



# Board Study Session: ELA/ELD Instructional Shifts

March 14, 2017  
Instructional Services

# Outcomes

Engage with Listening, Speaking, Reading and Writing Standards

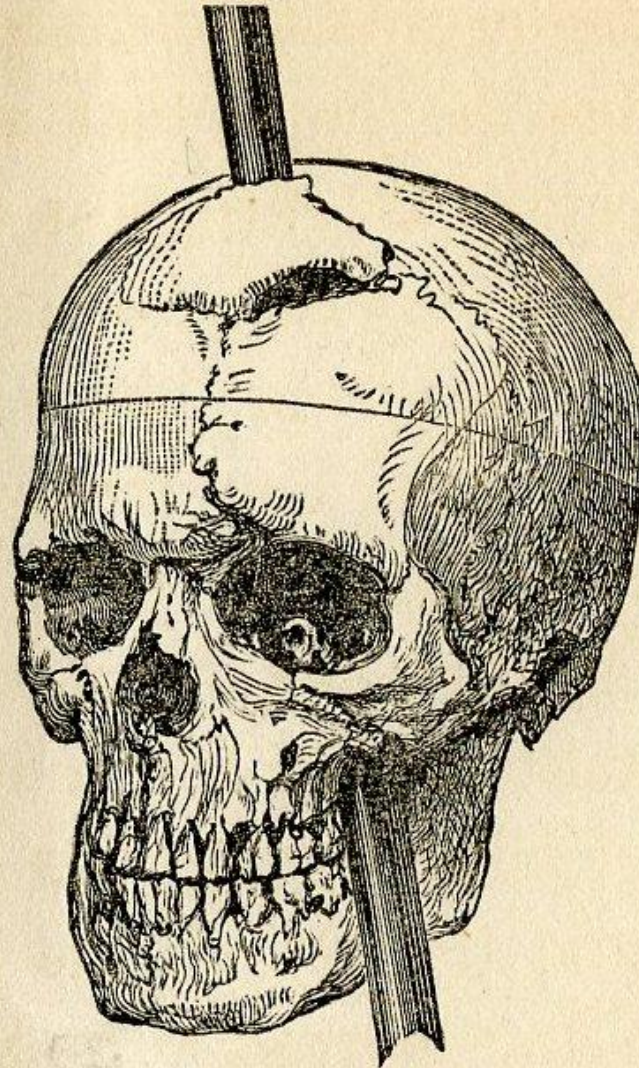
Understand Differences between Framework, Adoption, Curriculum

Make a Case for the Need for New Standards

Review the Essential Elements

Consider the Impact for All Learners

Fig. 2.





Phineas Gage

1.

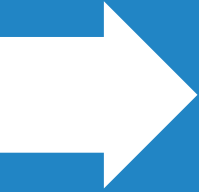
Select a Source (or two)

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](#)

