

New York City Department of Education

Guidance for Implementation of Grade Level Common Core Instructional Shifts in ELA Grade 9

Background

As schools transition towards curriculum that is fully aligned to the Common Core Learning Standards (CCLS) for English Language Arts, the New York City Department of Education (DOE) will identify and develop resources for support. This summer, the New York State Education Department (SED) will begin to provide a Common Core-aligned scope and sequence and accompanying curriculum materials for grades PK-12 in ELA and math. As the [new state curriculum is completed](#), the DOE will assess the need for additional curriculum resources and determine how to use the DOE’s Core Curriculum to best support schools.

The DOE has created and posted Common Core-aligned tasks and instructional supports on the [Common Core Library](#) and will continue to do so this summer and throughout the 2012-13 school year in addition to creating text and task sets.* At the same time, publishers have not created full curricular programs and texts aligned to the grade level expectations of the Common Core. During this period of transition, this document was created to provide guidance around how educators can continue the work of integrating the CCLS for literacy *without* entirely replacing or re-writing existing curriculums or acquiring new texts.

A coherent curriculum that teachers know well is critical to student success in English Language Arts. The DOE encourages schools to maintain that stability as they transition.

OVERVIEW

This document outlines the six shifts created by the writers of the Common Core that summarize the “big picture” of instructional change that needs to happen in every K-12 classroom and provides:

- A summary of how the six instructional shifts specifically relate to 9th grade.
- Examples of how expectations have changed from the NY State 2005 ELA Standards when compared to the CCLS.
- A sample concrete pedagogical strategy (crafting open-ended text-dependent questions) that, if implemented consistently across a school-year will help to support the instructional shifts demanded by the Common Core.

What do the CCLS instructional shifts mean for Grade 9?

The six instructional shifts described in the left-hand column were created by the writers of the Common Core Learning Standards. They are intended to summarize the “big picture” of instructional change that needs to happen in every K-12 school and classroom.

6 Shifts EngageNY www.engageny.org	3 Shifts Student Achievement Partners www.achievethecore.org	What do the instructional shifts mean for grade 9? New York City Department of Education http://schools.nyc.gov/Academics/CommonCoreLibrary
1: PK-5, Balancing Informational & Literary Texts	1: Building knowledge through content-rich nonfiction and informational texts	<ul style="list-style-type: none"> • Read a balance of 70% informational and 30% literary text.
2: 6-12, Knowledge in the Disciplines		
4: Text-based Answers	2: Reading and writing grounded in evidence from text	<ul style="list-style-type: none"> • Cite strong and thorough evidence to support precise claims, or inform, or explain. • Shift to a balance of 80% analytical writing (40% argument, 40% explain/inform). • Express themselves in multiple writing formats, from investigative reports and literary analyses to summations and research papers. • Develop ability to produce high quality first drafts of writing under tight deadlines. • Master essential rules of standard English and making improvements over multiple drafts, if needed; consulting appropriate style and usage guides.
5: Writing from Sources		
3: Staircase of Complexity	3: Regular practice with complex text and its academic vocabulary	<ul style="list-style-type: none"> • Reading substantive, complex works of world literature, expository texts, and seminal US documents. • Differentiate among different modes of speech or language when speaking and crafting prose. • Use general academic vocabulary and domain-specific vocabulary to manage the complexity of a topic.
6: Academic Vocabulary		

*For an explanation of “Text and Tasks Sets” please refer to p. 17 of the [Implementation Guidance](#) for the 2012-13 Citywide Instructional Expectations.

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What are examples of how expectations have changed for Grade 9 when compared to the previous NY State 2005 ELA standards?

To support educators in thinking about how to use instructional time to support the CCLS, the following examples outline specific expectations that are no longer part of the standards and examples of what is expected in the CCLS.

Examples of what is NO LONGER expected	Examples of what is NOW expected
<ul style="list-style-type: none"> ➤ Skim texts to gain an overall impression and scan texts for particular information. ➤ Speak extemporaneously to clarify or elaborate. ➤ Write a condolence note, get-well card, or thank-you letter with writing partner(s). ➤ Recognize and model the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication. 	<ul style="list-style-type: none"> ➤ Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections made between them. ➤ Determine and evaluate the argument, specific claims, and counter claims in a text. ➤ Assess whether reasoning is valid and evidence is relevant and sufficient; identify false statements and fallacious reasoning. ➤ Strategically use digital media in presentations to enhance understanding of findings, reasons and evidence, and to add interest. ➤ Analyze an author’s use of rhetoric to advance a POV or purpose. ➤ Conduct sustained research projects to answer or solve a problem (including a self-generated question).

What is a concrete example of how questioning strategies could change for Grade 9?

In order to support students in evaluating intricate arguments and surmount the challenges posed by complex written materials independently and confidently, consider the following shift in questioning strategies for Grade 9. The examples are based on the grade 9-10 text exemplar, Lincoln’s *Gettysburg Address*.

Sample questions that are based in text but do not require students to clearly demonstrate comprehension of grade level text	Sample open-ended text-dependent questions that require students to demonstrate comprehension of grade level text
<ol style="list-style-type: none"> 1. Lincoln says the nation is dedicated to the proposition that all men are created equal. Why do you think equality is important for America? 2. Did Lincoln think the North was going to “pass the test” that the civil war posed? 3. How do you think the audience reacted to Lincoln’s speech? 4. Write a condolence card to Lincoln, explaining how his goals might not be upheld today. 	<ol style="list-style-type: none"> 1. What does Lincoln say is significant about America? 2. Trace the use and meaning of the word “dedicate” in this speech. How does the use and impact evolve from the beginning of the text to the end? 3. What is Lincoln’s purpose at the beginning of the speech? How does this purpose change and what reasons does he give for this shift in focus? 4. What does Lincoln think is the task left to those listening to his speech?