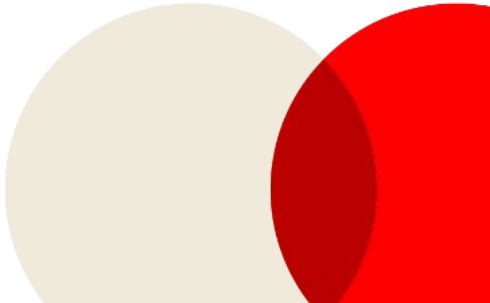




K-12 English Language Arts in SoWashCoSchools

Dr. Tia Clasen – Director of Teaching and Learning – Secondary
Mr. Arthur Williams – Director of Teaching and Learning –
Elementary
Ms. Leah Boulos – TLS Supervisor – K-12 Literacy

Overview

- Context for **K-12** English Language Arts (ELA)
 - Update on Elementary ELA, including American Reading Company (ARC)
 - Objectives of the 6-12 Standards and Instruction Review Cycle (SIRC) teams
 - Composition of the 6-12 SIRC teams
 - Summary of the work
 - Next steps for K-12 and implementation timeline
 - Questions
- 
- Two large, overlapping circles are located in the bottom right corner of the slide. The circle on the left is a light beige color, and the circle on the right is a vibrant red color.

Context for K-12 ELA

- New state standards adopted in 2020
- MDE Commissioner approved 2021
- Reading MCA-IV goes into effect in 2025-26 school year



Context for K – 12 ELA

Changes in the Standards



Bundling of standards is encouraged



Prioritizing voice and choice for students



Emphasis on equity and perspective



Literacy standards for other subject areas have been removed

Elementary Update

Has been an exciting year for our American Reading Company (ARC) sites.

