

# engageok

ON THE ROAD

Oklahoma Academic Standards for English Language Arts  
Brenda Beymer-Chapman, Social Studies Director  
Michele Sprague, Elementary English Language Arts Director

# Agenda

Deeper Understanding of the Structure of the Oklahoma Academic Standards for English Language Arts

Text Complexity

Support for Implementation of Standards

# This Session Will Be a Success

## If I Leave Knowing the Importance of:

- Teaching Foundational Reading Skills to Mastery



- Teaching Foundational Reading Skills to Mastery
- Bundling Standards



- Teaching Foundational Reading Skills to Mastery
- Bundling Standards
- Text Complexity



# Learning Process



# Where Are You Now?

Never read



Read/Unsure how they work



Familiar but still planning

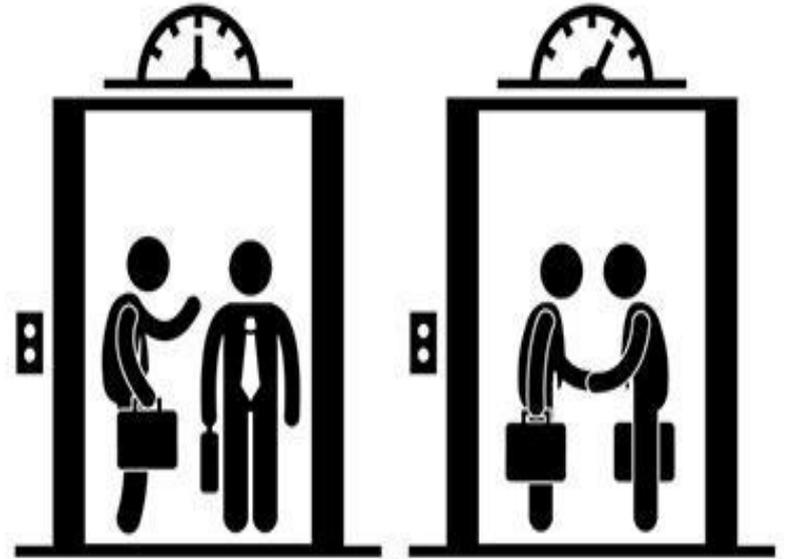


Comfortable/Can teach others



# Pick A Standard And A Grade Level

1. Select a Spokesperson
2. Introduce the standard in your best 30 second Elevator Pitch



# With an elbow partner, finish the stem...

## Standards

Standards are...

## Curriculum

Curriculum is...

## Instruction

Instruction is...

# Definite Distinction

## Standards

### Responsibility

State

### Purpose

End of year grade level expectations

## Curriculum

### Responsibility

Local District

### Purpose

Day to day plan to meet or exceed standards

## Instruction

### Responsibility

Classroom

Teacher

### Purpose

Expert daily instruction and directed practice of curriculum to meet or exceed standards

Independent  
Reading/  
Writing

8

1

Speaking  
and  
Listening

Multimodal  
Literacy

7

Oklahoma  
Academic  
Standards for  
English  
Language  
Arts

2

Reading/  
Writing  
Processes

Research

6

3

Critical  
Reading/  
Writing

Language

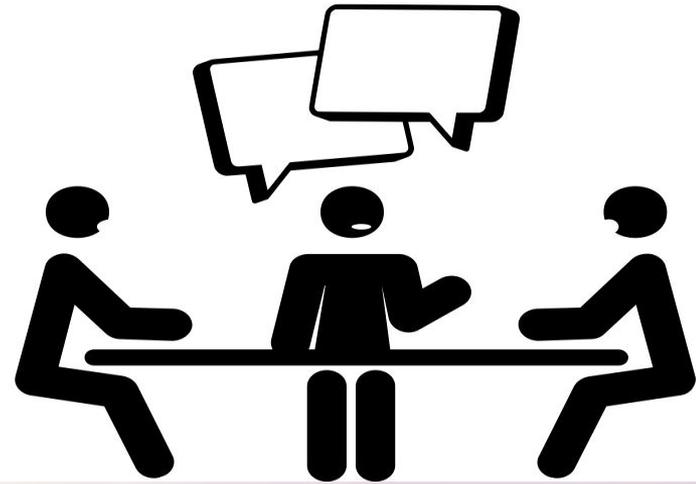
5

4

Vocabulary

# Guiding Question

What learning  
do we want for  
our students?