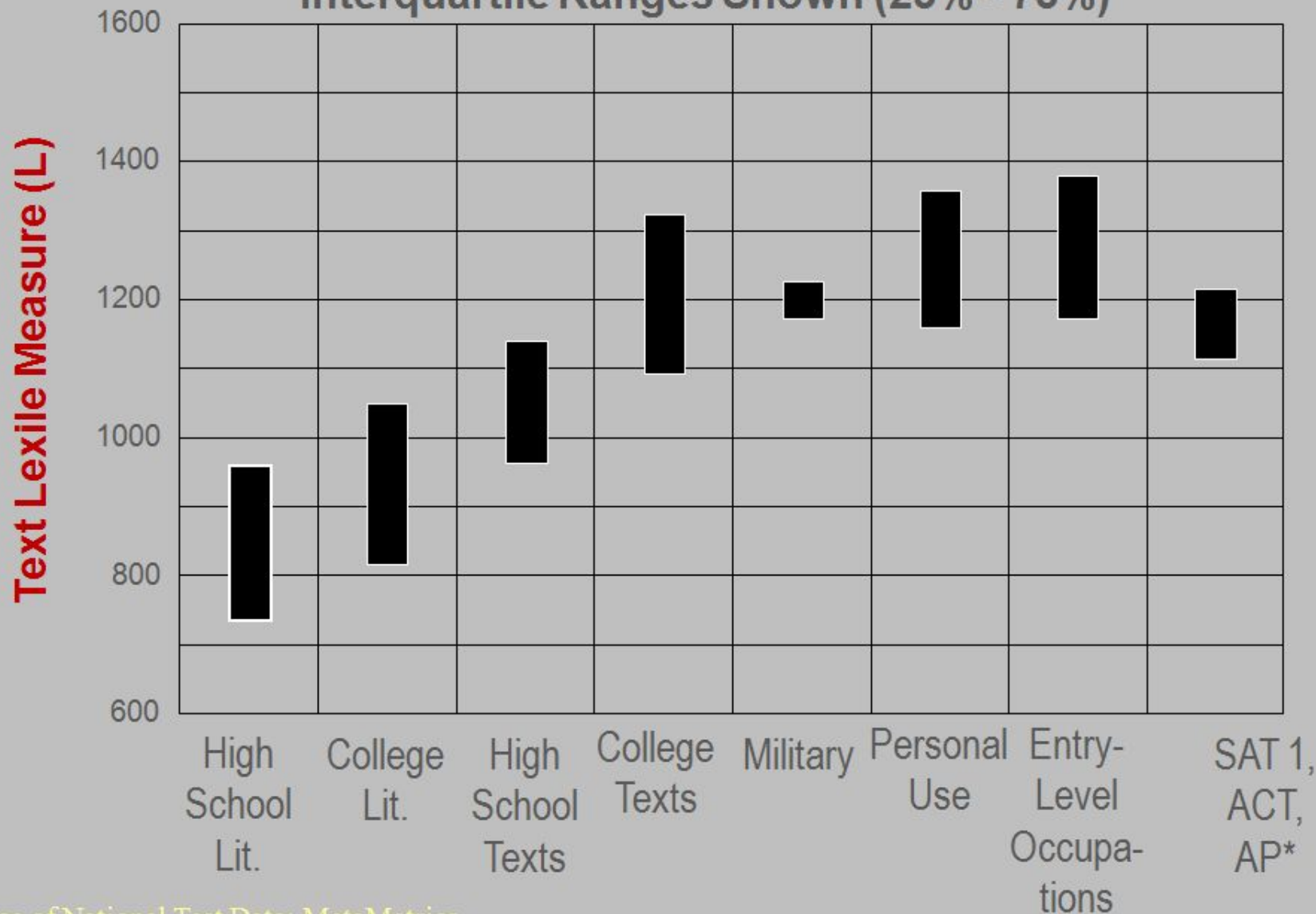
70%

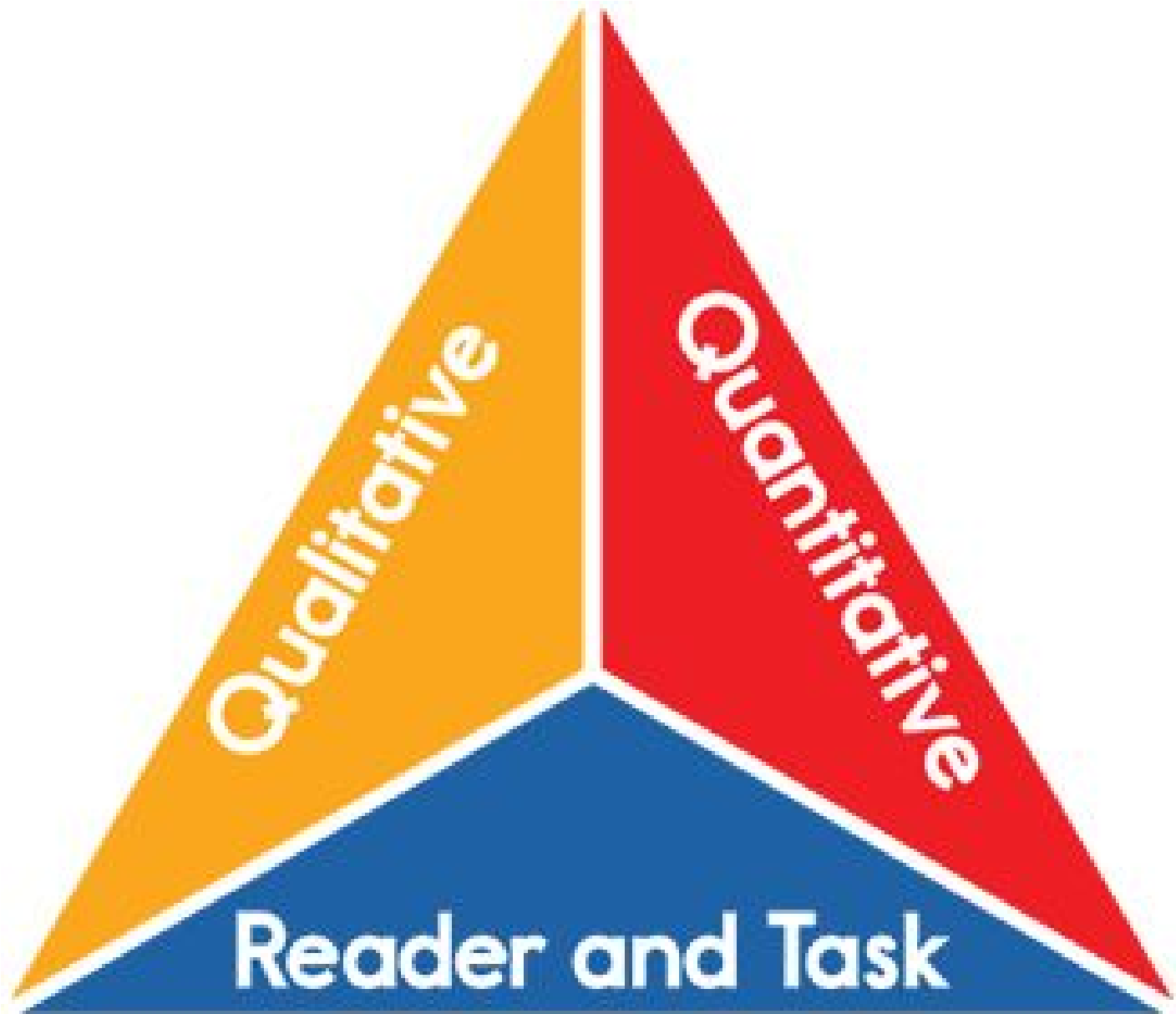


# Lexile Framework<sup>®</sup> for Reading Study

## Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)