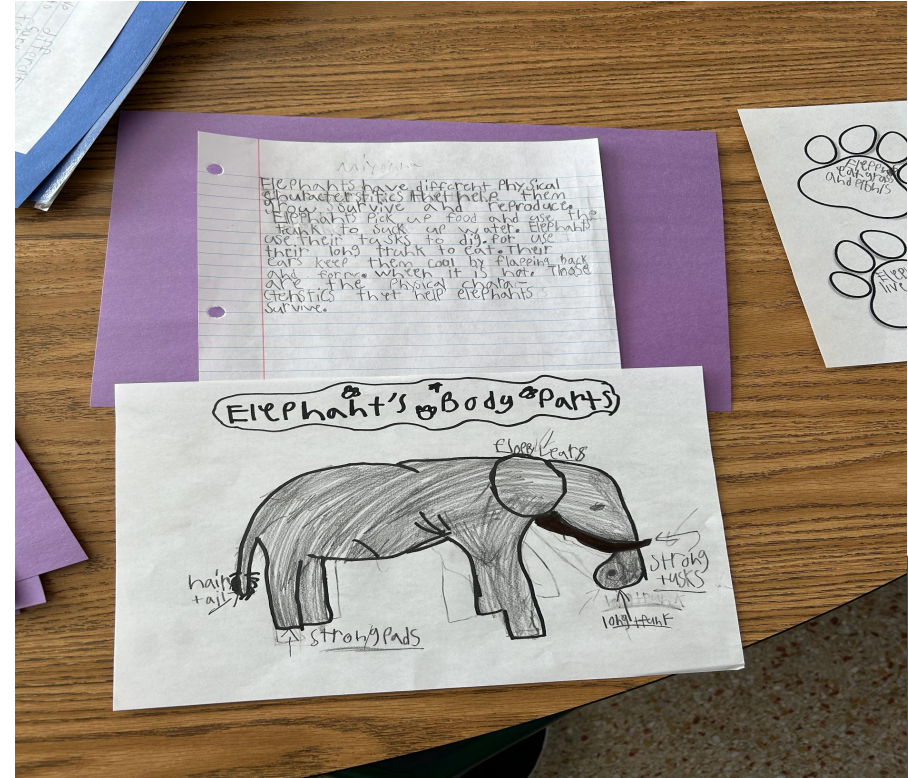
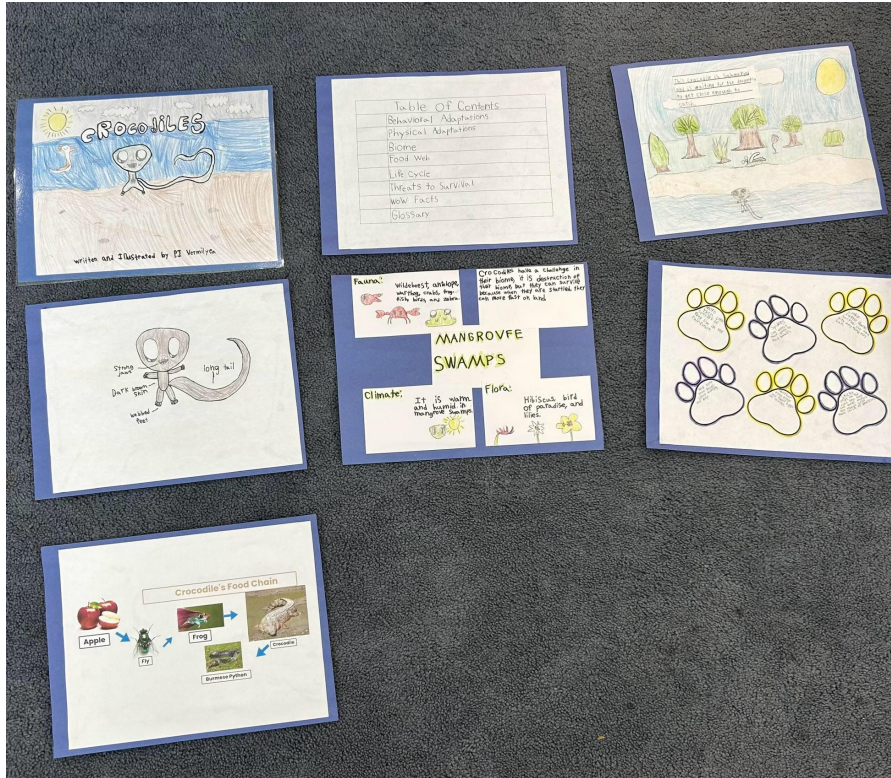
Unit 1 – Setting up the reading community and culture in the classroom

	Unit 1	Unit 2	Unit 3
Grade K	ARC Literacy Labs [®]	Zoology	Ecology
Grade 1		WILD AND ENDANGERED ANIMALS	Family Stories
Grade 2		Bugs in their ecosystems	Sports & Sports
Grade 3		WEATHER AND CLIMATE	TRADITIONAL TALES & World Cultures
Grade 4		ANIMAL ADAPTATIONS	Mystery & Forensic Science
Grade 5		Ecosystems	Science Fiction & Science Fiction