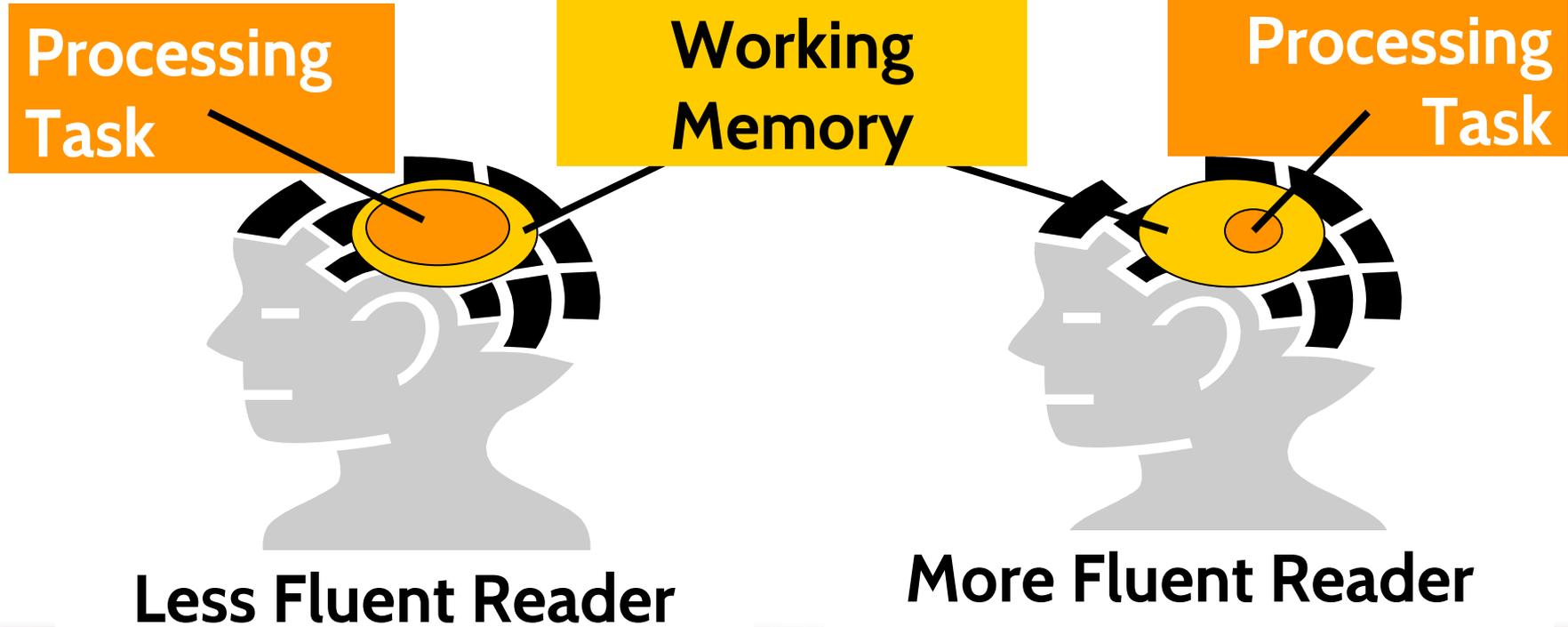


# Road to Deep Literacy Learning

There is no comprehension strategy powerful enough to compensate for the inability to read the words.

