



NEW STANDARDS

NEWS LETTER

April 15, 2013
Volume V

Thank you for reading the fifth volume of the *New Standards Newsletter*. Today, we are focusing on what the shifts look like in ELA and Math.

THE NEW STANDARDS ARE ABOUT WHAT TO TEACH, NOT HOW TO TEACH

Thanks to all who participated in the webinar. The link below will connect you to the recording of the webinar.
<https://sas.illuminate.com/mr.jnlp?suid=M.50E5A8D920D9DDC7BDDF708CD3646E&sid=2010175>

ELA Standards are divided into four areas

Reading Writing Speaking and Listening Language

3 ELA Shift basics – The What...

1) Building knowledge through content rich non-fiction

- a. Using text as a source of knowledge.
- b. Increase in reading of non-fiction, informational text (50/50 in K-5, 55/45 in middle school, 70/30 in high school).
- c. Informational/Content rich non-fiction would include biographies, memoirs, speeches, opinion pieces, historical documents, and essays about art, literature, journalism, etc.
- d. Emphasis on text structure other than narrative.

2) Reading and writing grounded in evidence from the text

- a. For reading, students must grasp information, arguments, ideas and details based in careful attention to the text.
- b. For writing, students must write to present analyses, well defended claims, and clear thoughts using textual evidence.
- c. Teachers become experts at using text dependent questions to help students achieve these objectives.

3) Regular practice with complex text and its academic vocabulary

- a. ALL students have the opportunity to practice reading complex text.
- b. Text is strategically chosen to help students become confident when confronted with text that is complex in structure, vocabulary, and/or density of information.
- c. Teachers will place an emphasis on building content vocabulary as well as academic vocabulary (words commonly found in academic settings like analysis, assessment, establish, identify, and determine).

Math Standards are divided into two areas

- 1) Standards of Mathematical Practice which are consistent K-12
- 2) Standards of Mathematical Content which vary by grade

3 Math Shift basics – The What...

1) *Focus*: In each grade or course, focus deeply on 2-4 topics

- a. Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.
- b. Focus deeply only on what is emphasized in the standards, so that students gain a strong foundation.

2) *Coherence*: *Think across grades and link to major topics within grades*

- a. Carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.
- b. Begin to count on solid conceptual understanding of core content and build on it. Each standard is an extension of previous learning.

3) *Rigor*: In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

- a. Teach more than “how to get the answer” and instead, support students’ abilities to access concepts from several perspectives.
- b. Students are able to see math as more than a set of mnemonics or discrete procedures.
- c. Conceptual understanding supports the other aspects of rigor (fluency and application)

The New Alaska State Standards do NOT define:

- 1) How teachers should teach
- 2) The nature of advanced work beyond the core.
- 3) The interventions needed for students well below grade level.
- 4) The full range of support for ELL and SPED students.
- 5) Everything needed to be college and career ready.

Please check out the EED’s
on-line toolkit for more
detailed information

<http://education.alaska.gov/standards/toolkit.html>

Chane Beam

Director of Curriculum and Instruction

4762 Old Airport Way

Fairbanks, AK 99709

P: 907-374-9412

E: cbeam@yksd.com