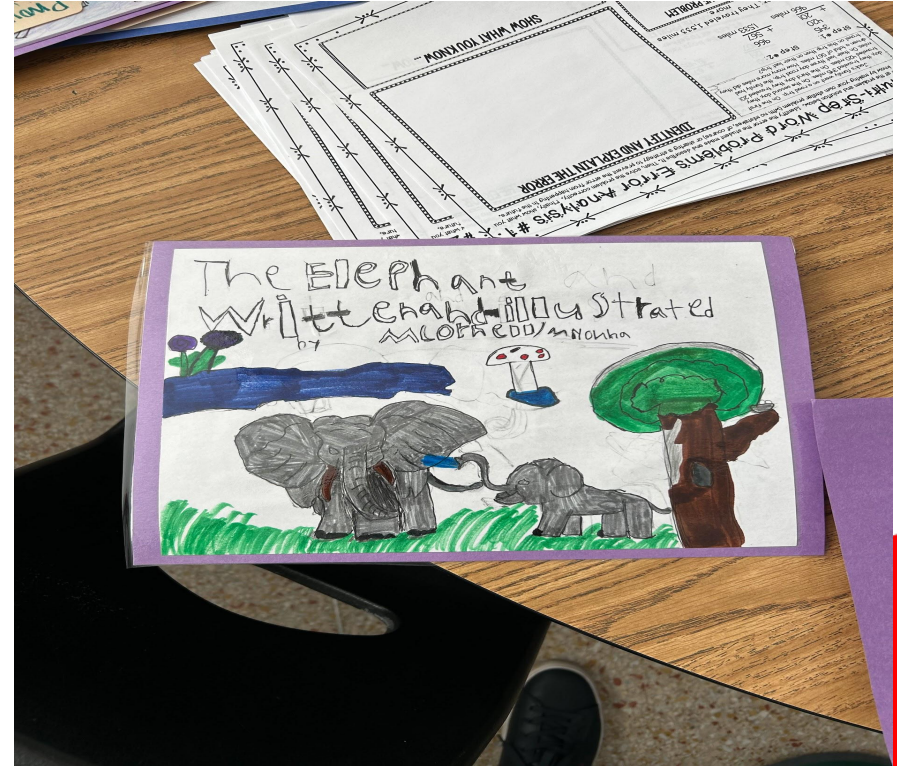
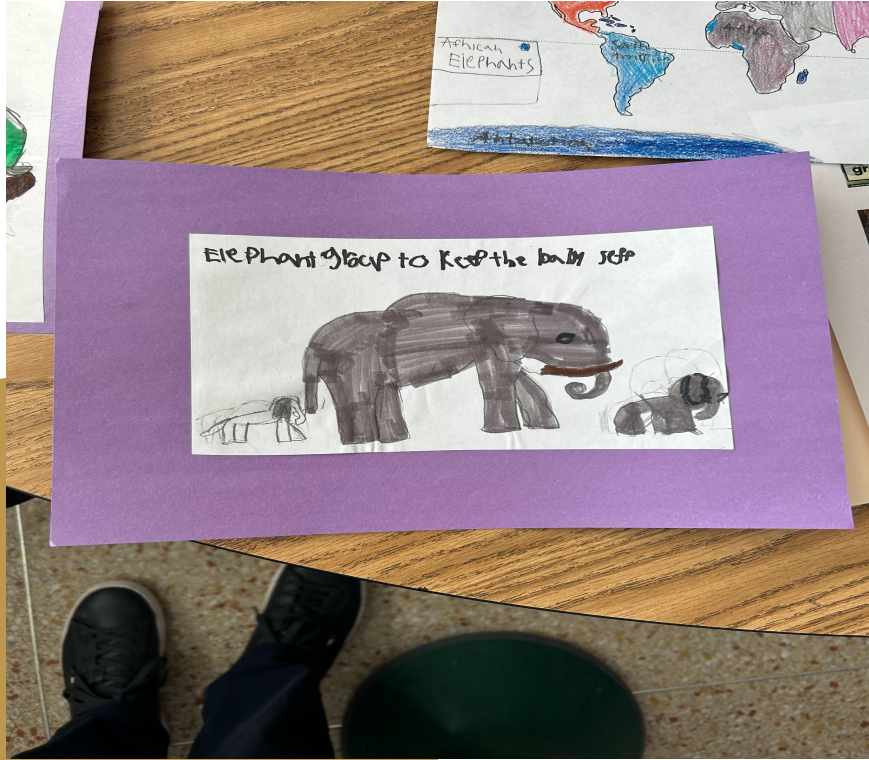
Unit 2 – Informational Research

