

# **Local Control Accountability Plan Goal 1 Part II Update English Language Arts & Literacy**

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**Cambrian School District  
February 4, 2016**



# Overview

- Our Objective
  - College & Career Readiness in Literacy
  - Common Core State Standards Shifts for English Language Art & Literacy
  - Guided Language Acquisition by Design
  - Writer's Workshop
  - Tier II interventions
  - Next Steps
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# Our Objective

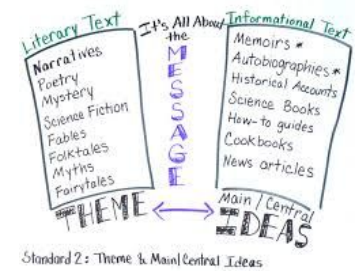
“Cambrian School District will promote high academic achievement for all students while preparing them for 21st century career and college readiness.”



# Students Who are College and Career Ready in Literacy

- Demonstrate **independence**
- Build strong **content knowledge**
- Respond to the **varying demands** of audience, task, purpose, and discipline
- **Comprehend** as well as critique
- Value **evidence**
- **Use technology and digital media** strategically and capably
- Come to **understand other perspectives and cultures**

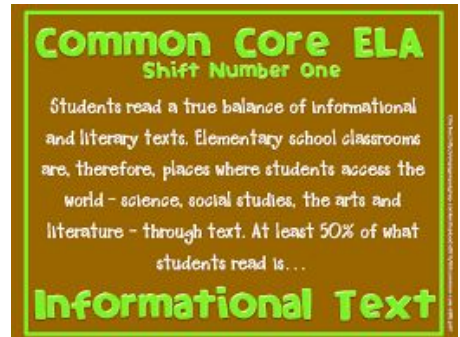
# Common Core Literary Themes



- Building understanding and meaning making from the **earliest grades**
- Critical **role of language**, especially academic language and vocabulary, in comprehending, composing, communicating, and collaborating
- The power of **effective expression** in oral, visual, and written forms
- The **reciprocal** relationship between content **knowledge and literacy development**
- The necessity of mastering the **foundational skills of reading early** in a child's academic career

# Common Core Shifts for English Language Arts & Literacy

- Staircase of **complexity design**, the standards build upon each other
- A combination of **literary and informational texts**
- **Integration** of Social Science and Science content standards
- **3 types of writing**: Informative/Explanatory, Narrative, and Opinion/Persuasive taught K-12
- Emphasis on **academic language**



# Foster Deeper Learning, Critical & Creative Thinking



## Depth of Knowledge (DOKs)

- Level 1 – Recall & Reproduction
- Level 2 – Working with Skills & Concepts
- Level 3 – Short-term Extended Thinking
- Level 4 – Long-term Extended Thinking

# Guided Language Acquisition by Design



- Ongoing and follow-up professional development support and implementation through our GLADiators
- Training of Trainers Initiative
- Aspicio Curriculum Resources for Teachers
- Partnership with the Be GLAD and Santa Clara Office of Education



# Writer's Workshop

- Lucy Calkin's Units of Writing for Grades TK-6
- 3 Professional Development days differentiated for each grade level
- Model classrooms for teacher observations
- Ongoing follow-up support using instructional rounds release days for grade level collaboration
- Teacher on Special Assignment to provide hands-on coaching, teacher PD and support\*



# Leveled Literacy Intervention for Tier II

- Small-group explicit instruction
- Supplementary literacy intervention designed to help teachers provide powerful
- Daily instruction for the lowest achieving students at their grade level
- Supports learning in both reading and writing
- Helps students expand their knowledge of language and words and how they work
- The goal is to bring students to grade level achievement in reading

# Lucy Calkins and Common Core

## Common Core & Writing



# Next Steps

- Professional development on the CC ELA shifts
- English Language Arts/English Language Development Framework
- Professional development on designated and integrated English Language Development
- Continued implementation and training of Writer's Workshop with a goal to integrate 7th & 8th grade and special education
- GLAD Trainers to provide professional development and ongoing support of GLAD implementation
- Time for teachers to collaborate and share best practices

# Resources

1. [Key Shifts in English Language Arts](#)
  2. [Guided Language Acquisition by Design](#)
  3. [Teacher's College](#)
  4. [CA ELA/ELD Framework](#)
  5. [CSD Local Control Accountability Plan](#)
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