



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

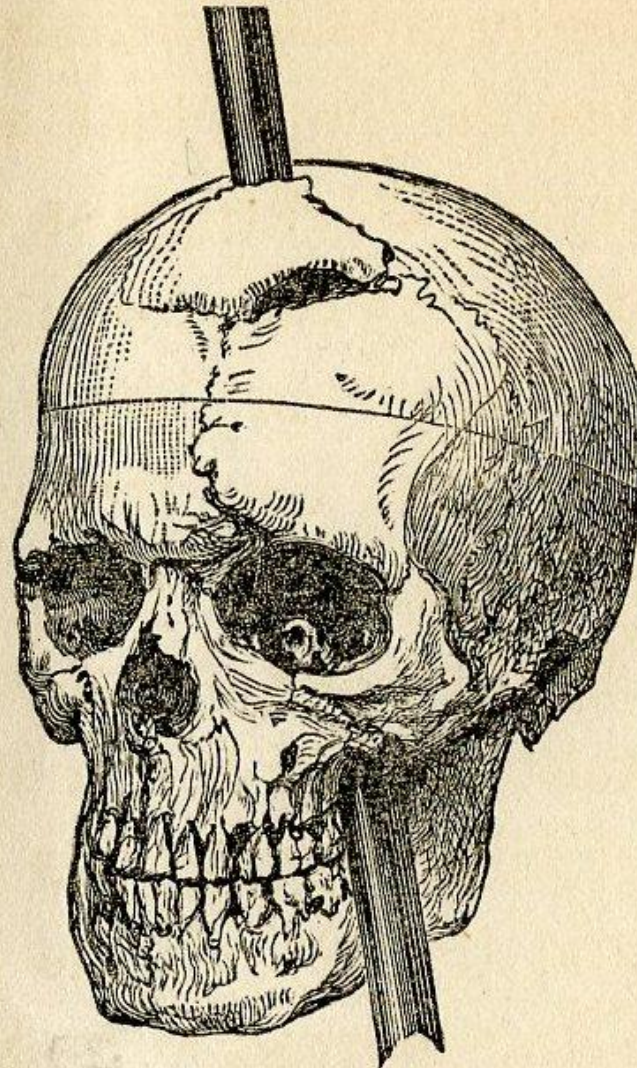
Make a Case for the Need for New Standards

Review the Essential Elements

Consider the Impact for All Learners



Fig. 2.





Phineas Gage

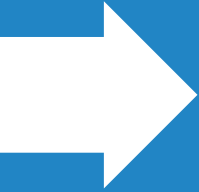
1.

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.

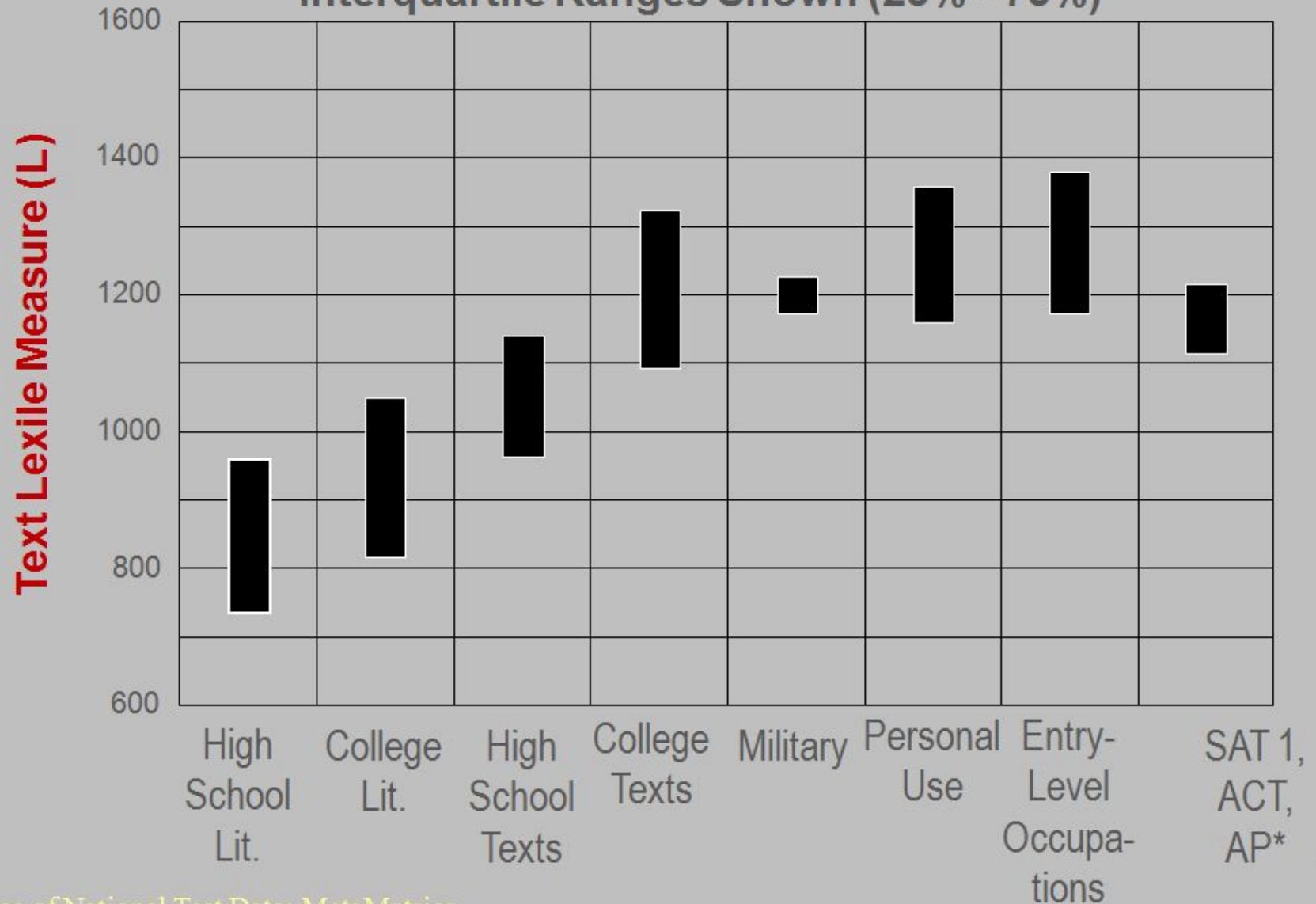
[CCSS.ELA-Literacy.RI.7.9](#)

