



Implementing The Standards

Fully Aligned **ELA** Curricula, Instruction, and Assessment

Agenda

Part 1



Part 2



Part 3



Shift #1 – Complex Text

Shift #2 – Evidence

Shift #3 – Nonfiction Text



Administrative Support

How can administrators support the use of complex-text in your classrooms?

- Review grade level literature and resources and ensure that it is **on grade level**.
- Ensure that instructors are comfortable allowing students **to struggle productively with complex text**.
- Look at **current scope and sequence** to determine where/how to incorporate greater text complexity.
- Provide professional development to ensure that instructors **know how to identify text complexity**.
- Provide professional development for instructors to assist students to **bridge the gap from reading level to grade range complexity level**.

Scaffolding Reading Strategies Jigsaw Activity

Grades 1 to 5 Text Features

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Compare and Contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

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