



# Standards-in-Action 2.0

## State-Based Curriculum Review

Building Academic Language



Welcome back!

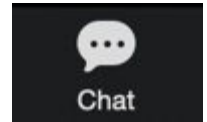


# Disclaimer

This presentation was produced and funded in whole with Federal funds from the U.S. Department of Education under contract number ED-991990018C0040 with StandardsWork, Inc. Ronna Spacone serves as the Contracting Officer's Representative. There is content on the slides and additional content in the Slide Notes throughout the presentation. The content of this presentation does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



# Let's Hear From You!



In the group chat, share your answer to this question:

- *CHAT: In a sentence, share any takeaways or challenges related to your experience reviewing your selected curriculum for Dimension 1: Close Reading of Complex Text.*

We'll ask everyone to hit "enter" at the same time so...

***WAIT to hit "enter"!***



# Agenda

- Overview of Dimension 2 and its research base
- Introduction to the content criteria for Dimension 2
- Breakout work session #1 with your team
- Review of substantiations and ratings of content criteria in the Example Workbook
- Introduction to the English learner (EL) support criteria for Dimension 2
- Breakout work session #2 with your team
- Review of substantiations and ratings of EL supports in the Example Workbook
- Next steps and final questions



# Meeting Norms and Expectations

1. Be present and engage fully.
2. Ask questions.
3. Prepare for productive struggle.
4. Consider differing perspectives.
5. Create and maintain a safe space for professional learning.
6. Be mindful of different learning styles.



## Research Base for Dimension 2

Research conducted by ACT (2006); the National Center for Education Statistics (2012); Goff, Pratt, and Ong (2005); Nation and Snowling (2000); and Adams (2011) shows that:

- Ability to handle vocabulary and syntax are the variables that most clearly lead to successful reading of complex text.
- Scores on vocabulary questions are strongly correlated with scores on reading comprehension.
- Vocabulary growth has been shown to be essential to academic success.
- Understanding how complex sentences work is correlated to stronger readers.



# What Does Research on Building Academic Language Mean for High-Quality Curriculum?

It means curriculum resources should:

- Offer a selection of words for study from text that are:
  - essential to understanding the text,
  - more abstract than concrete,
  - part of a semantic word family, and
  - likely to appear in other texts students read;
- Include questions about the vocabulary and syntax encountered in complex text; and
- Include routines that draw students' attention to challenging syntax.





# Role of Vocabulary and Syntax in Complex Text

Text is made more complex by:

1. Complex sentences
2. Uncommon vocabulary
3. Few key words, sentences, or paragraphs to guide the reader and pull ideas together
4. Lengthy paragraphs
5. Informational or mixed text structures rather than narrative ones



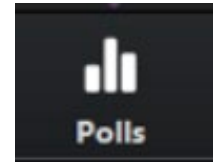
# Role of Vocabulary and Syntax in Complex Text, cont'd.

In addition, text is made more complex by:

6. Subtle or frequent transitions
7. Multiple or subtle themes and purposes
8. Dense information
9. Unfamiliar settings, topics, or events
10. Few repetitions, overlaps, or similarities in words and sentences



# Let's Hear From You!



- POLL: Which two factors have you experienced students having the most difficulty with when reading complex text?
  - *Complex sentences*
  - *Multiple or subtle themes and purposes*
  - *Lengthy paragraphs*
  - *Uncommon vocabulary*
  - *Text that mixes structures*



# **Content Alignment Criteria**

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## Dimension 2: Content Criterion 1

Curriculum includes text-based questions and tasks that provide systematic work with high-value academic vocabulary essential to the anchor text.\* ←

### Ask Yourself:

- *Does the curriculum have an established routine for learning essential vocabulary?*
- *Are vocabulary tasks presented in context rather than in isolation?*



## Dimension 2: Content Criterion 2

Curriculum regularly highlights syntactically complex sentences from anchor texts for analysis and discussion.\* 

### Ask Yourself:

- *Do text-dependent questions draw attention to difficult or key sentences that need examination?*
- *Does the curriculum include an explicit routine for unpacking syntactically complex sentences when reading?*



## Dimension 2: Content Criterion 3

Curriculum teaches morphology so learners can understand structure of words to discern their meanings independently.\* ←

### Ask Yourself:

- *Does the curriculum highlight specific words in readings for analysis?*
- *Does the curriculum teach learners to use word parts first to predict an unknown word's meaning? And then use context to confirm or correct that prediction?*



## Dimension 2: Content Criterion 4

Curriculum requires students to use newly learned words and phrases in their writing and discussion activities.\* ←

### Ask Yourself:

- *Does the curriculum show teachers how to model using academic vocabulary for students?*
- *Does the curriculum offer supports (e.g., vocabulary-based discussion questions or writing starters) to assist students?*





# Rating for Content Alignment

**2 Points:** Most or all of the components of the content criteria are present.

**1 Point:** Some components of the content criteria are present.

**0 Points:** Few or no components of the content criteria are present.



# Breakout Time #1: 30 minutes



Your turn to work with your team:

- Examine the evidence in the curriculum for each of these content criteria for Dimension 2.
- Check the content criteria that are evident and cite in your notes where you found evidence.
- Discuss the evidence you found for all the content criteria with your team and agree upon a rating for the dimension.
- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.