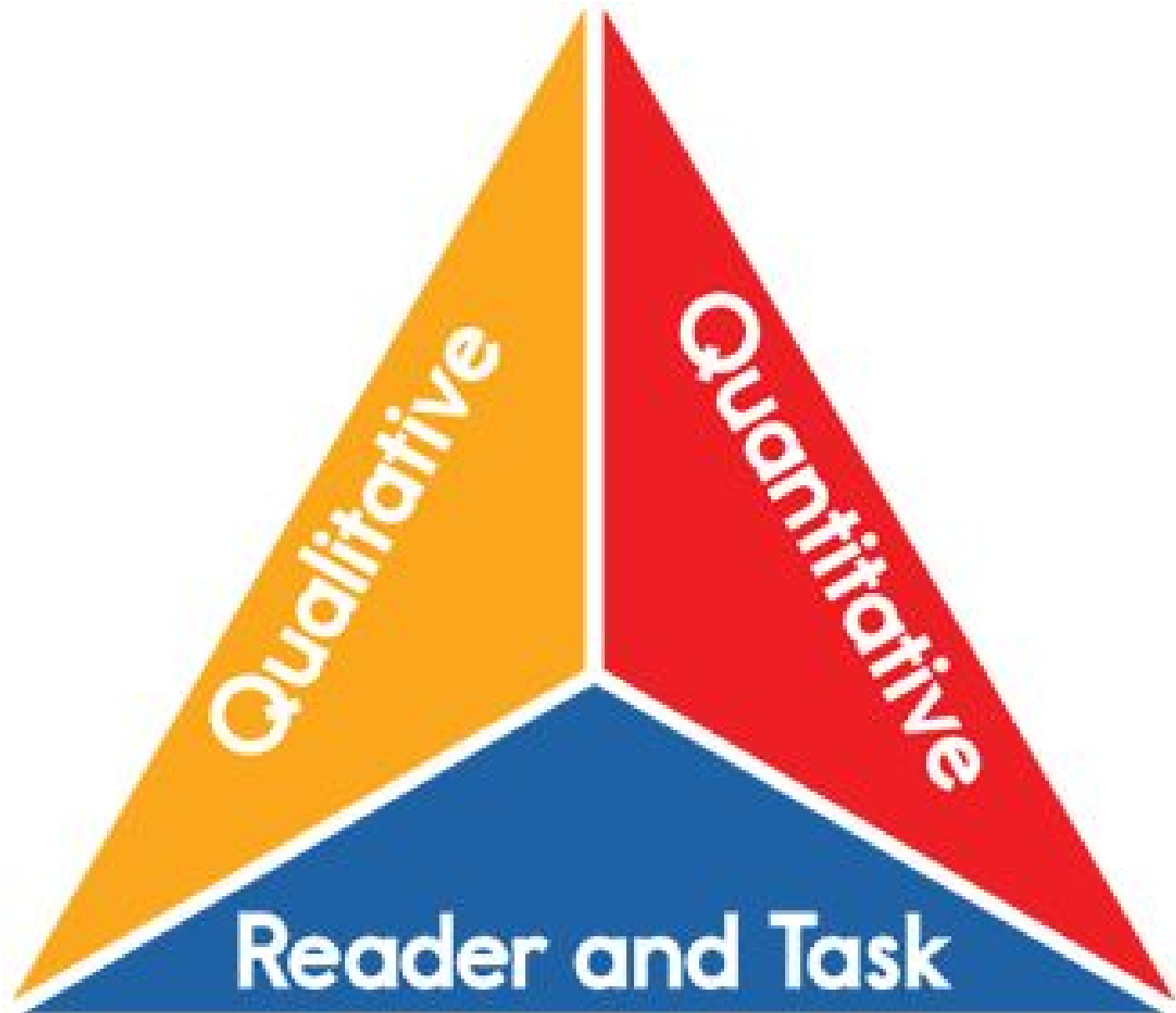
70%

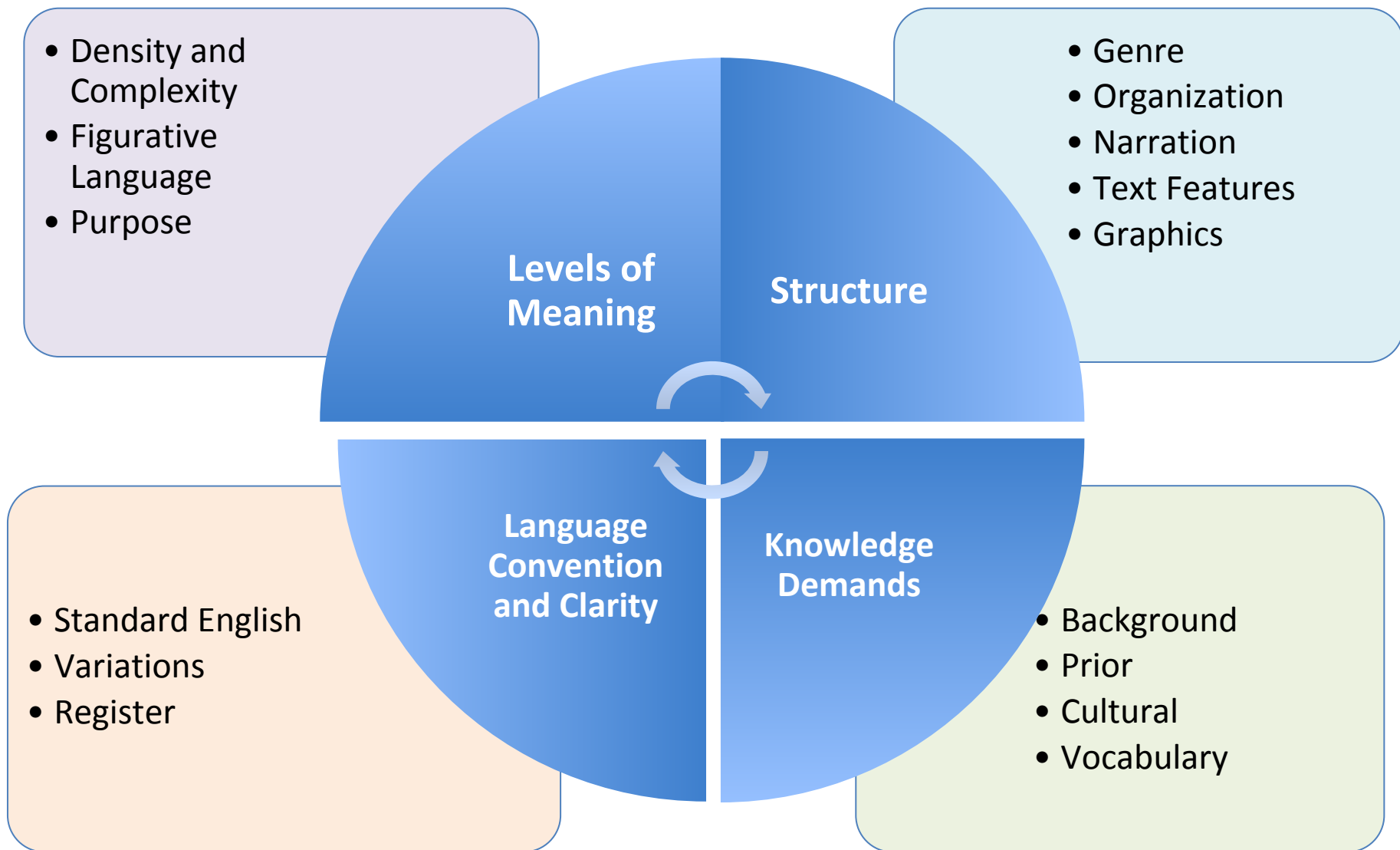
Lexile Framework[®] for Reading Study

Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)