- Density and Complexity
- Figurative Language
- Purpose

**Levels of Meaning**

- Genre
- Organization
- Narration
- Text Features
- Graphics

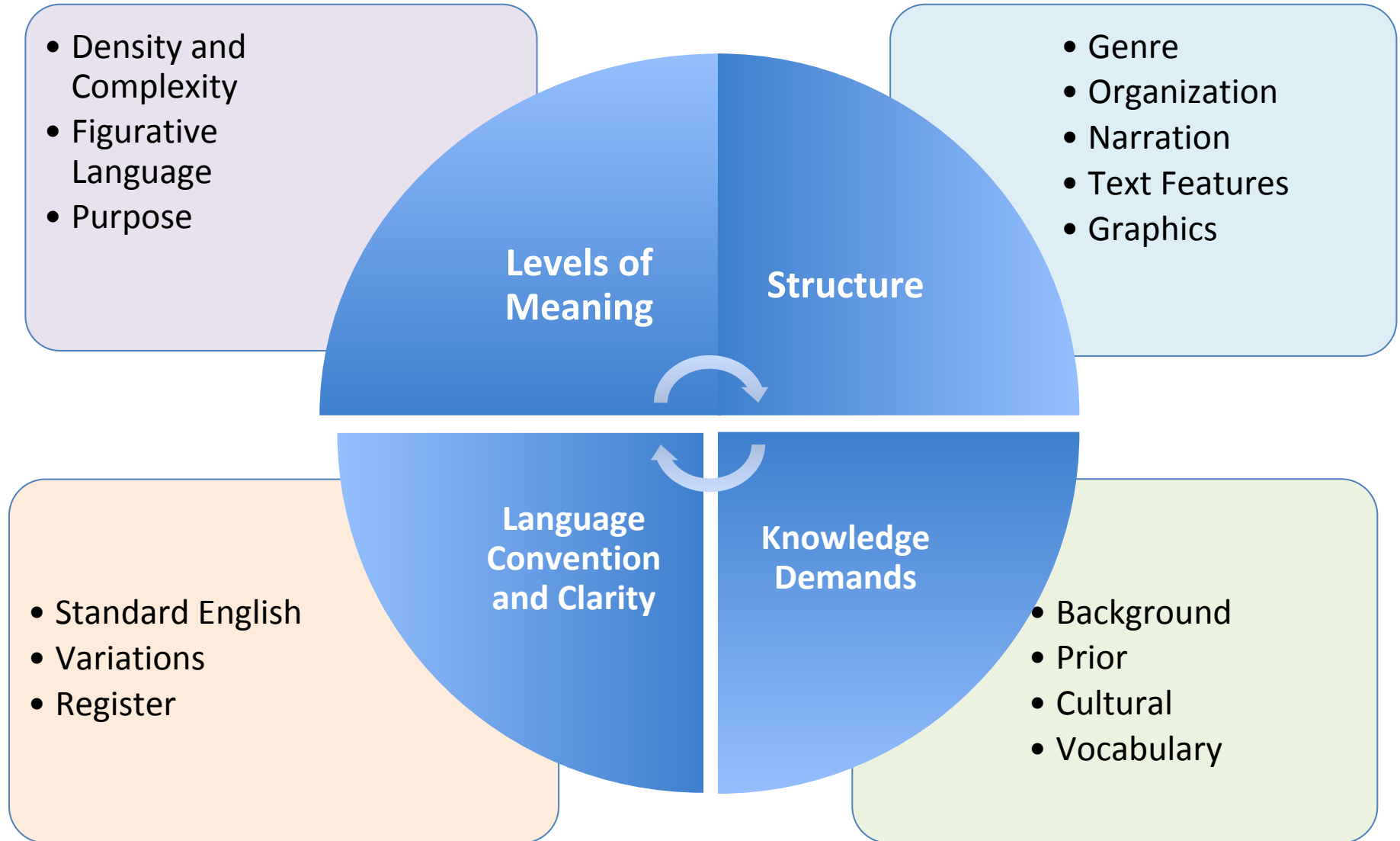
**Structure**

- Standard English
- Variations
- Register

**Language Convention and Clarity**

- Background
- Prior
- Cultural
- Vocabulary

**Knowledge Demands**



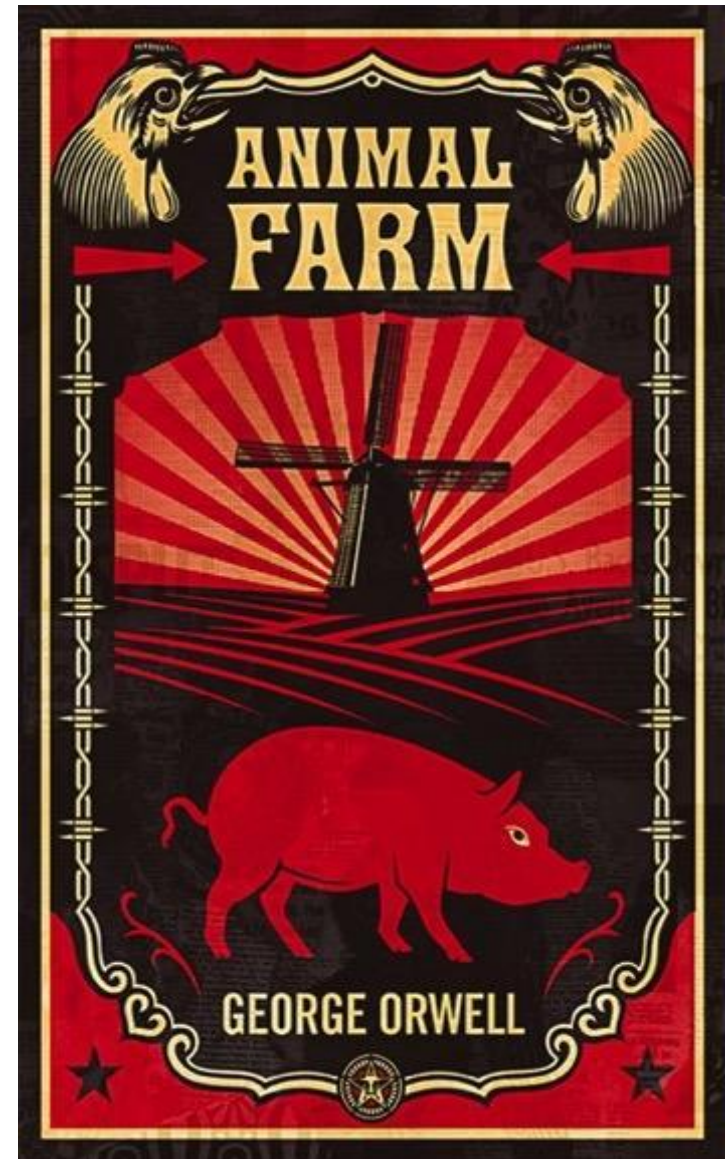
# Levels of Meaning and Purpose

*Is it about talking animals, or the USSR?*