Unit 3 – Genre Study

K-5 ELA Updates



K-5 ELA Updates



Elementary Update



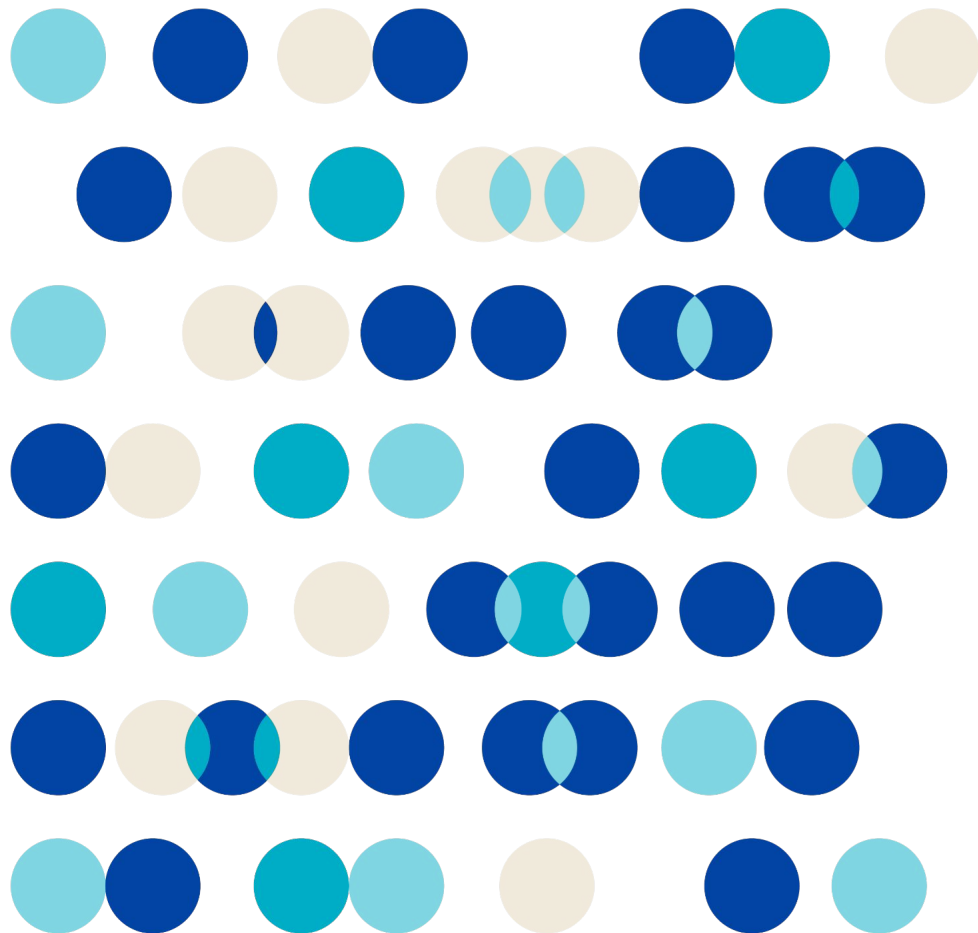
Teams are in the final stages of aligning ELA benchmarks for the 2023-24 progress report to reflect the changes in the 2020 Minnesota ELA standards and new resource (ARC).



6-12 Update: SIRC Team Objectives

- Develop an understanding of the 2020 state standards for ELA
- Creation of scope and sequence for each grade level that is consistent across buildings
- Exploration of resources that could be common across middle and high schools





6-12 SIRC Teams – Who were on the teams?

- Classroom teachers from all buildings, including SoWashCo Online and SWAHS
- Instructional coaches
- Administrators
- TLS members

6-12 SIRC Teams – Summary of the work

- Creation of common scope and sequence, bundling standards per trimester (2 bundles per trimester) for each grade level
- Grounded in writing standards
- Looking at possible resources
- Cross-district grade level teams are meeting, or will be coming together, to continue the work

SIRC Work Accomplished for 6-12 ELA

- Reviewed MDE supporting documents about **shifts in the state standards**

Reading Shifts (aside from Foundational Reading, Reading 1)	Writing Shifts	Exchanging Ideas Shifts
1. In most anchor standards, literary and informational text benchmarks are not separated. 2. Emphasis on self-selection, choice, and reading from diverse perspectives - self selection in as many places as possible	1. Writing 2 incorporates student personal perspective, identity and voice across writing purposes and disciplines. 2. Writing 4 includes both to argue and to persuade and all benchmark language now says write to ____ rather than write a/an ____	1. LSVEI 1 focuses on listening before speaking, considering diverse perspectives in discussions, and valuing a genuine exchange of ideas. 2. LSVEI 2 encompasses spoken language skills (formerly in Language strand of 2010 standards) and emphasizes attending to audience and context.