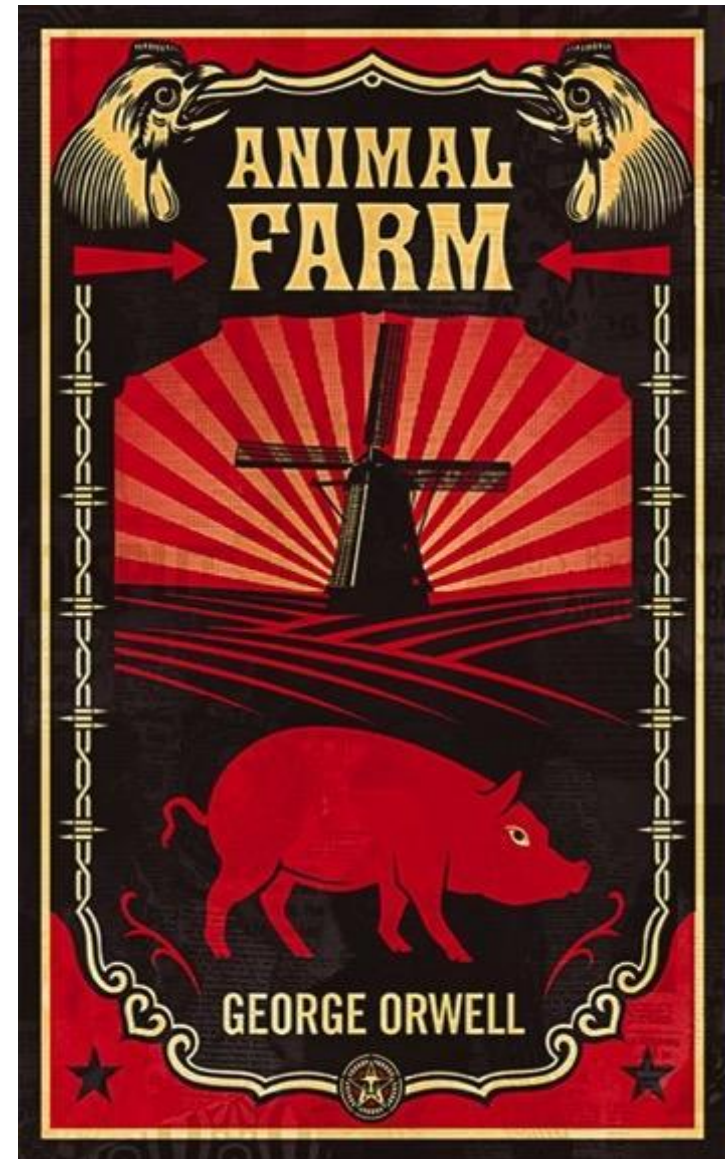
Levels of Meaning and Purpose

Is it about talking animals, or the USSR?

Is it entertainment, or political satire?

Is it straightforward, or ambiguous?

