



# Standards-in-Action 2.0

## State-Based Curriculum Review

# Close Reading of Complex Texts

## (Part 2)



Welcome back!

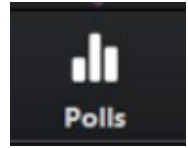


# Disclaimer

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!



Share your answer to this question:

- *On a scale of 1 to 5, how much do you know about providing English learners (ELs) with access to complex text written in English?*
  - 1 (not much)
  - 2
  - 3
  - 4
  - 5 (a great deal)



# Agenda

- Review of Dimension 1
- Introduction to the English learner (EL) support criteria for Dimension 1
- Breakout work session with your team
- Review of substantiations and ratings 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.



# Review of Part 1 for Dimension 1

- Dimension 1 focuses on access to complex text.
- The content criteria for Dimension 1 emphasize that:
  - Anchor texts are at the appropriate level for text complexity;
  - At least 50% percent of the anchor or central reading texts included in the curriculum are non-fiction; and
  - The curriculum offers multiple encounters with the texts.\*



# Dimension 1: EL Support Criteria

- (1) Curriculum suggests that instructors read the anchor text aloud to model fluent reading while students listen and follow along in their texts.
- (2) Curriculum suggests scaffolds to help learners focus on what is essential and to make sense of what they are reading.
- (3) 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.





# Dimension 1: 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 Criterion #3 in your rating)*



# Breakout: 45 minutes



- Scan the curriculum for evidence of each of the EL supports.
- 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, give an overall rating for the dimension’s EL supports. (Include the asterisked content criterion #3.)
- 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. 3)
- Curriculum: EL Education
- Resources (EL Supports)
  - Teacher Guide
  - Teacher Supporting Materials

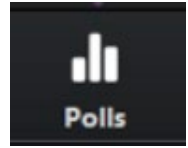


# **Welcome Back!**

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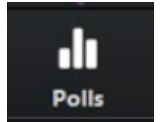
# Let's Hear From You!



- POLL: What is your rating for **Dimension 1 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.



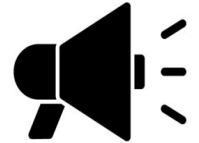
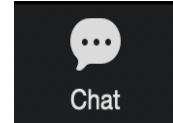
# Let's Hear From You!



- 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.

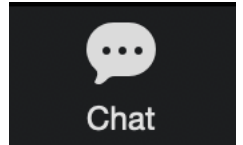
Then in the group chat, share your answer to this question:

- *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, type your answer to this question in a sentence or two:

- *CHAT: What is your biggest takeaway, or something you've learned, from today's activities related to English learners reading challenging texts?*

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

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





# Next Steps

- We will focus on **Dimension 2** to:
  - Assess the sample curriculum's inclusion of building academic language.
  - Examine the sample curriculum's attention to EL supports related to a focus on building academic knowledge.



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Thank you!