SIRC Work Accomplished for 6–12 ELA

- Spent time **examining standards** and **identifying big ideas**
- Created draft of a **common scope and sequence** for 9–12 ELA by trimester.
- **Focused on explicit writing instruction**
- Identified **gaps in instructional practices and resources**

Example: Grade 10, Trimester 3, Bundle 1

Trimester 3 <i>Definitions from MN State Standards:</i> <i>Argue- claim, evidence, counterargument. Goal is to consider a perspective but not change.</i> <i>Persuade- agree (change belief) or act . Change an opinion or convince others to act. Bias, ethos, pathos, logos.</i> <i>(Author intent and purpose is different between argue and persuade.)</i>					
Essential Questions	Unit Focus	Writing Benchmarks and Standards	Reading Standards	LSVEI Standards	Possible Assessments (brainstorm)
What is the art of persuasion?	Length of time				
How do you approach a complex text?	Unit: Art of persuasion and Understanding Complex Texts	10.2.4.2-Write to persuade, demonstrating understanding of relevant and authentic issues.	10.1.4.3- Analyze how events, ideas, and characters develop and advance the plot.	*10.3.1.1-Exchange ideas as a facilitator and as a participant. Exchange ideas, acknowledge and elaborate on others' ideas, set rules for discussions, & develop conflict resolution strategies.	Speech Essay Graphic organizer PSAs
How can word choice influence others?	Unit: Exploring the power of voice	10.2.6.1 -Write to create, applying literary techniques and a variety of creative skills to various tasks & purposes and in various forms.	10.1.5.1-Evaluate impact of the author's choices concerning order of events.	10.3.2.1-Make effective choices regarding vocabulary, language, structure, and advanced features of spoken	Slam Poetry (PHS) Creative Writing Digital Narrative Graphic Novel (analysis)
How do I know that I can trust a claim?					

Test Specs for MCA-IV

Table 4 Reading MCA-IV Paper Accommodation Passage and Item Count Targets for Literature and Informational Texts

Grades	Number of Passages	Number of Items	Percent of Items for Literature	Percent of Items for Informational Texts
3–5	5 to 7	48	45%–55%	45%–55%
6–8	5 to 7	54	40%–50%	50%–60%
10	5 to 8	60	30%–40%	60%–70%



SIRC Work Accomplished for 6–12 ELA

- Began conversations around what instructional practices and resources **need to or could leave the system**

Support for all 6–12 ELA teachers

- Created **talking point memos** after each SIRC meeting
- Sought and incorporated **feedback** from all teachers on the **scope & sequence**
- Zoom **open office hours for Q & A** after final drafts of scopes & sequences were shared
- Surveyed all teachers about the **types of resources** they might need
- Gather all grade level teachers (*including Special Education and English Learner teachers*) to learn and collaborate for each trimester's scope and sequence (**3 full days total**)
- **Summer curriculum writing** for cross-district teams
- Optional **summer book studies**

Implementation Timeline K-12



- **Elementary: 2023–24:**
 - Newport Elementary implementing ARC
 - Valley Crossing Elementary implementing ARC's Independent Reading Level Assessment
- **Elementary: 2024–25:**
 - Valley Crossing Elementary implementing ARC
- **Secondary: 2023–24:**
 - Grade-level teams meet one day per trimester to reflect, plan and revise
 - Continuing conversation of resources as teams create units
 - Standards-based assessments written
 - PDFs of scopes and sequences housed in staff portal
- **Secondary: 2024–25:**
 - Full implementation of scope and sequences across 6–12
 - Concerns-Based Adoption Model stages of concern work
 - First administration of MCA-IV

The background of the slide is white and decorated with numerous circles of three colors: dark blue, teal, and beige. These circles are scattered across the entire page, with some appearing as single dots and others as overlapping pairs. The word "Questions?" is centered in a dark blue, sans-serif font.