1370L
Grades 11-12



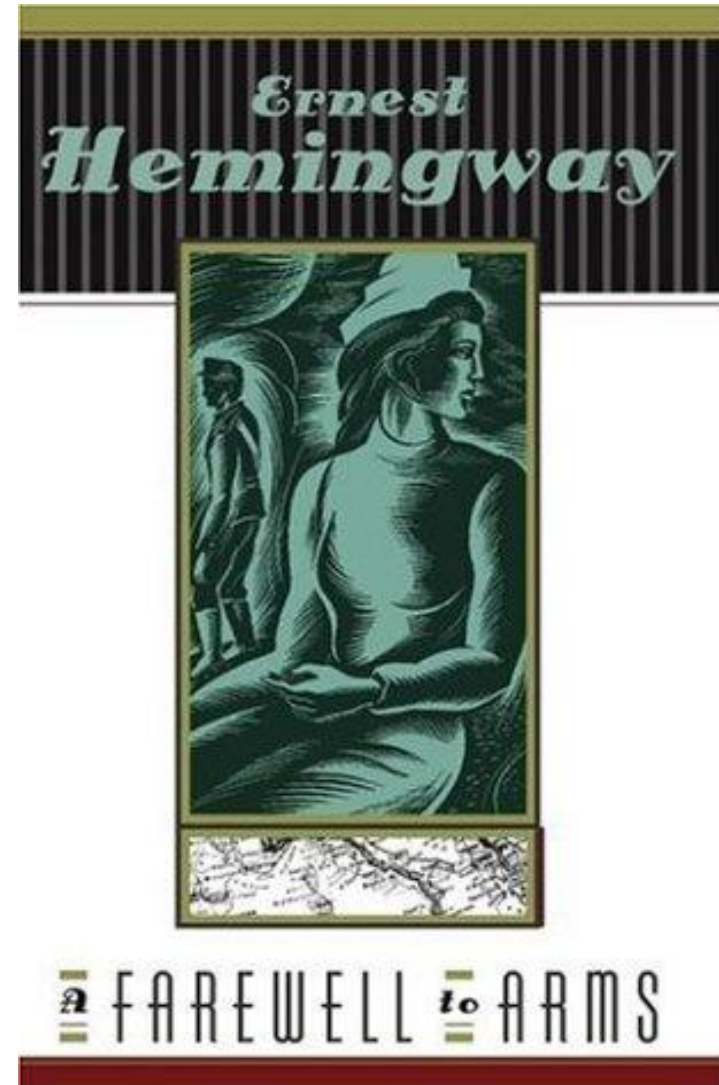
Complex Themes

Relationship between love and pain

Masculinity

Loyalty and war

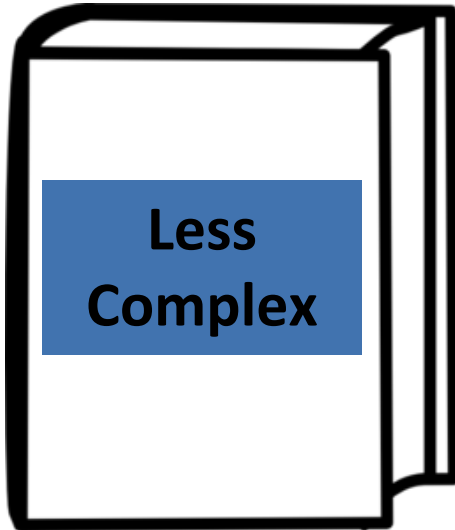
730L
Grades 2-3



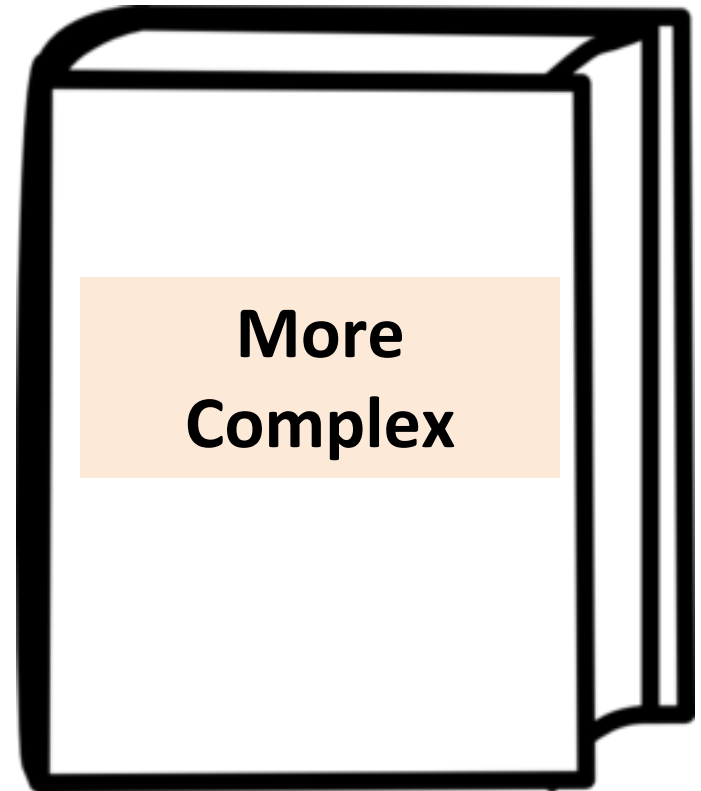
Texts are *Complex* in Different Ways, Not Just Background