Dr. Joseph Torgeson

# Road to Deep Literacy Learning



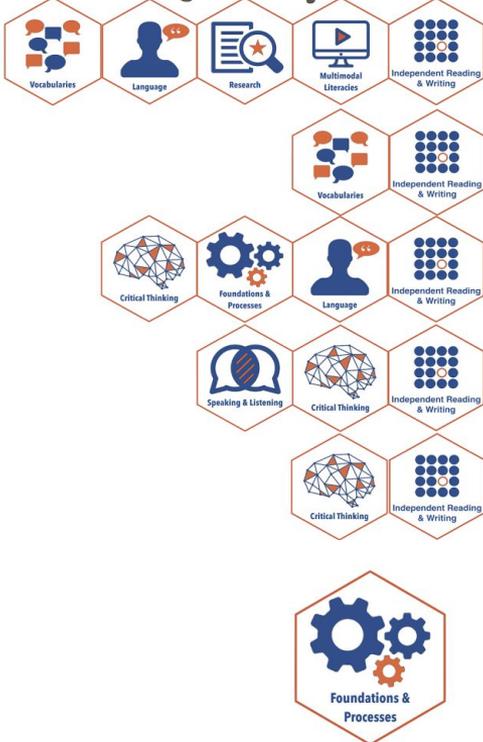
# Importance of Being A Skilled Reader

- Major Antidote for Poverty
- Life is Better
- More Choices in Work and Personal Lives, Leading to More Freedom
- Literacy is the Currency of Other Learning

Douglas Fisher, Nancy Frey, John Hattie  
**Visible Learning for Literacy, 2016**