Questions?



English Language (EL) Services

NIKKI CLYMER, EL SUPERVISOR

Updates from SoWashCo EL Services



Who are our
multilingual
learners?

BE SEEN



How do we ensure all
perspectives are
valued?

BE HEARD



How do we
equitably serve
ALL students?

BE BOLD

Who are we?

- Student demographics***
- Languages spoken***
- Identification***
- Staff***

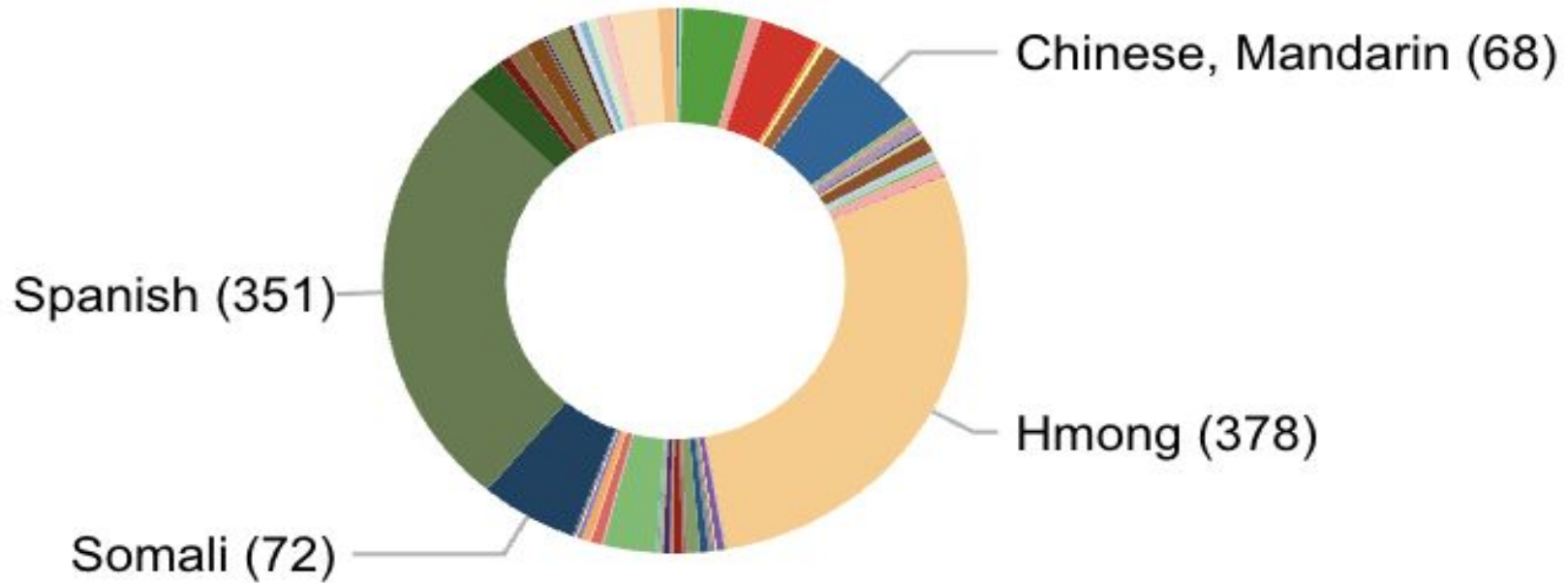
Who are our SoWashCo Multilingual Learners?

- ★ More than 1,300 students K-12 (and growing!)
- ★ Comprised of students with 63 different home languages
- ★ ELs are emergent multilinguals who often speak 3-4 languages
- ★ Represented in all K-12 buildings



**1,300+ EL
Students
in K-12**

Home Language Majorities



Who Makes Up Our EL Department?

Our Team

- ★ 1 EL District Supervisor
- ★ 42 EL Teachers
- ★ 10 EL Paraprofessionals
- ★ 1 EL District Liaison



How are students identified?

