



NEW STANDARDS

NEWS LETTER

April 22, 2013
Volume VI

Thank you for reading this edition of the *New Standards Newsletter*. For the next two weeks, we are focusing on the details of what the shifts look like in English/Language Arts. Please notice that the previously covered information is in darker blue and the new, spiraled information is in a lighter shade of blue.

Thank you for participating in the webinar and the group activity over the last two weeks. Don't forget to set aside 30 minutes in this week's Collaboration Meeting to work on a group activity that will come directly from this newsletter. Please bring it with you to the meeting.

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.
 - i. Students must learn how to read for knowledge as well as for entertainment. This skill will support them in college and in the workforce, particularly in jobs that require certification or technical training.
- b. Increase in reading of non-fiction, informational text (50/50 in K-5, 55/45 in middle school, 70/30 in high school).
 - i. These percentages include the reading that they should be doing in Social Studies, Science, and Health classes.
 1. This doesn't mean that all instruction in SS and Science classes should occur through reading and answering questions. We are still expected to stand and deliver content to our students. We need to balance our face to face instruction and activity facilitation with reading assignments.
- c. Informational/Content rich non-fiction would include biographies, memoirs, speeches, opinion pieces, historical documents, and essays about art, literature, journalism, etc.
 - i. We should not rely only on our textbooks for informational text. Interesting informational text could be found on-line or in the non-fiction section of the library.
- d. Emphasis on text structure other than narrative.
 - i. Narrative text tells a story that may or may not be informational text. We must ensure that our students are reading enough non-fiction, non-narrative text.

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.
- d. Text dependent questions force the students to go back to the text in order to respond to the prompt as opposed to answering a question that is only tangentially related to the reading.

Text Dependent	Not Text Dependent
What can you infer from <i>Letter from Birmingham Jail</i> about the letter that Dr. King received?	In <i>Letter From Birmingham Jail</i> , Dr. King discusses non-violent protest. Discuss a time that you wanted to fight against something that was unfair.
Notice that the “Not Text Dependent” prompt could be answered without ever having read <i>Letter from Birmingham Jail</i> . The “Text Dependent” prompt forces the student to gather the answer from the text. The student is dependent on the text for the answer.	

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).
- d. Text Complexity is defined by
 - i. Quantitative Measures
 - ii. Qualitative Measures
 - iii. Reader and Task Considerations

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

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

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