



ELA/Literacy Shifts

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Licensure Renewal Credit: 1 credit

This course is offered by MISIC and is approved for licensure renewal credit only upon successful completion of all the components. The course is not approved as credit toward an endorsement or new teaching authority. Transcripts and credit will be issued by MISIC.

This course is presented in a self-paced format. Participants, whether individually or as learning team, are expected to make reasonable progress through the components. In order to accommodate the participant's work schedule and professional setting, no due dates are attached to the individual components with the exception of the final due date.

Dates: July 1, 2024 – June 30, 2025

Course Description (Overview of Course)

The new standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards—*and the necessary shifts they call for*—is essential to implementing the standards well, and this will be the focus of this micro-credential.

School Improvement Rationale (School data that indicates a need for this course)

The ELA/Literacy education program standards shall be met by schools and school districts for accreditation. Approximately half of the MISIC districts have indicated a need for more ELA/Literacy professional development focusing on the shifts.

Expected Outcomes: The learner will be able to...

- Understand how the standards differ from previous standards—and the necessary shifts they call for—is essential to implementing the standards well.
- Understand the three shifts and application of the three shifts:
 - *Regular practice with complex text and academic vocabulary
 - *Reading and writing grounded in evidence from text
 - *Building knowledge through content-rich nonfiction and informational text

| Micro-Credential Component* | Micro-Credential Description | Hours |
|---|--|---------|
| Overview of the Three ELA Shifts | The new standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from previous standards— <i>and the necessary shifts they call for</i> —is essential to implementing the standards well. | 3 Hours |
| <p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your own practice around the ELA/Literacy Shifts <input type="checkbox"/> Provide examples of what you will change, revise, and/or modify in future lessons focusing on the shifts | | |
| <p>ELA Shift #1 - Regular Practice with Complex Texts and Academic Vocabulary</p> <ul style="list-style-type: none"> • Academic Vocabulary • Staircase of Complexity | Rather than focusing solely on the skills of reading and writing, learning more about how the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life will be the focus. Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as <i>ignite</i> and <i>commit</i>). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. | 3 hours |
| <p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your practice around the Green Flags/Red Flags of Shift #1 – Regular Practice with Complex Texts and Academic Vocabulary -- what you should keep doing, stop doing, and start doing <input type="checkbox"/> Find and/or develop a future lesson for one of your classes. Explain how the shift is evident | | |

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| <p>ELA Shift #2 - Reading, Writing and Speaking Grounded in Evidence from Texts</p> <ul style="list-style-type: none"> • Text-Dependent Questions • Writing from Resources | <p>Learn more about how the new standards emphasize using evidence from texts to present careful analyses, well-defended claims, and clear information with Shift 2. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care. The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of <i>text dependent</i> questions whose answers require inferences based on careful attention to the text.</p> | <p>3 hours</p> |
| <p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your practice around the Green Flags/Red Flags of Shift #2– Reading and Writing Grounded in Evidence -- what you should keep doing, stop doing, and start doing <input type="checkbox"/> Find and/or develop a future lesson for one of your classes. Explain how the shift is evident. | | |
| <p>ELA Shift #3 - Building Knowledge Through Non-Fiction Text</p> <ul style="list-style-type: none"> • Balance of Informational and Literary Text • Knowledge in Disciplines | <p>Dig deeper into Shift #3 by learning that students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.</p> | <p>3 hours</p> |
| <p>Success Criteria for this micro-credential:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflect on your practice around the Green Flags/Red Flags of Shift #3 -- Building Knowledge Through Nonfiction Text -- what you should keep doing, stop doing, and start doing <input type="checkbox"/> Find and/or develop a future lesson for one of your classes. Explain how the shift is evident in the lesson. | | |

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| <p>Understanding the ELA Standards</p> | <p>How are the standards set up? How are they aligned K-12? These are just a couple of the questions that will be addressed in this micro-credential. The college- and career-ready standards anchor the standards document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K-12 grade specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.</p> | <p>3 hours</p> |
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- Success Criteria for this micro-credential:**
- Understand and apply the new ELA standards with your students and with your parents of your students
 - Understand the progressions of the reading, writing, listening, and speaking standards AND apply your learnings to your classroom instruction
 - Thinking about your deeper exploration of the standards; identify some of your biggest learnings, share some of the opportunities for the students with the standards, and determine the challenges presented by the standards

Iowa Teaching Standards

- Check which number(s) of the Iowa Teaching Standards that connect to the work defined in this course:
- ✓ Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.
 - Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position
 - ✓ Standard 3: Demonstrates competence in planning and preparing for instruction.
 - ✓ Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.
 - Standard 5: Uses a variety of methods to monitor student learning.
 - Standard 6: Demonstrates competence in classroom management.
 - Standard 7: Engages in professional growth
 - Standard 8: Fulfills professional responsibilities established by the school district.

Iowa Leadership Standards

Check which number(s) of the Iowa Leadership Standards that connect to the work defined in this course:

- Standard 1: An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)
- ✓ Standard 2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)
- Standard 3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)
- Standard 4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)
- Standard 5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)
- Standard 6: An educational leader promotes the success of all students by understanding the profile of the community and responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)