To build stamina



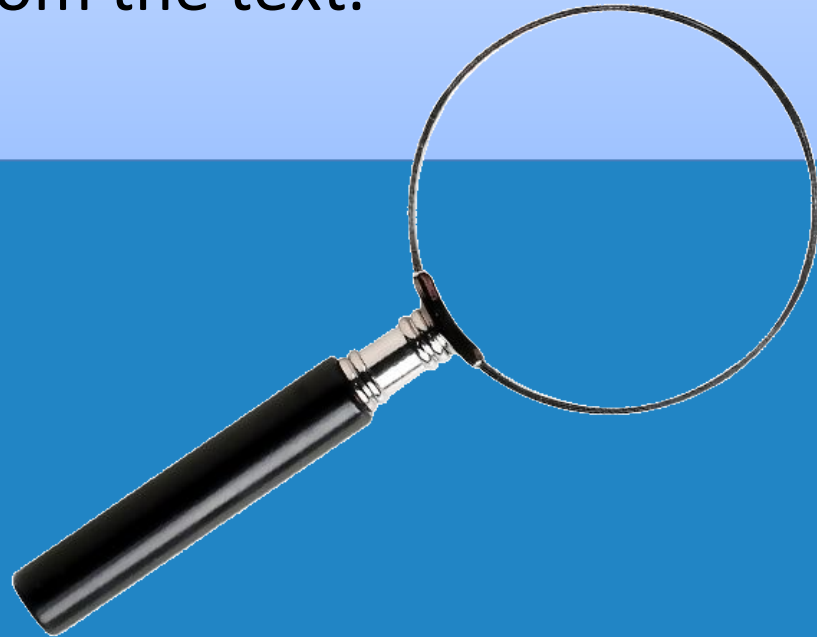
To build strength



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?

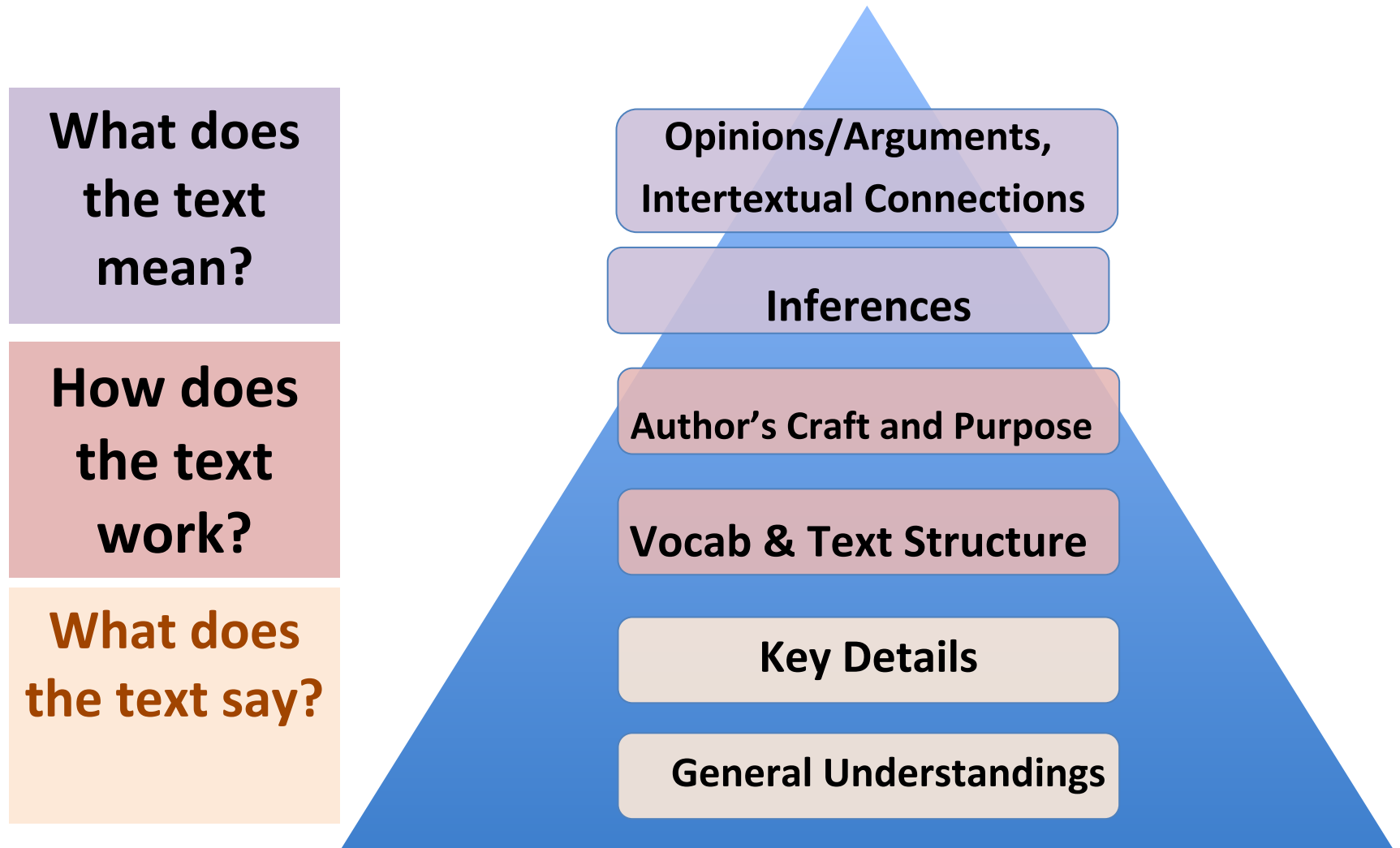
After at least one reading

How does the text work?

Later readings of the text or related texts

What does the text mean?

