Rarely write narratives, yet they often dominate school writing programs
- I am unaware of any research supporting a 50/50 R/W balance, yet I often see 50 minute RW/50 minute WW blocks--UNRELATED

Writing in Response to Text

- It is good learning theory to contextualize writing experiences.
- Use the state rubrics.
- Explanatory/Inform-30%
- Opinion/Persuade-35%
- Narrative/Convey Experience-35%

Writing Contexts

Shared (Whole class/Individual)	Teacher models writing. Holds the pen. Students may dictate. Language-Experience Approach
Interactive (Whole Class)	Teachers and students share the pen.
Guided Writing (small group, need based)	Students write individual products, teacher guides, specific skill lessons
Individual	Writing workshop, conferences, individual products

Self-inventory

- Is there any resentment that CCLS privileges writing in response to text as opposed to creative writing and personal writing?
- Is your school attached to a WW model that doesn't teach writing craft in authentic contexts for disciplinary, academic purposes?

Academic Vocabulary

- “Build transferable vocabulary they need to access complex texts” (CCLS, Shift 6)
- Includes, but not limited to Coxhead (2000)
- Implies Tier 2 words (Beck & McKeown)
- Integration of Coxhead (2000) list functionally within instruction, not as isolated word list to check off/memorize (Nagy & Townshend, 2012, Words as Tools, RRQ)

Self-inventory

- Is vocabulary instruction meaningfully situated within instructional units or isolated and unrelated?
- Have grade level teams compiled lists of targeted disciplinary vocabulary for each integrated unit?
- Have grade level teams developed empirically-based, sensitive assessments to measure and document vocabulary growth within a disciplinary unit?

Self-inventory

- How are instruction, multiple exposures and assessment of Tier 2 vocabulary happening?
- How are generative practices incorporated in systematic, developmentally appropriate ways (morphology/affixes/derivatives) as extension of phonics/word study?

The CCLS and the new tests may not be perfect, but they are better gauges of authentic reading than any of their precedents.

- It is not about plucking standards to map onto lesson plans.
- It is not about teaching to the test.

It's About Kids

- It's about saving lives.
- It's about reducing jobless rates among our poorest.
- It's about reducing teen-age pregnancies.
- It's about reducing drop-out rates.
- It's about reducing addiction.
- It's about reducing incarceration.