# Reading Comprehension

Language Comprehension  
Word Recognition



Background Knowledge

Vocabulary

Language Structures

Verbal Reasoning

Literacy Knowledge

Phonological Awareness

Decoding

Sight Recognition

Increasingly Strategic

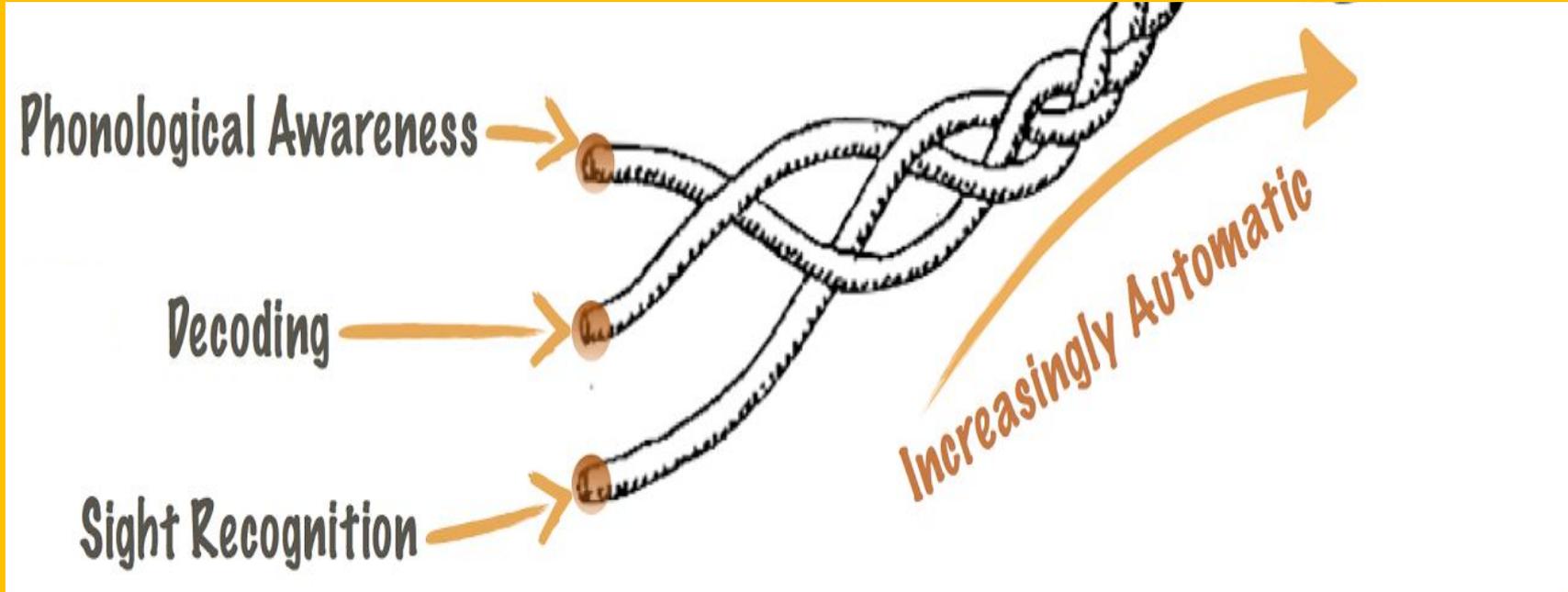
Increasingly Automatic



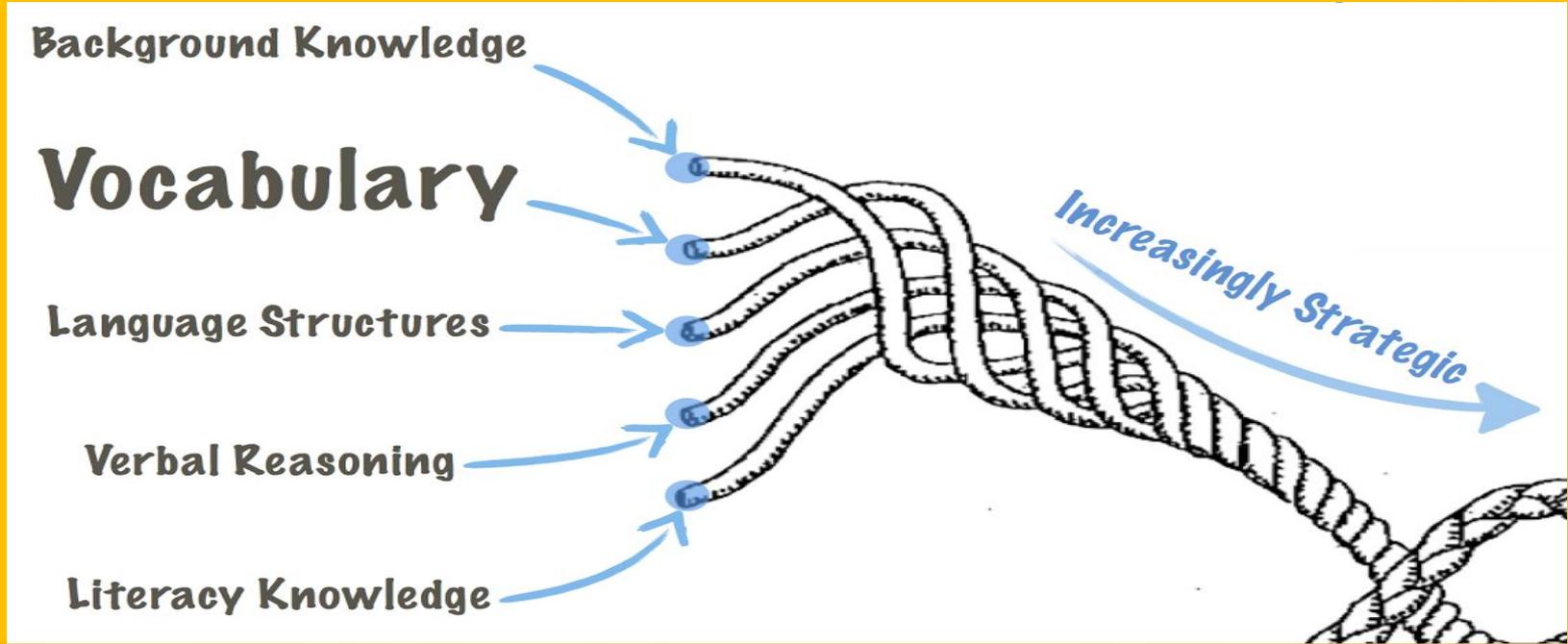
Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97-110). New York: Guilford Press.