EL identification follows the Minnesota Department of Education's standardized procedures

Process Steps

- ★ MN Home Language Survey during district enrollment
- ★ WIDA Screener if a language other than English is spoken at home
- ★ EL identification needs to be completed within 30 days of the start of the school year



Building Community

→ ***Family Engagement***

→ ***Multicultural
Opportunities***

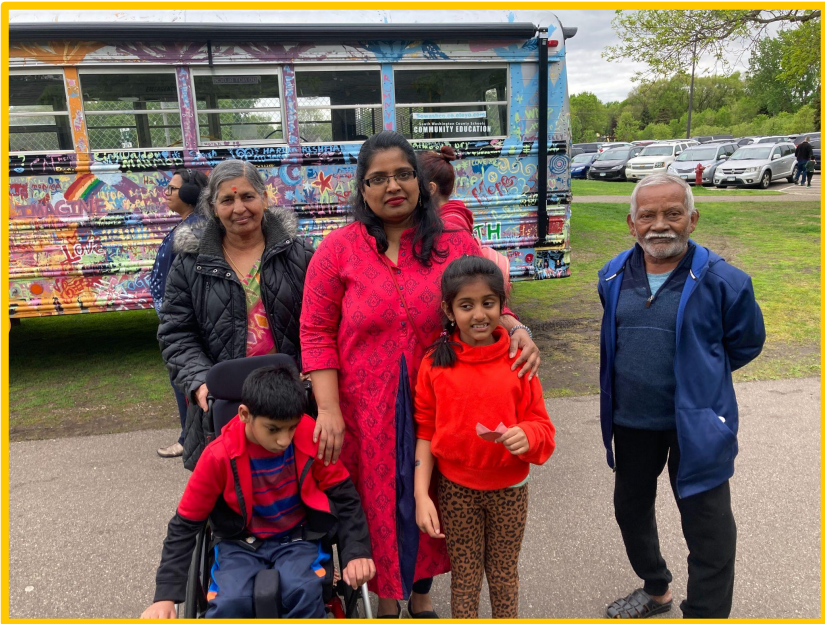
Multicultural Opportunities

- EL family engagement (required by Title 3)
- SEAL of Biliteracy
- EL Elementary Family Picnic
- Many school-sponsored cultural events
- Partnerships with Community Ed classes, Adult ESL classes, DEI, etc.

Importance

- ★ Improves sense of belonging.
- ★ Increases family involvement in their children's education.
- ★ Families feel their home language is heard and valued.

Annual EL Family Picnic



Inclusive Service Model

- *Differentiated Instruction*
- *Shifts in Service Model*
- *Co-Teaching Support*

EL Service will be differentiated by language levels/needs



For example:

- *New to country students receive more EL instruction in their day.*
- *A level 4 EL student may have 1 co-taught class in their schedule*
- *A student is exited from EL services if their ACCESS composite score is 4.5, and all language domains above a 3.5*

Inclusive Service Model K-12

- Students receive English language instruction in core content areas
- EL instruction is differentiated by language-proficiency level
- EL students are general education students who have equal access to all course offerings and extra curriculars
- Research-based instructional model that provides an alternative to only “pull-out language instruction”



Paradigm Shifts

- Siloed instruction based only on language OR content goals → • Language acquisition integrated into core content areas
- Varying programs for EL data, PD, instructional supports, etc. → • ELlevation software to integrate all EL data, demographics, PD, & instructional supports
- Primarily pull out service model → • Collaborative push-in service model



Inclusive Service Models by Student Group

Elementary

- Coordinating EL instruction aligned to ARC curriculum
- Elementary EL service model aligned across all schools
- Encourages more collaboration between general education and EL teachers
- Provides differentiation of levels of EL instruction
- Provides English language instruction in core content areas



Inclusive Service Models by Student Group

Secondary

- EL student graduation requirements are the same
- EL Pathways Team formed to support the graduation pathways beyond 4 years
- Further collaboration with high school counseling staff
- Co-teaching in all secondary schools



