Standards-in-Action 2.0
State-Based Curriculum Review

# Evidence-Based Discussions

Welcome back!

Disclaimer

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Let's Hear From You!
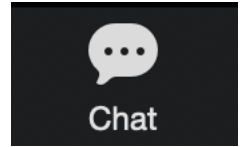
- In the group chat, share your answer to the question:

  ➢ *CHAT: In a sentence, share any takeaways or challenges related to your experience reviewing your selected curriculum for Dimension 3: Volume of Reading to Build Knowledge.*

Agenda

- Overview of Dimension 4 and its research base

- Introduction to the content criteria for Dimension 4

- 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 4

- Breakout work session #2 with your team

- Review of substantiations and ratings of the 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 4

Research conducted by the ICASC (2002); McKeown, Beck, and Blake (2009); Willingham (2010); and NAEP (2013) shows that:

- Most colleges and workplaces stress the importance of evaluating and using evidence;

- The ability to locate and deploy evidence is a hallmark of strong readers and writers; and

- Students' ability to cite evidence to support their answers differentiates students with proficient level scores versus basic level scores on the national assessment.

What Does Research on Evidence-Based Discussions Mean for High-Quality Curriculum?

It means curriculum resources should ask students to:

- Comprehend with accuracy what an author says;

- Make valid claims that are supported by the text evidence;

- Respond to questions that do not require information or evidence from outside the text;

- Respond to sequences of questions that build on one another so students stay focused on the text; and

- Speak confidently and respectfully to one another.

Defining Text-Dependent Questions

- Text-dependent questions push students to rely solely on the text for insight and analysis.

- They identify the text as the "expert" in the room.

- They can be asked of other texts because they are general in nature (e.g., What's the main idea of this text? Why does the author start the way she does?).

Defining Text-Specific Questions

- Text-specific questions probe the particulars of the text and avoid "canned" questions that could be asked of any text.

- They require examination of the language and mechanics of the text, rather than personal experience or opinion.

- They are tailored to the text for which they are written.

Examples of Questions

Non-Text-Dependent

- As we've learned, President Lincoln wrote *The Gettysburg Address* in honor of the soldiers who had died at the Battle of Gettysburg. Describe a time when you had to write or talk to a friend about something tragic. What did you say?

Text-Dependent

- What is the main idea and what are the details of President Lincoln's *Gettysburg Address?*

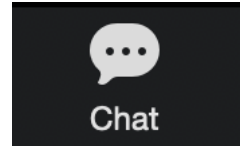# Examples of Questions, cont'd.

Text-Dependent

- What is the main idea and what are the details of President Lincoln's *Gettysburg Address?*

Text-Specific

- In *The Gettysburg Address*, Lincoln used the word "dedicate" six separate times. What was he asking the American people to dedicate themselves to in order to honor the soldiers' memory and dedication?

Let's Chat!

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

➢ *CHAT: From your perspective, what is one value of text-dependent or text-specific questions and discussions?*

If you have time, read and expand on a colleague's response.

Content Alignment Criteria

Dimension 4: Content Criterion 1

Curriculum provides guidance on how to engage learners in productive and sustained academic discussions to develop understanding about texts and content they are studying.*

Ask Yourself:

- *Does the curriculum provide guidance for students to process their thinking and evidence about texts in pairs, in small groups, and through whole-group discussions?*

- *Does the curriculum explicitly guide students to return to the text to cite evidence in support of their ideas or claims during discussions?*

- *Does the curriculum suggest ways to encourage varied and equitable participation by all members of small-group discussions?*

Dimension 4: Content Criterion 2

Curriculum provides a sequence of text-based tasks for student discussion.*

Ask Yourself:

- *Does the curriculum pose questions that build student understanding of the key ideas of the texts?*

- *Does the curriculum promote building knowledge as a communal activity, in which students are encouraged to voice, revise, and build their understanding with peers?*

Rating for 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.

Breakout #1: 25 minutes

Your turn to work with your team and coach:

- Examine the evidence in the curriculum for each of these content criteria.

- Check the content criteria that are evident and cite in your notes where you found evidence.

- Discuss the evidence you found for all the criteria with your team and work to agree on 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. 10)

- Curriculum: EL Education

- Resources:

  - Teacher Guide

  - Classroom Protocols Document

  - Teacher Supporting Materials
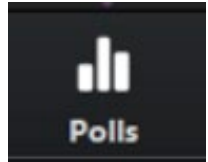
Welcome Back!

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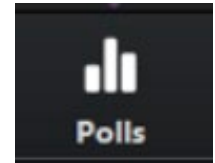
- POLL: What is your rating for **Dimension 4 Content Alignment**?

    O 2 points: Most or all components of the content criteria are present.

    O 1 point: Some components of the content criteria are present.

    O 0 points: Few or no components of the content criteria are present.
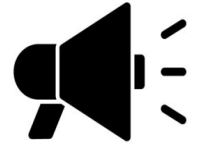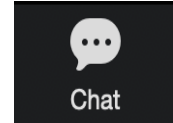
Let's Hear From You!

- POLL: Did you check (as present) the same criteria as in the Example Workbook?

  O Yes, we checked the same criteria as the example.

  O 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

EL Support Criteria

(1) Curriculum includes guidance for heterogeneous and homogeneous language groupings for collaborative learning based on students' English language proficiency to optimize learning.

(2) Curriculum suggests language supports to facilitate students' participation in discussions.

(3) Curriculum suggests ELs use their home language in combination with English during discussions to help students process and build understanding of their readings.

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 and #2 in your rating)

Breakout #2: 20 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.
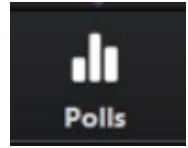
Breakout Materials

- Your copy of the Participant Workbook (p. 11)

- Curriculum: EL Education

- Resources (EL Supports):
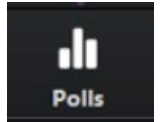 - Teacher Guide

Welcome Back!

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- POLL: What is your overall rating for **Dimension 4 EL Supports**?

  O 2 points: Most or all components of the EL supports are present.

  O 1 point: Some components of the EL supports are present.

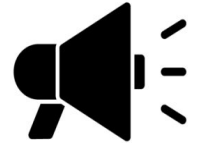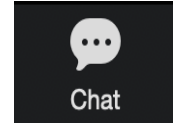 O 0 points: Few or no components of the EL supports are present.

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- POLL: Did you check (as present) the same criteria as in the Example Workbook?

  O Yes, we checked the same criteria as the example.

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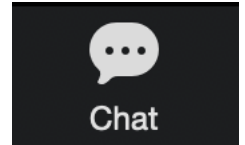
Then in the group chat, share your answer to this question:

➢ *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 evidence-based discussions?*

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 5** to:

    - Assess the sample curriculum's inclusion of evidence-based writing.

    - Examine the curriculum for attention to EL supports related to a focus on evidence-based writing.

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Thank you!