



# English Language Arts

**Charter School  
Professional Development  
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# What role do you play?

- Elementary Teacher
- Middle School Teacher
- Secondary/HS Teacher
- Specialist (curriculum, speech, assessment, Rtl, early childhood)
- Head of School
- Board Member
- Finance Director
- Other



## **Essential Question**

How will a better understanding  
of the DE Recommended  
Curriculum and the Common  
Core State Standards improve  
teaching and learning in my  
school?

# **Essential Question**

What makes up a standards-aligned ELA curriculum?

- ELA Grade-level Expectations (DE Recommended Curriculum)
- Common Core State Standards in ELA
- Framework for Curriculum (scope and sequence, pacing guide, curriculum map)
- Instructional units (essential questions, standards, big ideas, learning map)
- Assessments (formative and summative)

# What are the frameworks for Literacy?



# ELA Content Standards



- **Standard 1** (**Writing Standard**)- Students will use written and oral English appropriate for various purposes and audiences.
- **Standard 2** (**Reading Standard**)- Students will construct, examine, and extend the meaning of literary, informative, and technical texts through listening, reading, and viewing.
- **Standard 3** (**Research Standard**)-Students will access, organize, and evaluate information gained through listening, reading, and viewing.
- **Standard 4** (**Reading Standard**)- Students will use literary knowledge accessed through print and visual media to connect self to society and culture.

# Organization of the ELA CCSS



## K-5 Strands

- Reading (Literary and Informational)
- Writing
- Speaking and Listening
- Language

## 6-12 Strands

- Reading (Literary and Informational)
- Reading in history/social studies
- Reading in science and technical studies
- Writing for Literacy in History/Social Studies, Science, and Technical Subjects 6–12
- Speaking and Listening
- Language

# College and Career Readiness Anchor Standards

## Reading

- Key Ideas & Details
  - Craft & Structure
- Integration of Knowledge & Ideas
- Range of Reading and Text Complexity

## Writing

Text Types & Purposes  
Production and Distribution  
of Writing  
Research to Build & Present  
Knowledge  
Range of Writing

## Speaking & Listening

- Comprehension & Collaboration
- Presentation of Knowledge & Ideas

## Language

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

## Literacy in History/Social Studies, and Technical Studies

Grades 6-12  
Reading & Writing Standards for content area  
subjects

## Foundational Skills

Grades K-5  
Print Concepts  
Phonological Awareness  
Phonics & Word Recognition  
Fluency

## Appendices

A: Research behind the standards & Glossary

B: Text exemplars (complexity, quality and range of reading , performance tasks for grade-levels

C: Annotated samples of student writing at various grade-levels



| <p>ELA Common<br/>Core Standard<br/>7-Reading</p>  | <p>DE Content<br/>Standard 2.4bL</p>   | <p>Comment</p>  |
|--|--|---|
| <p>Reading Standards for Literature<br/>Grade 3, Integration of Knowledge and Ideas</p> <p>7. Use information from illustrations and other visual elements in a text with the words to develop an understanding of the <b>setting, characters, and plot.</b></p> | <p><b>DE ELA Content Standard/GLE 2.4bL</b> (K-12) Students will be able to demonstrate an overall understanding of literary texts by (b) identifying the story elements (<b>e.g., characters, setting, and plot</b>) and story structures (conflict, resolution, cause/effect).</p> <ul style="list-style-type: none"> <li>•Identify the main <b>character</b> in a story or poem</li> <li>•Identify other <b>characters</b> in a story or in a <b>poem</b></li> <li>•Identify the main <b>setting</b> (time and/or place)</li> <li>•Recognize that <b>settings</b> can change and identify the changes in <b>setting</b></li> <li>•Recognize that there is a main <b>problem</b> and <b>solution</b> in a story</li> <li>•Identify the beginning, middle and end of a story</li> <li>•Identify significant details related to the <b>plot</b> to determine the pattern of organization (simple <b>compare/ contrast</b>) <u>simple <b>problem/solution</b>, simple <b>sequence</b></u></li> <li>•Identify simple <b>point of view</b> (e.g., narrator, speaker)</li> </ul> | <p>DE ELA Content Standards are more rigorous. In this example, a student must develop a deep understanding of the setting, character and plot as opposed to only identifying and describing those elements of a story as is written in the ELA Common Core Standards.</p> <div data-bbox="1434 1307 1766 1438"> <p>Our GLEs unpack the standard</p> </div> |

# How do the CCSS Align to the DE Grade-level Expectations?

| CCSS ELA Strands          | Excellent | Good | Weak |
|---------------------------|-----------|------|------|
| Reading-Literary          | 91%       | 9%   |      |
| Reading-Informational     | 94%       | 5%   |      |
| Reading-Foundations (K-5) | 75%       | 25%  |      |
| Writing                   | 100%      | 0    |      |
| Speaking & Listening      | 98%       | 2%   |      |
| Language                  | 76%       | 22%  | 2%   |

# Curriculum Framework

School \_\_\_\_\_

Content: ELA

Grade or Course: 4th Grade



## Delaware Standards Alignment

## Timeline

## Concepts/Big Ideas/Enduring Understandings

## Essential Questions

## Assessment

### Unit 1: Strategy Review/What do good readers and writers do?

#### DE ELA GLEs

- 1.4
- 1.5
- 1.6
- 1.7
- 2.3 a
- 2.3c
- 2.4 b
- 2.4 g
- 2.6 a
- 4.1 a
- 4.2a
- 4.2b
- 4.4a

#### CCSS/ELA

- CC4RL1
- CC4RI2
- CC1RF4
- Recursive Strategies in the CCSS
- CC4W8

August/September-  
4 weeks,  
approximately the  
first 20 days of  
school

- Good readers understand that they need to use a variety of strategies to help them understand different types of text.
- Good writers understand that they must go through a process and include the traits.