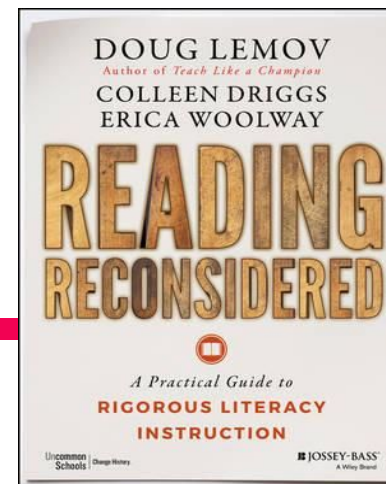
Progression of Text-Dependent Questions

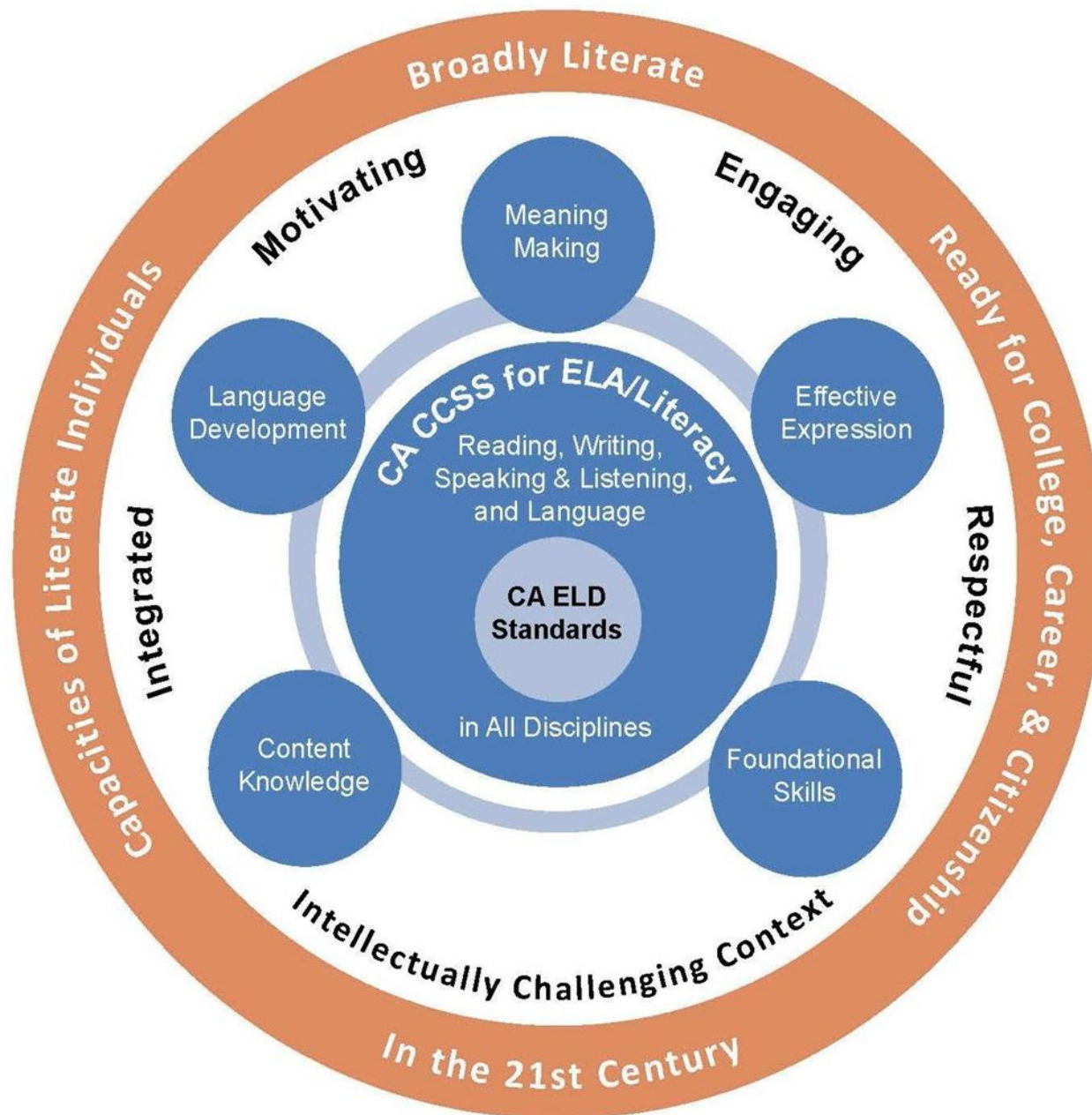




The Core of the Core

1. Read harder texts
2. “Close read” texts frequently
3. Read more nonfiction
4. Write in direct response to texts



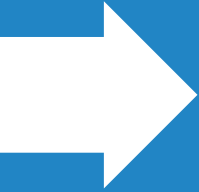


Schedule for Curriculum Framework Development and Adoption of K–8 Instructional Materials

