

## Six Shifts Tier 1 Self-Inventory (School Team)

Shift	Evidence of Tier 1 Shifts	1 No		5 Yes
1	50/50 allocation of literary & informational text is documented in grades 3-5.			
1	Reading and writing is taught in the context of themed disciplinary units.			
2	Reading, writing, speaking and discourse are used as the primary means for mediating thought and conceptual development.			
2	The ELA are being taught in authentic disciplinary contexts, not in isolated blocks.			
2/3	There is a checklist/map assigning where each text type in the NYS test manuals is being explicitly covered in the school-wide curriculum plan.			
3	Lexiles are being used to inform text level choices for teacher read-alouds, shared reading, and small group instruction from grades 2-5.			
3	Teacher read-alouds, shared reading, and small group instructional reading instruction are being conducted every day at every grade level.			
4	What counts as evidence is taught specific to each discipline.			
4	The retrieval of text evidence is taught in thoughtful ways, not as a rote response.			
5	Teachers in our school <u>believe</u> in privileging writing in response to text as opposed to teaching personal narratives and creative writing forms.			
5	All writing is taught in the context of theme-driven units, not in isolation.			
5	There is a documented instructional writing balance: 30% explanatory, 35% persuasion/opinion, 35% narrative/convey experience.			

Shift	Evidence of Tier 1 Shifts	1 No		5 Yes
5	Students and teachers use the state rubric to develop and evaluate students' writing.			
6	Grade level teams have compiled lists of key conceptual and academic vocabulary for each disciplinary unit.			
6	Vocabulary instruction is situated within content units.			
6	Grade level teams have developed sensitive assessments to document vocabulary growth within each literary and disciplinary unit.			
6	There is a school-wide system in place to document the instruction and assessment of Tier 2 vocabulary.			
6	There is an explicit system in grades 3-5 to teach and assess morphology, derivatives and other generative means of vocabulary development.			