# Breakout Materials

- Your copy of the Participant Workbook (p. 5)
- Curriculum: EL Education
- Resources:
  - Teacher Supporting Materials
  - Teacher Guide

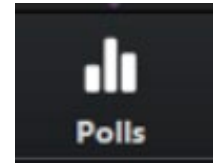


# **Welcome Back!**

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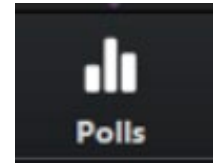
# Let's Hear From You!



- POLL: What is your rating for **Dimension 2 Content Alignment**?
  - 2 points: Most or all components of the content criteria are present.
  - 1 point: Some components of the content criteria are present.
  - 0 points: Few or no components of the content criteria are present.



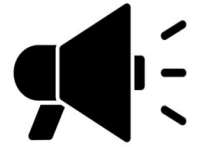
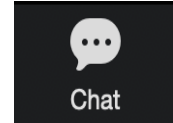
# Let's Hear From You!



- POLL: Did you check (as present) the same criteria as in the Example Workbook?
  - Yes, we checked the same criteria as the example.
  - No, we checked one or more criteria differently than the example.



# Let's Discuss!



Let's take 5 minutes to review the Example Workbook that contains the substantiations for the content criteria.

Then in the group chat, share your answer to this question:

- *CHAT: How do your substantiations compare to the example?*

Now let's hear from a couple of teams about the evidence they found and noted in their Summary Comments.



# EL Support Criteria

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# EL Support Criteria

- (1) Curriculum guides teachers to help students capture and reflect on the meaning of new vocabulary.
- (2) Curriculum includes a glossary or encourages the use of student-friendly dictionaries for language learners.
- (3) Curriculum connects words to home language cognates where there are common roots with English.



# Rating for EL Supports

**2 Points:** Most or all components of the EL supports are present.

**1 Point:** Some components of the EL supports are present.

**0 Points:** Few or no components of the EL supports are present.

*(include starred Content Criteria #1 – #4 in your rating)*



## Breakout Time #2: 25 minutes



- Discuss with your team and determine whether there is sufficient evidence in the curriculum for each EL support criterion.
- Check those for which you found evidence and determine the “weight” of the missing supports or parts of supports.
- Make notes about your findings.
- Together, work to give an overall rating for the dimension’s EL supports. (Include the asterisked content criteria.)
- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.



# Breakout Materials

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- Your copy of the Participant Workbook (p. 6)
- Curriculum: EL Education
- Resources (EL Supports):
  - Teacher Supporting Materials
  - Teacher Guide

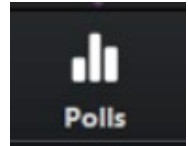


# **Welcome Back!**

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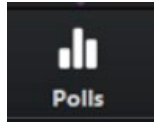
# Let's Hear From You!



- POLL: What is your overall rating for **Dimension 2 EL Supports**?
  - 2 points: Most or all components of the EL supports are present.
  - 1 point: Some components of the EL supports are present.
  - 0 points: Few or no components of the EL supports are present.



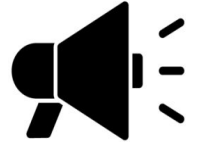
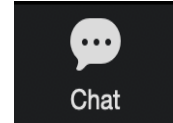
# Let's Hear From You!



- POLL: Did you check (as present) the same criteria as in the Example Workbook?
  - Yes, we checked the same criteria as the example.
  - No, we checked one or more criteria differently than the example.



# Let's Discuss!



Let's take 5 minutes to review the Example Workbook that contains the substantiations for the EL support criteria.

Then in the group chat, share your answer to this question:

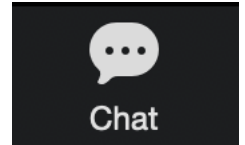
- *CHAT: How do your substantiations compare to the example?*

Now let's hear from a couple of teams about the evidence they found and noted in their Summary Comments.





# Let's Chat!



In the group chat, share your answer to this question in a sentence or two:

- *CHAT: What is something you have learned today (or better understand) regarding the importance of building academic language?*

We'll ask everyone to hit "enter" at the same time so...

***WAIT to hit "enter"!***



# Next Steps

- We will focus on content criteria for **Dimension 3** to:
  - Assess the sample curriculum for its inclusion of volume of reading to build knowledge.
  - Examine the curriculum for attention to EL supports related to a focus on the volume of reading.



# Standards-in-Action 2.0

Thank you!