Inclusive Service Models by Student Group

New to Country

- New to United States within last two years (currently 82 students in SoWashCo Schools)
- Resources for new to country students:
 - Hello Benchmark
 - Imagine Learning
 - ELlevation Modules
 - Sheltered ELA (dually-licensed teachers)
 - (English Language Development) ELD electives
 - Family resources from EL liaison

Support for EL Co-teaching Partnerships



Professional Development:

Workshop Week EL and Co-teacher Professional Development

- Roles and responsibilities
- Co-teaching models and research-based practices
- Resources and supports

Collaboration Time:

Once per trimester, EL teachers/co-teacher(s) have a sub day to collaborate and meet with instructional coaches as a team

Instructional Coaching Support:

Instructional Coaching 2023-24 (handbook)

Push-In EL Service Model: Supporting ARC Literacy Units



LANGUAGE



LITERACY



CONTENT

Writing

Write about the most interesting thing you learned today. Use the rubric to help you.

Evidence-Based Discussion Practice Rubric

1 pt.	Introduce the text/topic: <i>I read ___ by ___.</i>
1 pt.	Opinion: <i>The most interesting/surprising thing I learned was...</i>
1 pt.	Evidence: Use text evidence to prove the truth/accuracy of your statement.
1 pt.	Citation: title, author, page number
4 pts.	Proficient Answer



INCREDIBLE FACTS ABOUT ECOSYSTEMS

Name _____ Date _____

Practice 1

I read about... (circle one)	Oceans 	Prairie 	Desert 	Temperate Forest
	Tropical Forest 	Arctic 	Swamp 	

I discovered... I read _____ by _____.

The most interesting/surprising fact I learned was...

To verify the accuracy of this fact, I used this evidence from the text (a photo, caption, quote, etc.): _____ on page _____.

Practice 2

I read about... (circle one)	Oceans 	Prairie 	Desert 	Temperate Forest
	Tropical Forest 	Arctic 	Swamp 	

I discovered... I read _____ by _____.

The most interesting/surprising fact I learned was...

To verify the accuracy of this fact, I used this evidence from the text (a photo, caption, quote, etc.): _____ on page _____.

RQ #3: Biome

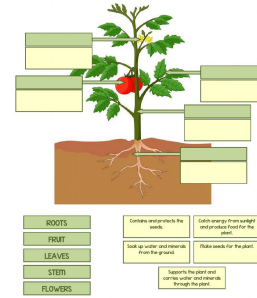
Biome: _____			
Climate	Flora (Plants)	Fauna (Animals)	
What is a survival challenge in the biome?	What adaptations help the species meet this challenge?	How do these adaptations help the species meet this challenge?	Text Evidence (Title, Page #)



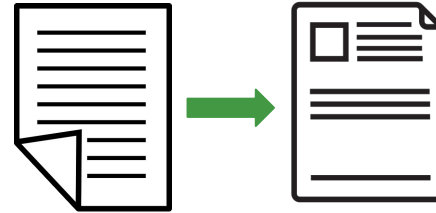
INVESTIGATION #3: BIOME

Biome: _____		
Climate	Flora (Plants)	Fauna (Animals)
Name a challenge (difficulty) of the biome (environment).	Describes the adaptations of living things and explains how these adaptations help them to survive	Evidence (Title, page)

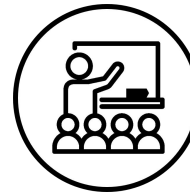
→ **Sensory / Graphic /
Interactive Supports**



→ **Scaffolded Resources**



→ **Instructional Strategies to
Support Complex Content**



Key Takeaways



By **LAW** all English learners are entitled to an educational program that provides...

- ★ Access to the core curriculum
- ★ Opportunities for English language development



*“Learning takes
place through
social interaction.”*

Larsen-Freeman & Anderson, 2011

**A blend of pull-out and push-in
instruction with ELD aligned to
core content will allow for more
social and academic interaction.**



SoWashCo is a great place to be a multilingual learner!

Questions?