Board Study Session: ELA/ELD Instructional Shifts

March 14, 2017
Instructional Services
Outcomes

Engage with Listening, Speaking, Reading and Writing Standards

Understand Differences between Framework, Adoption, Curriculum

Make a Case for the Need for New Standards

Review the Essential Elements

Consider the Impact for All Learners
Phineas Gage
1. Select a Source (or two)

Was Gage still Gage?
Gage “was no longer Gage.”
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.RI.7.9
Lexile Framework® for Reading Study
Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)

Text Lexile Measure (L)

- High School Lit.
- College Lit.
- High School Texts
- College Texts
- Military
- Personal Use
- Entry-Level Occupations
- SAT 1, ACT, AP*

* Source of National Test Data: MetaMetrics
Levels of Meaning

Structure

Language Convention and Clarity

Knowledge Demands

- Genre
- Organization
- Narration
- Text Features
- Graphics

- Background
- Prior
- Cultural
- Vocabulary

- Standard English
- Variations
- Register

- Density and Complexity
- Figurative Language
- Purpose

Levels of Meaning

Structure

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Knowledge Demands

- Genre
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- Density and Complexity
- Figurative Language
- Purpose
Levels of Meaning and Purpose

Is it about talking animals, or the USSR?

Is it entertainment, or political satire?

Is it straightforward, or ambiguous?
Complex Themes

Relationship between love and pain

Masculinity

Loyalty and war
Texts are *Complex* in Different Ways, Not Just Background
To build stamina

Less Complex

To build strength

More Complex
Close Reading

To identify the essential components of close reading (RL/RI 1) of complex texts (RL/RI 10) which includes collaborative conversations (S & L 1) and writing from sources (W 1), fostering language development (L 6) and deeper thinking.
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
Different Readings Have Different Foci

Initial reads of the text
   *What does the text say?*

After at least one reading
   *How does the text work?*

Later readings of the text or related texts
   *What does the text mean?*
Progression of Text-Dependent Questions

- What does the text say?
- How does the text work?
- What does the text mean?

- General Understandings
- Key Details
- Vocab & Text Structure
- Author’s Craft and Purpose
- Inferences
- Opinions/Arguments, Intertextual Connections
The Core of the Core

1. Read harder texts
2. “Close read” texts frequently
3. Read more nonfiction
4. Write in direct response to texts
## Schedule for Curriculum Framework Development and Adoption of K–8 Instructional Materials

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All dates refer to year of final SBE action. This timeline is based on statutes and regulations current as of June 2016 and may change if new legislation is passed.

A = Instructional Materials Adoption  
F = Curriculum Framework

CDE: Posted June 21, 2016
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

CCSS.ELA-Literacy.RI.7.9
Part 1. Interacting in Meaningful Ways

GROUP B. INTERPRETIVE

Section 6. Reading/viewing closely

Emerging

a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-appropriate texts and viewing of multimedia with substantial support. b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using some frequently used verbs (e.g., shows that, based on). c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.

Expanding

a) Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with moderate support. b) Express inferences and conclusions drawn based on close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs (e.g., suggests that, leads to). c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.
Bridging

a) **Explain** ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, problem/solution) based on close reading of a variety of grade-level texts and viewing of multimedia with **light support**.  
b) **Express** inferences and conclusions drawn based on close reading of grade-level texts and viewing of multimedia **using a variety of precise academic verbs** (e.g., *indicates that*, *influences*).  
c) **Use** knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.
Pulling it all Together

What were the skills we engaged in?
LCAP Goal #1

Increase student academic achievement and social/emotional strength through collaboration, critical thinking, creativity, and communication.
Upcoming LCAP Opportunities

- Feb-March: SSC and ELAC Meetings
- March 17: LCAP Advisory Council
- April 13: DELAC
- May 23: LCAP Board Study Session #2
- June 13: LCAP Public Hearing
- June 27: Approval of LCAP