



Standards-in-Action 2.0 State-Based Curriculum Review

Introducing the Participant Workbook
and Model Curriculum for
English Language Arts/Literacy



Welcome!



Disclaimer

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Today's Agenda

- Icebreaker
- Introduction to the ELA/Literacy Participant Workbook
- Orientation to the Model Curriculum
- Next Steps



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.

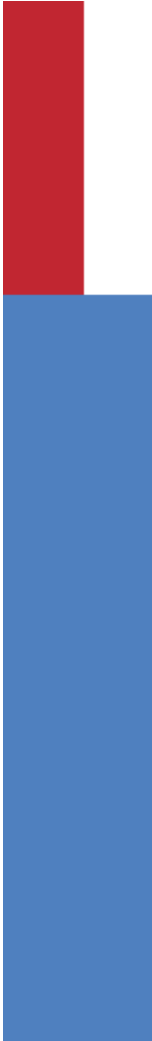


Ice Breaker

- Choose one option from the following:
 - One word that describes what you most like to do to relax;
 - Something that comes from, is made in, or stands for your place of birth;
 - Your favorite song;
 - What body of water do you think best represents your personality (or just your favorite type of water form and why); or
 - A book you've read in the past year that you liked and why.



SIA 2.0 ELA/Literacy Workbook

A vertical bar on the left side of the page, composed of a red top section and a blue bottom section.

STATE-BASED CURRICULUM REVIEW FOR ENGLISH LANGUAGE ARTS AND LITERACY

PARTICIPANT WORKBOOK

2022



Standards-in-Action 2.0



The Participant Workbook Is Anchored in the Instructional Shifts

The three key instructional shifts are based on evidence of what is most important for students to learn to be prepared for college and careers.

1. **Text Complexity:** Does the curriculum provide regular practice with complex text (and its academic language)?
2. **Evidence:** Does the curriculum provide reading, writing and speaking grounded in evidence from text?
3. **Knowledge:** Does the curriculum build knowledge through content-rich nonfiction?



Five Research-Based Dimensions of Quality for ELA/Literacy Curriculum

1. Close Reading of Complex Text
2. Building Academic Language
3. Volume of Reading to Build Knowledge
4. Evidence-Based Discussions
5. Evidence-Based Writing



Breakout Session



Now it's your turn!

- Use the Curriculum Review Activity document to reflect on how the dimensions of quality relate to the three key instructional shifts.
- You'll have about 20 minutes for the activity and to share your thoughts with one another.
- Take time to raise questions about anything that comes up as you make connections.
- Then, we'll regroup and debrief.



Whole Group Debrief

- Let's go through your reflections on how the dimensions of quality connect to the key instructional shifts.
- What questions or insights came up in the breakout rooms that you would like to share?



Format of the Workbook's Curriculum Review Protocol for ELA/Literacy

Each dimension includes two types of criteria:

- **Content criteria** detail the demands of high-quality college and career readiness standards. They are also the foundation of sound instruction for English learners (ELs).
- **EL support criteria** name research-based instructional supports that bridge learning gaps and make content in academically rigorous classes comprehensible for ELs.



Workbook Pages for Dimension 1's Content Criteria

Dimension 1 Close Reading of Complex Text

Review Content Criteria:

- 1 — **Content Criterion.** Curriculum includes engaging anchor texts—central reading texts—that are complex according to quantitative and qualitative analyses.
 - Do the anchor texts fall within the level-specific complexity range?
 - Does the curriculum spend most instructional time on these texts?

Substantiation:

- 2 — **Content Criterion.** At least 50 percent of the anchor or central reading texts included in the curriculum are nonfiction.
 - Does the curriculum include a list of texts used in the curriculum so you can evaluate the balance of fiction and nonfiction?
 - Do the texts include a range of content-rich informational texts in science and history?

Substantiation:



Workbook Pages for Dimension 1's Content Criteria, cont'd.

3

- **Content Criterion.** Curriculum provides repeated encounters with challenging content-rich complex texts—each time with a different purpose—to promote understanding. *
- Does the curriculum require learners to engage with texts through rereading, answering sequences of text-dependent questions, and other text-based tasks?
 - Are the questions sequenced to help build an understanding of the text or only to practice a specific reading strategy?

Substantiation:

Dimension 1: Rating for Content Alignment

_____ 2 Most or all components of the content criteria are present.

_____ 1 Some components of the content criteria are present.

_____ 0 Few or no components of the content criteria are present.

Summary Comments:



Workbook Pages for Dimension 1's English Learner (EL) Supports

Review EL Supports for Dimension 1:

- 1 — **EL Support.** Curriculum suggests that instructors read the anchor text aloud to model fluent reading while students listen and follow along in their texts.

Substantiation:

- 2 — **EL Support.** Curriculum suggests scaffolds such as in-text highlighting and graphic organizers to help learners focus on what is essential and to make sense of what they are reading.

Substantiation:

- 3 — **EL Support.** Curriculum suggests how instructors can reword questions about sections of the anchor text so that they are more understandable, retaining their original intent and challenge.