*Is it entertainment, or political satire?*

*Is it straightforward, or ambiguous?*

1370L  
Grades 11-12



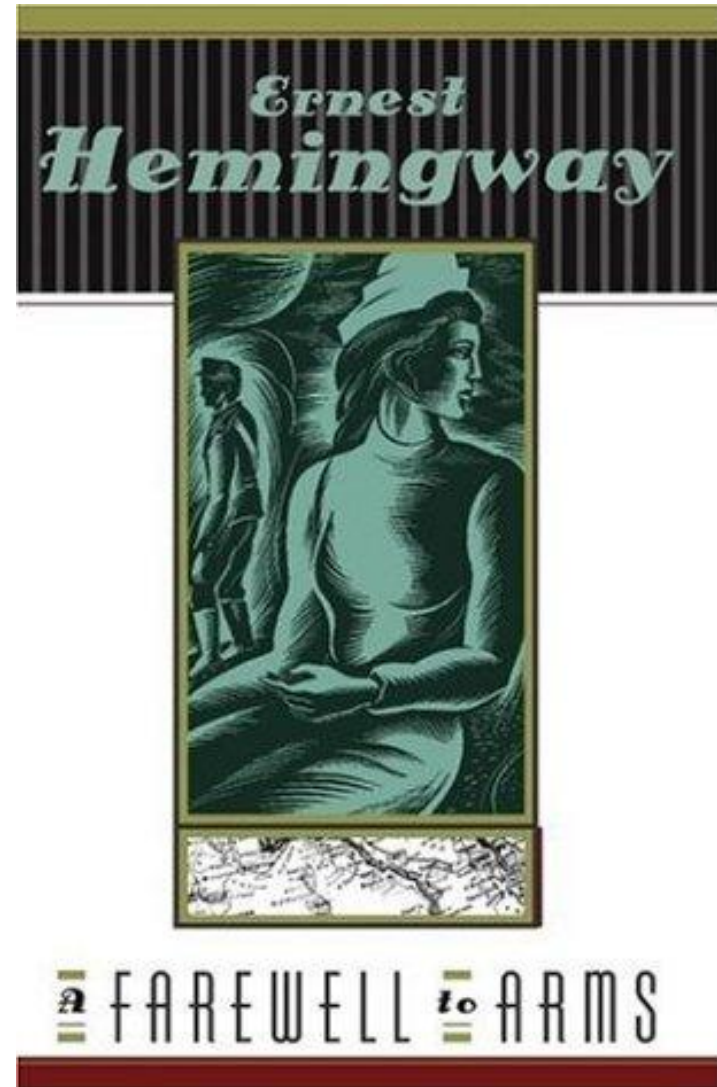
# Complex Themes

*Relationship between love and pain*

*Masculinity*

*Loyalty and war*

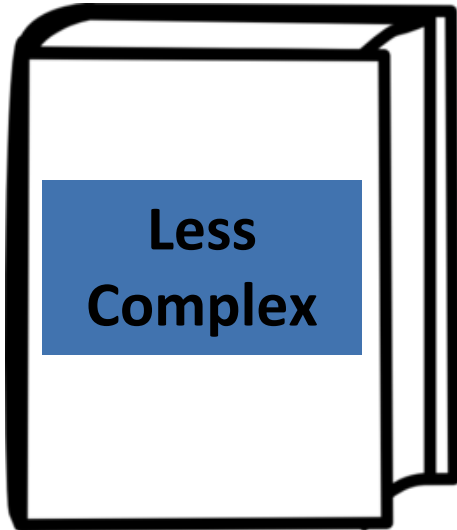
**730L**  
**Grades 2-3**



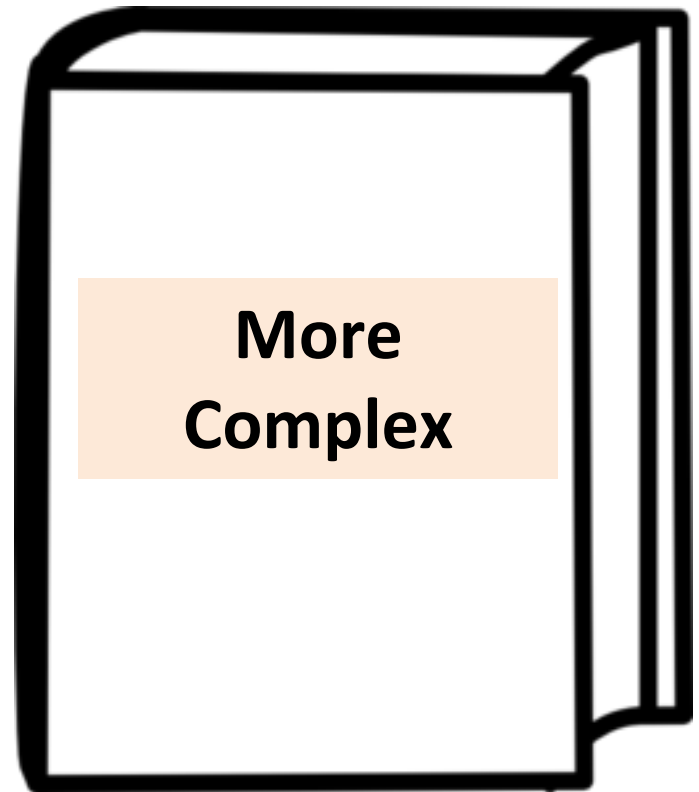
# Texts are *Complex* in Different Ways, Not Just Background