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

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](#)

New Proficiency Levels

Emerging

Expanding

Bridging

California ELD Standards

Adopted November 2012

Corresponding to the Common Core ELA

A. Collaborative

1. Exchanging Information/Ideas
2. Interacting via Written English
3. Offering Options (K-5) Supporting Opinions and Persuading Others (6-12)
4. Adapting Language Choices

B. Interpretive

5. Listing Actively
6. Reading/Viewing Closely
7. Evaluating Language Choices
8. Analyzing Language Choices

C. Productive

9. Presenting
10. Composing/Writing (K-5)
11. Supporting Opinions (K-5) Justifying/Arguing
12. Selecting Language Resources

Part I. Interacting in Meaningful Ways
Language Modes

Part III. Using Foundational Literacy Skills

(Appendix A)

Adapting the K-5 Reading Foundational Skills to Support Language Modes & Processes

A. Structuring

1. Understanding Text Structure
2. Understanding Cohesion

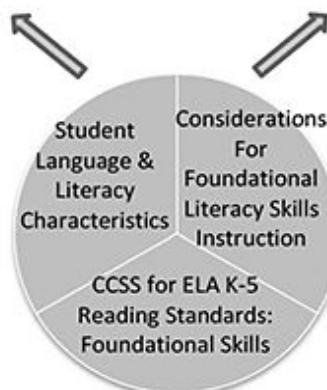
B. Expanding and Enriching Ideas

3. Using Verbs and Verb Phrases
4. Using Nouns and Noun Phrases
5. Modifying to Add Details

C. Connecting and Condensing ideas

6. Connecting Ideas
7. Condensing Ideas

Part II. Learning How English Works
Language 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



COMMON CORE
STATE STANDARDS

CALIFORNIA

*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**.

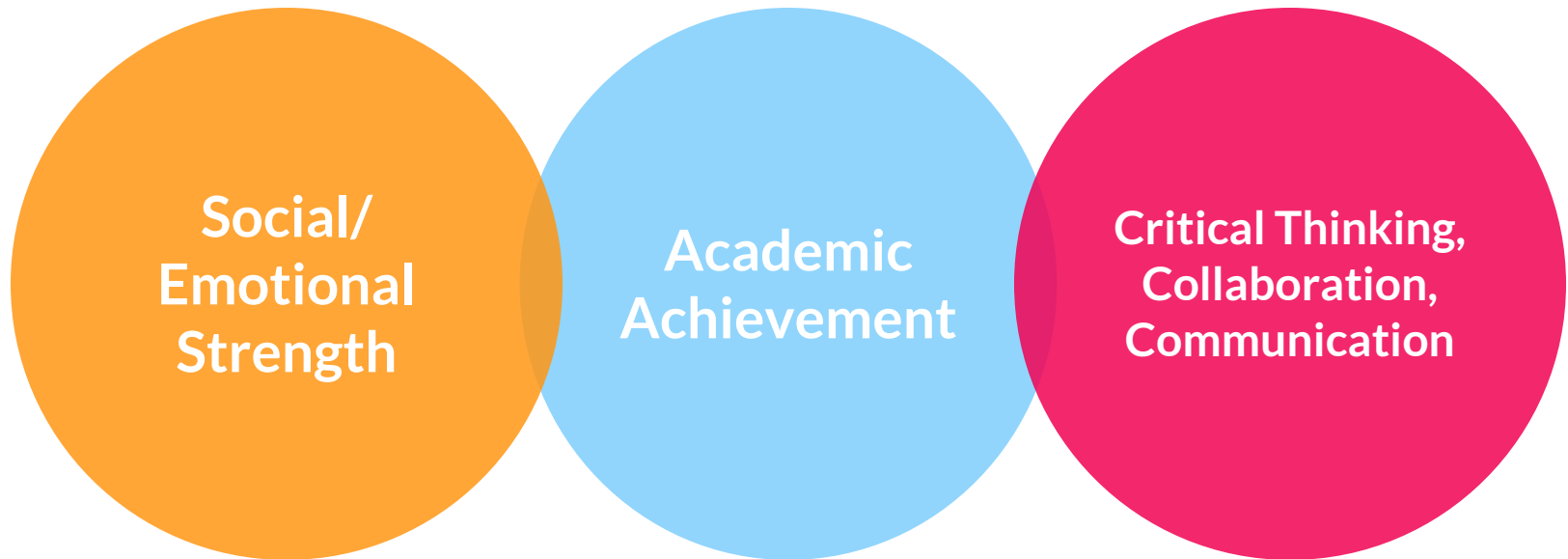
Bridging

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