Substantiation:

Dimension 1: Rating for EL Supports

_____ 2 Most or all components of the EL supports are present

_____ 1 Some components of the EL supports are present

_____ 0 Few or no components of the EL supports are present

Summary Comments:



The Curriculum Review Process

- Together, we will review the meaning of the content criteria for each dimension.
- Then with your team, we will ask you to search the model curriculum for evidence that each criterion is met.
- You will place a checkmark next to each criterion for which you find evidence. You will add a brief comment that substantiates your check mark (or the lack thereof).
- Once you have reviewed all the content criteria for that dimension, you will assign a rating of 0, 1, or 2 points.
- We will ask you to follow the same steps to rate the EL support criteria for each dimension.



Determine the Curriculum's Overall Ratings and Recommendations

Once you have reviewed and rated all five dimensions of quality, you will:

- Determine an overall rating for content alignment by adding the total points assigned to each dimension's content criteria. The highest possible score would be 10 points (2 points per dimension).
- Determine an overall rating for EL supports by adding the total points assigned to each dimension's EL support criteria. The highest possible score would be 10 points (2 points per dimension).
- Summarize your comments and recommendations, including the key strengths and weaknesses of the curriculum you reviewed.
- Then document any recommendations regarding the continued use of the curriculum in your program(s).



Overall Curriculum Ratings

Overall Ratings, Summary Comments, and Recommendations

Overall Rating: Content Alignment	Overall Rating: English Learner Supports
____ Well Aligned (6–8 points)	____ Well Supported (6–8 points)
____ Somewhat Aligned (3–5 points)	____ Somewhat Supported (3–5 points)
____ Not Aligned (0–2 points)	____ Not Well Supported (0–2 points)

Summary Comments and Recommendations:

Orientation to the Model Curriculum



Why We Chose EL Education as Our Model Curriculum

EL Education is:

- Highly rated as being closely aligned to college and career readiness standards;
- A free and open curriculum; and
- Supportive of English learners.

EL Education's Grade 5 Module 1, Unit 1:

- The unit is built upon the Universal Declaration of Human Rights (UDHR); and
- The topic is relevant to the lives of many adult students.



Let's Take a Look at the Curriculum

The screenshot shows a website header with a red background. On the left is the 'Education' logo with a book icon. In the center is a link 'View All Resources' with a dropdown arrow. On the right is a 'Subscribe' button and a 'Sign Up' link. Below the header is a navigation bar with 'Curriculum' in red and other links: 'Getting Started', 'Tools', 'Texts', 'How to Order', 'Professional Development', and 'About' with a search icon. A breadcrumb trail reads 'Home > Our Curriculum > ELA Grade 5 > ELA G5:M1 > ELA G5:M1:U1'. The main title is 'BUILDING BACKGROUND KNOWLEDGE: HUMAN RIGHTS'. On the right side, there are two grey buttons: the top one says '< ELA G5:M1' and the bottom one says 'ELA G5:M1:U1:L1 >'.



What Did You Notice?

- What is the name of the whole unit?
- Is there evidence:
 - Of activities that encourage discussion? Where?
 - That complex text will be used? Where?
 - Of supports for English learners? Where?
 - That a volume of reading is available? Where?
 - That students will have chances to write during the unit?



EL Education – Materials for the Review

- For getting a quick overview of the unit:
 - EL Education G.5 M1 U1 Unit-at-a-Glance.
- These documents are used in every dimension:
 - Teacher Guide
 - Teacher Supporting Materials
- Used only in Dimension 1:
 - Text Analyses of *Esperanza Rising*
- Used only in Dimension 4:
 - Classroom Protocols Document



Teacher Guide

Home Tools Teacher Guide.pdf x

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Grade 5: Module 1: Stories of Human Rights

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Teacher Supporting Materials

Education
Language Arts

Grade 5: Module 1

Stories of Human Rights
Teacher Supporting
Materials



That Was a Quick Tour of the Model

- At our next session, we will start digging into the specifics of each dimension.
- Before then, if you haven't already, you need to select a curriculum in use in your state to examine alongside the model.
- There are more details on the following slide of what to consider.



Select a Representative Sample of Your Curriculum

Select a sample that...

- Addresses all aspects of English Language Arts and is relevant to the lives of adult students.
- Is big enough to get a clear picture of what the whole curriculum has to offer; but
- Is small enough to be handled easily; and
- Is readily available to educators in your state.



Our Work Together

- We will always have between-session work to apply the learning from each webinar to your chosen curriculum.
- We will also think through how to sustain this work when the training ends.



Let's Recap Our Preparations

- We have worked to become comfortable with the tools and the technology.
- We have reviewed the components of the ELA/Literacy Workbook.
- We have reviewed the team expectations (e.g., meeting times, attendance, assignments).
- Two questions:
 - Have you selected a curriculum to review as a team?
 - Shall we schedule our standing, in-between work sessions now?



Our Next Session

- We will begin our deep dive into Dimension 1.



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Thank you and see
you soon!