**To build stamina**



**To build strength**

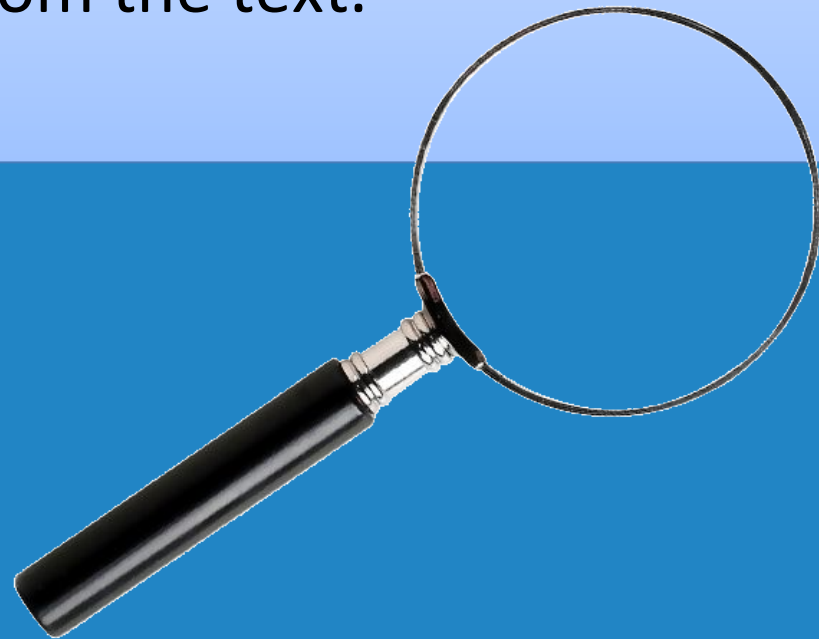


# Close Reading

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?*

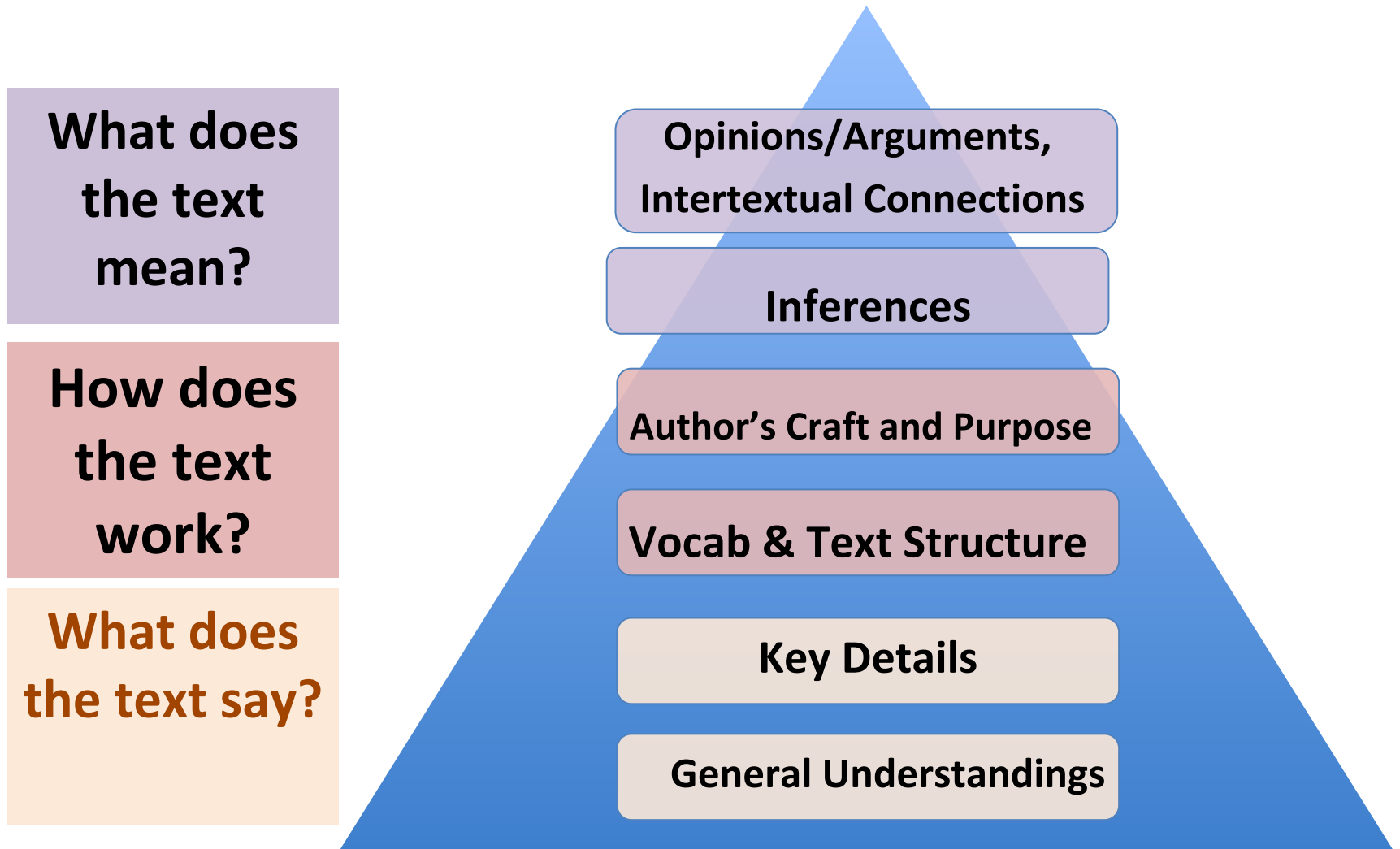
## **After at least one reading**

*How does the text work?*

