

SHIFTS AND ENTRY POINTS

English/LA
and Math

BUILDING KNOWLEDGE THROUGH CONTENT RICH NON-FICTION

- Informational Text
 - MS: 60%
 - HS: 70%
- Narrative Text (character, setting, plot, conflict, etc...)
- Entry Point #1: Text Structures
 - The way an author organizes material
 - Cause/Effect, Compare/Contrast, Description, Chronology/Sequence, Problem/Solution
 - Read a passage and may have to identify text structure
 - Required to write a piece based upon a specific text structure

READING, WRITING, AND SPEAKING GROUNDED IN EVIDENCE FROM TEXT, BOTH LITERARY AND INFORMATIONAL

■ Entry Point #2: Text Dependent Questions

- Could be high or low DOK level questions
- Questions that can only be answered with evidence from the text
- Can be literal but can also involve analysis, synthesis, evaluation
- Focus on word, sentence, or paragraph as well as larger ideas, themes, or events
- Focus on difficult portions of text to enhance reading proficiency

TEXT DEPENDENT VS. NON-TEXT DEPENDENT

Non-Text Dependent

- In “Casey at the Bay,” Casey strikes out. Describe a time when you failed at something
- In “Letter From Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.
- In “The Gettysburg Address” Abraham Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

Text Dependent

- What makes Casey’s experiences at bat humorous?
- What can you infer from King’s letter about the letter that he received?
- “The Gettysburg Address” mentions the year 1776. According to Lincoln’s speech, why is this year significant to the events described in the speech
- Questions from: Lexie Domaradzki’s ELA State Standards presentation, March 26-27, 2013

REGULAR PRACTICE WITH COMPLEX TEXT AND ITS ACADEMIC LANGUAGE

- **Entry Point #3: Close Reading of Complex Text**
 - Reading with a pencil in hand – taking notes as you go
 - Re-read difficult passages or key concepts multiple times to:
 - Uncover layers of meanings
 - Quality, value, and connections to other text
 - **Tier 1 Text: basic words such as head, hand, book**
 - **Tier 2 Text: highly transferable general academic words**
 - i.e. important, typically, other signal words from text structures
 - Used broadly across domains (or fields of knowledge)
 - Used in situations outside the classroom
 - Should appear in vocab focused questions in grades 3 – 12
 - Important tier 2 words will be taught and tested at every grade level
 - **Tier 3 Text: low frequency and domain specific**
 - Seldom will be the focus of vocab questions on CCSS assessments
 - **Students who know tier 2 words are greatly advantaged in the close, analytic reading required by the CCSS**