#### Students will be able to:

- Make, test and revise predictions as they read
- Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read
- Refer to details and examples from the text when explaining what the text says
- Make implied inferences about literary elements and author's decisions in a text
- Refer to details and examples from the text when drawing inferences
- Self monitor and generate a purpose for reading
- Generate and answer questions
- Summarize
- Reread to clarify information
- Use mental imagery
- Use graphic organizers or other note taking techniques to record important ideas or information

- What strategies do good readers use to generate a purpose for reading and why?
- What kinds of actions do good readers take to record important ideas or information?
- How can I communicate and share my thoughts and feelings about what I read?
- How do readers make decisions about what they read to help them answer questions?

#### Formative:

- Narrative writing prompt
- Ongoing assessments including observation, text-based writing examples/portfolio, journal writing, exit passes

#### Summative:

- Choose a mutually selected text-based writing piece from the writing portfolio that best represents the student's work

## Delaware English Language Arts KUD Concept Organizer

ELA KUD Concept Organizers are not replacements for teachers' individual unit KUDs. Rather, they are deconstructive concepts inherent in each of the Common Core State Standards. These are a resource from which teachers should select appropriate *Knowledge*, *Understandings*, and *Dos* (skills) to develop their own unit KUDs to guide planning for instruction.

### GRADE 4-Key Ideas and Details Literary Reading Standard 1

| College and Career Readiness (CCR) Anchor Reading Standard Key Ideas and Details (1): Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.                             |  |   |
|---|--|---|
| CCSS – Grade Specific Reading Standard 1 (Literary)   |  |   |
| Grade 3: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | Grade 4: Refer to details and examples in a text when explaining to what a text says explicitly and when drawing inferences from the text.   | Grade 5: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text   |
| KNOW<br>(Factual)   | UNDERSTAND<br>(Conceptual)   | DO<br>(Procedural, Application and Extended Thinking)   |
| <ul style="list-style-type: none"> <li>Text references</li> <li>Explicit information</li> <li>Inference</li> <li>Prediction</li> <li>Generalizations</li> <li>Background knowledge</li> <li>Literary elements (e.g., character, setting, events)</li> <li>Details and examples</li> <li>Author's decisions</li> </ul> | <ul style="list-style-type: none"> <li>Authors include key details in literary texts which can help a reader ask and answer questions.</li> <li>Good readers use examples and details from the text to support their inferences.</li> <li>Good readers use textual evidence, connections to their own lives and their background knowledge to make inferences and draw conclusions about what they read.</li> <li>Good readers make meaning using the details and examples in a text.</li> </ul> | <ul style="list-style-type: none"> <li>Make, test and revise predictions as they read</li> <li>Use the combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>Refer to details and examples from the text when explaining what the text says</li> <li>Make implied inferences about literary elements and author's decisions in a text</li> <li>Refer to details and examples from the text when drawing inferences</li> </ul> |
| CCSS- Grade Specific Reading Standard 10 (Grade 4)  |  |   |
| By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  |  |   |

# DCAS Reading Assessment

- The DCAS will continue to follow the current blue prints: <http://de.portal.airast.org/educator.html>
- The only changes that will happen this year to the DCAS field test passages will be in terms of text complexity. Common Core is ramping up the Lexile® levels which you can find in Appendix A of the the CCSS.
- The field test passages for 2011-12 will become operational (count towards student scores) in 2012-13.
- In 2012-13, we will continue field testing passages and begin field testing items that will match to the actual CCSS standards. This gives districts a chance to teach CCSS so the field test data is more accurate.
- Review current curriculum to evaluate alignment to the CCSS. Be mindful of text complexity and depth of understanding required by the CCSS and consider the implications for instruction.



# Transitioning to the CCSS: A Suggested Checklist

## ➤ Take Aways:

- Alignment must happen at the grade level
- Evaluate all curriculum, instruction, and assessment documents/materials/resources
  - Alignment needs to happen between documents as well to ensure they work in tandem
- GLEs support CCSS
  - Deeper
  - Text complexity higher
  - Multiple texts – synthesis
  - Writing more complex
  - Variety of text types

## ➤ Additions

- Definitions
- Templates
- Examples

# **ELA Resources**

**<http://www.doe.k12.de.us/ela>**

# Component 1



Blackboard

## Blackboard Training

<http://delaware.blackboard.com/>



# Component 1

New teachers?

Send access request to  
[component1help@gmail.com](mailto:component1help@gmail.com)

# Component 2

<http://www.doe.k12.de.us/ela>

# Literacy/ Reading Cadre

## Brief Overview of Program/Service:

The DE Reading/Literacy Cadre consists of district and charter school Reading Specialists and Systemic Change Agents to include Title I reading teachers, reading resource teachers, Library Media Specialists, Reading First teachers and coordinators, and individuals employed as building or district coordinators/Cadre of reading who work with teachers in reading and communication skills.

## Goals of Program/Service:

Members of the DE Reading/Literacy Cadre provide professional development to educators in their district in the area of literacy (reading, listening, speaking, writing and viewing). Professional development may be provided in many ways (e.g., one-on-one or small group, diagnostic, or prescriptive teacher of reading) Cadre members ensure that appropriate reading activities and support are embedded in all curricular areas.

# ELA Contacts

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