## **Later readings of the text or related texts**

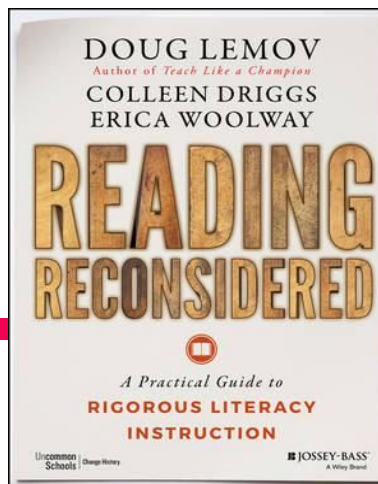
*What does the text mean?*

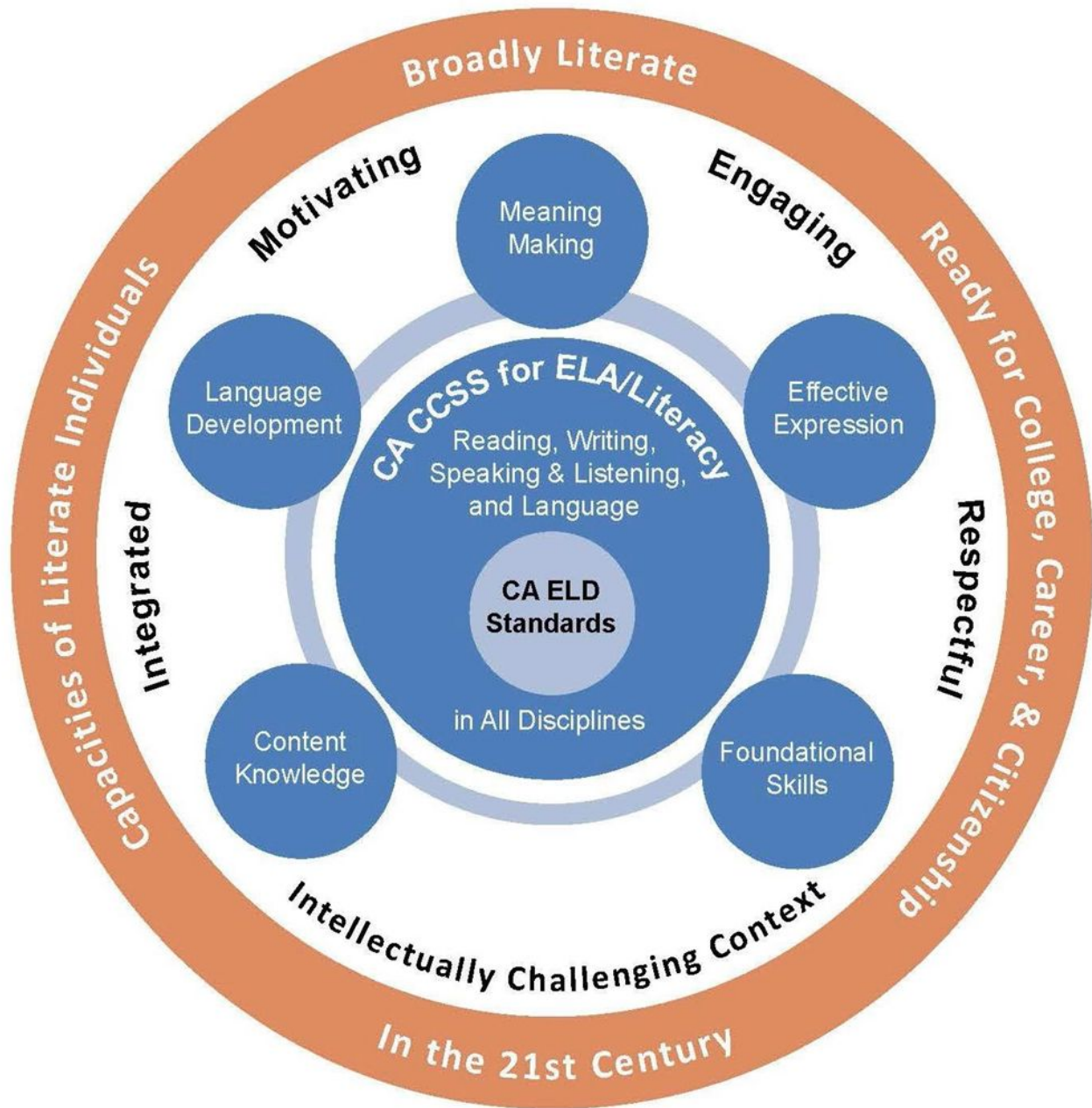
# Progression of Text-Dependent Questions



# 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



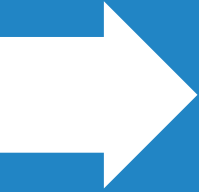


## Schedule for Curriculum Framework Development and Adoption of K–8 Instructional Materials

<b>Calendar Year</b>		<b>2013</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
Content standards and State Board of Education (SBE) adopted instructional materials	<b>Mathematics</b>	<b>F</b>	<b>A</b>						<b>F</b>	<b>A</b>				
	<b>English Language Arts/ELD</b>		<b>F</b>	<b>A</b>							<b>F</b>	<b>A</b>		
	<b>History–Social Science</b>				<b>F</b>	<b>A</b>							<b>F</b>	<b>A</b>
	<b>Science</b>				<b>F</b>		<b>A</b>							<b>F</b>
	<b>Health</b>							<b>F</b>	<b>A</b>					
	<b>World Language</b>								<b>F</b>	<b>A</b>				
	<b>Visual &amp; Performing Arts</b>									<b>F</b>	<b>A</b>			
Model content standards but no SBE-adopted instructional materials	<b>Physical Education</b>										<b>F</b>			

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

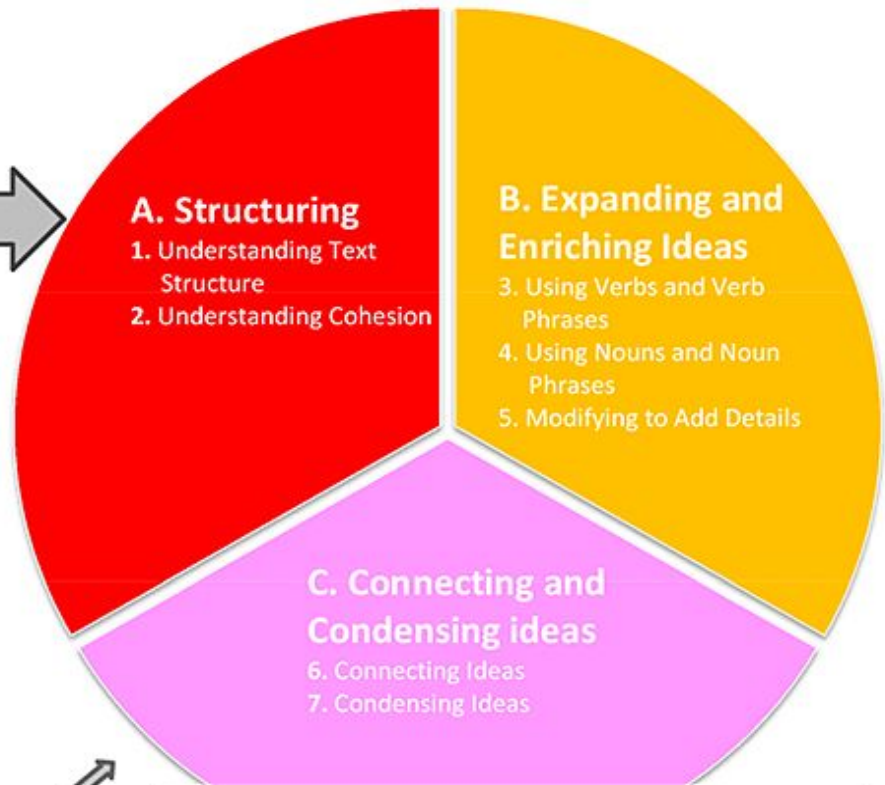
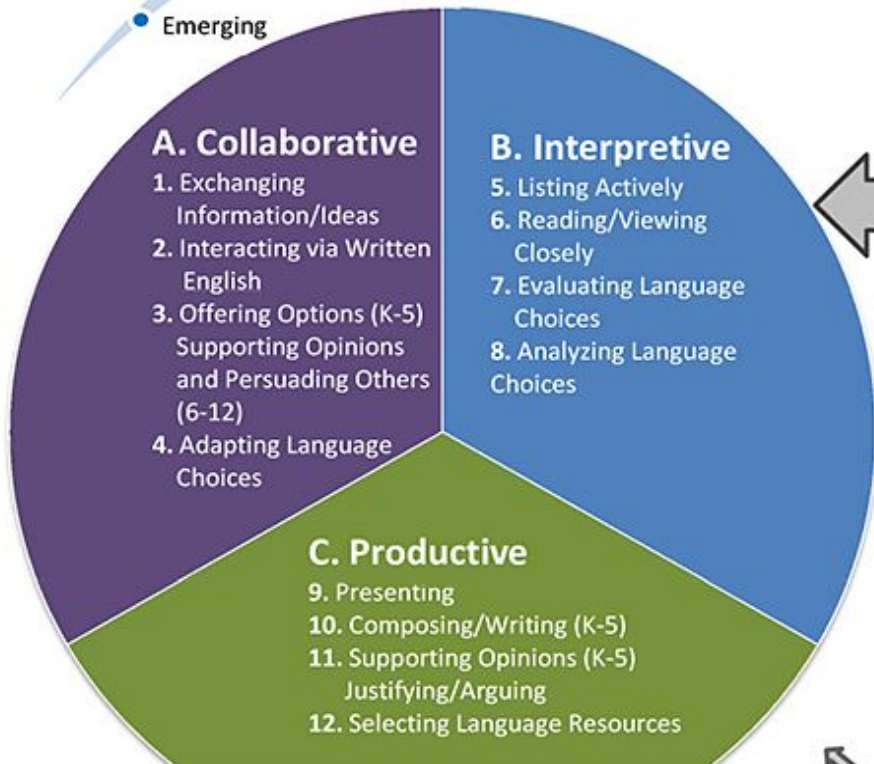


Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

[CCSS.ELA-Literacy.RI.7.9](#)



**California ELD Standards**  
 Adopted November 2012  
 Corresponding to the Common Core ELA



**Part I. Interacting in Meaningful Ways**  
 Language Modes

**Part II. Learning How English Works**  
 Language Processes

**Part III. Using Foundational Literacy Skills**  
 (Appendix A)  
 Adapting the K-5 Reading Foundational Skills to Support Language Modes & Processes



Adapted for work done by Dr. Laurie Olson and Magdalena Ruz Gonzalez (LACOE) in collaboration with Dr. Adria Klein.



# California Common Core State Standards

English Language Arts & Literacy in  
History/Social Studies, Science, and  
Technical Subjects



Adopted by the California  
State Board of Education  
August 2010 and modified  
March 2013

# 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**.

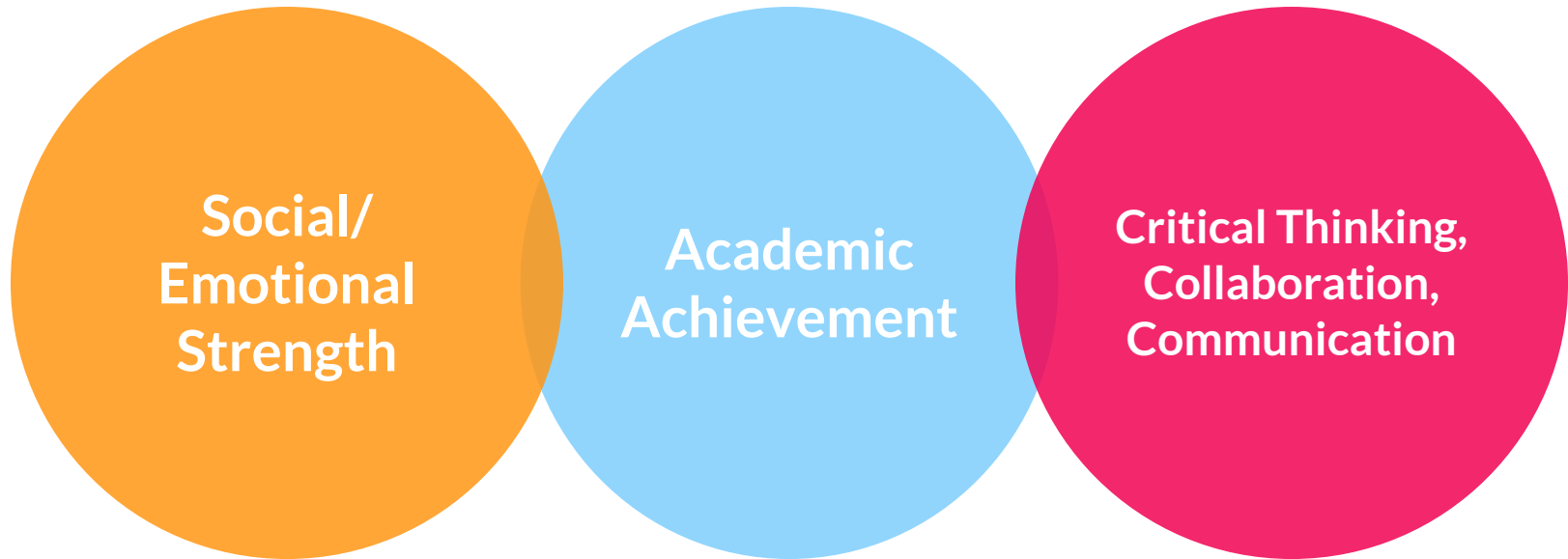
## Bridging

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