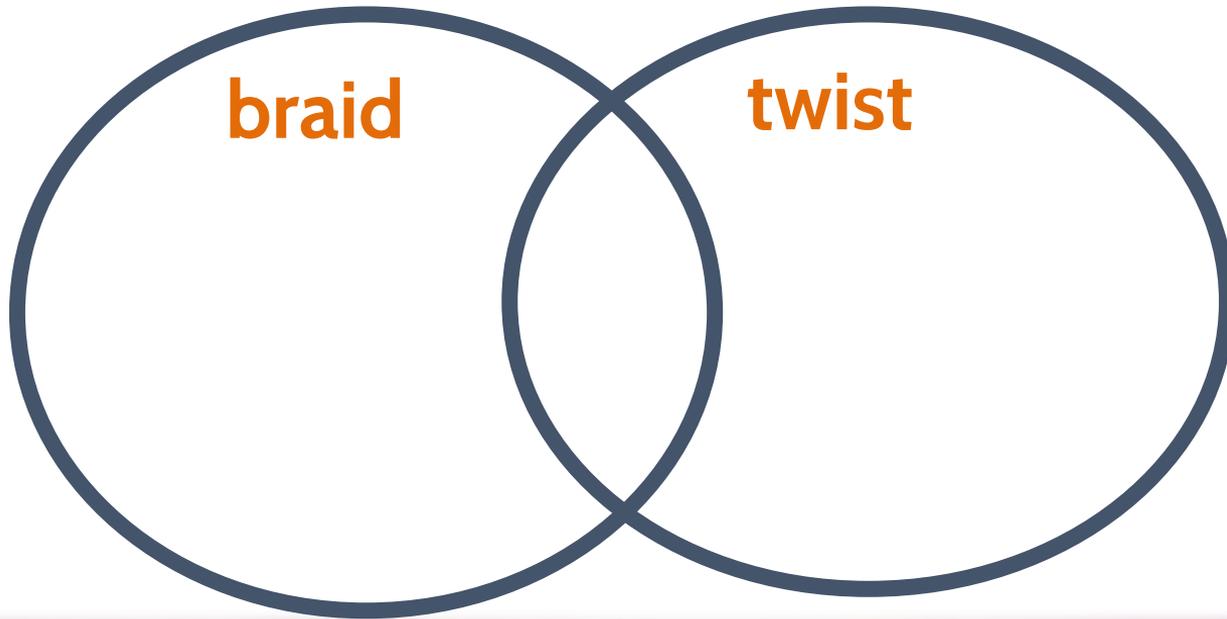
# Word Recognition



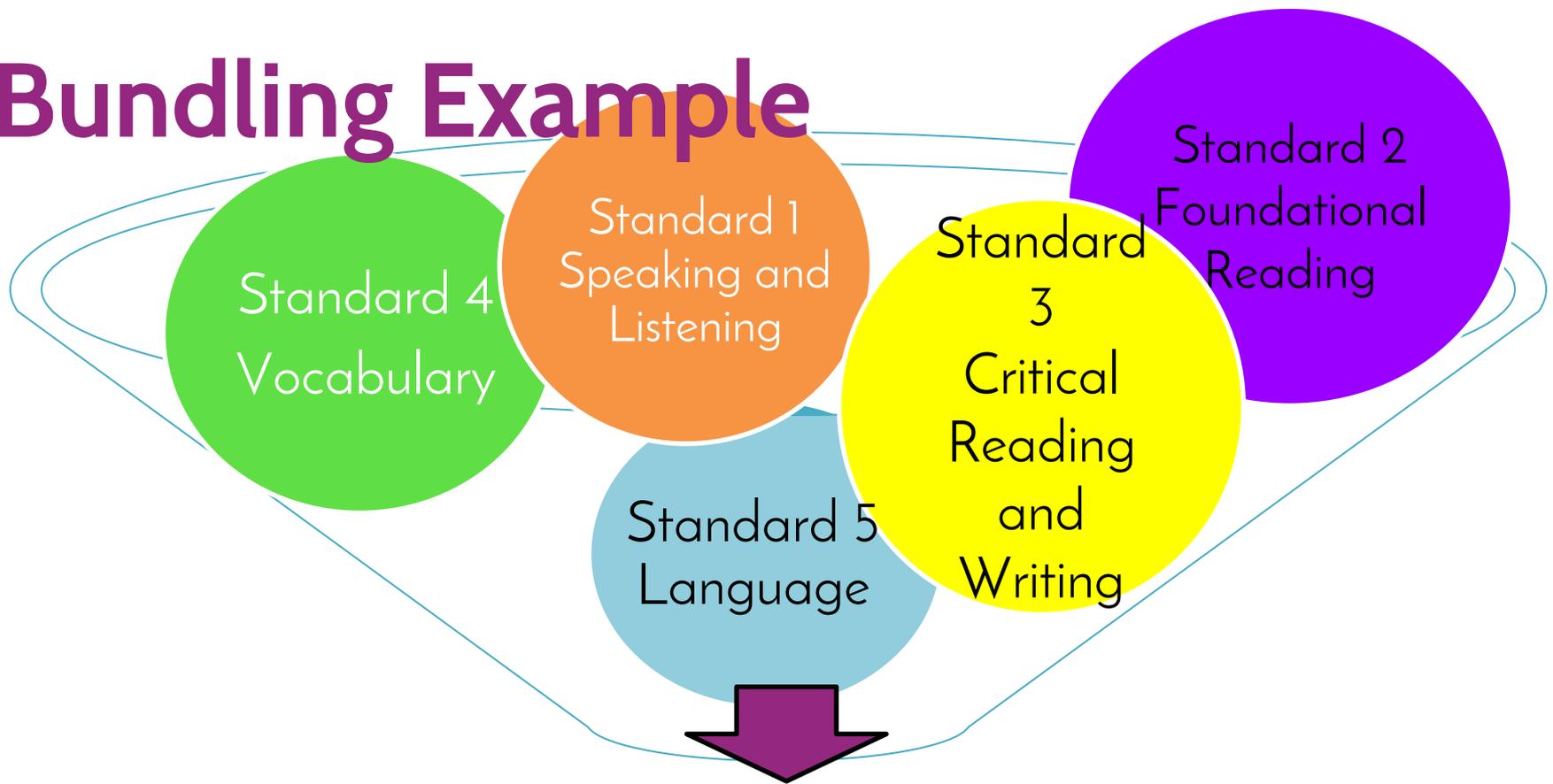
# Language Comprehension



# How Are A Braid And A Twist Similar Or Different?



# Bundling Example



Appropriate discussion using **grade-level vocabulary** and **active listening** to confirm **understanding** of a **complex text**

# Pitstop

Novice



Apprentice



Practitioner



Expert



## Quantitative

- Word Count
- Sentence Length

## Qualitative Levels of:

- Meaning
- Structure
- Language
- Knowledge Demands

## Matching Reader with Text and Task

**Text:** Motivation  
Attention  
Knowledge

**Task:** Read Aloud  
Shared Reading  
Independent Reading

**Text  
Complexity**

# Text Complexity Analysis Summary

EXAMPLE Text Complexity Analysis Summary Sheet			
Title of Book: <b>ROXABOXEN</b>		Recommended Text Range-4th grade	
Author: <a href="#">Alice McLerran</a> Illustrated by <a href="#">Barbara Cooney</a>		Task-Read Aloud	
<input type="checkbox"/> Informational <input checked="" type="checkbox"/> Narrative		Based on Qualitative Measure: Grade Level 2-3	
1. Quantitative Measure: Lexile, ATOS, etc.	<b>AD710L</b>	Based on Quantitative Measure: Text Range Adult Directed 420L-820L	
2. Qualitative Measure	Complex?	3. Matching Readers to Texts and Tasks	Complex?
Levels of Meaning and Purpose	<input type="checkbox"/> Society expectations - example - jail is uncomfortable because society wants you to learn	Exploring the Text	
		Knowledge	Geographical understanding of deserts
		Cognitive Capabilities	Children creating own community
Structure	No	Reader Traits	No - prior knowledge necessary
Knowledge Demands	Yes - cultural	Exploring the Task	
		Teacher-Led Task-Read Aloud	yes
		Peer Task-Shared Reading	
		Individual Task-Independent Reading	
		Assigned Task	

Based on: Frey, Nancy & Fisher, Douglas (2013). *Rigorous Reading, 5 Access Points for Comprehending Complex Texts* (p. 7). SAGE Publications Ltd.

# Implementation Resources

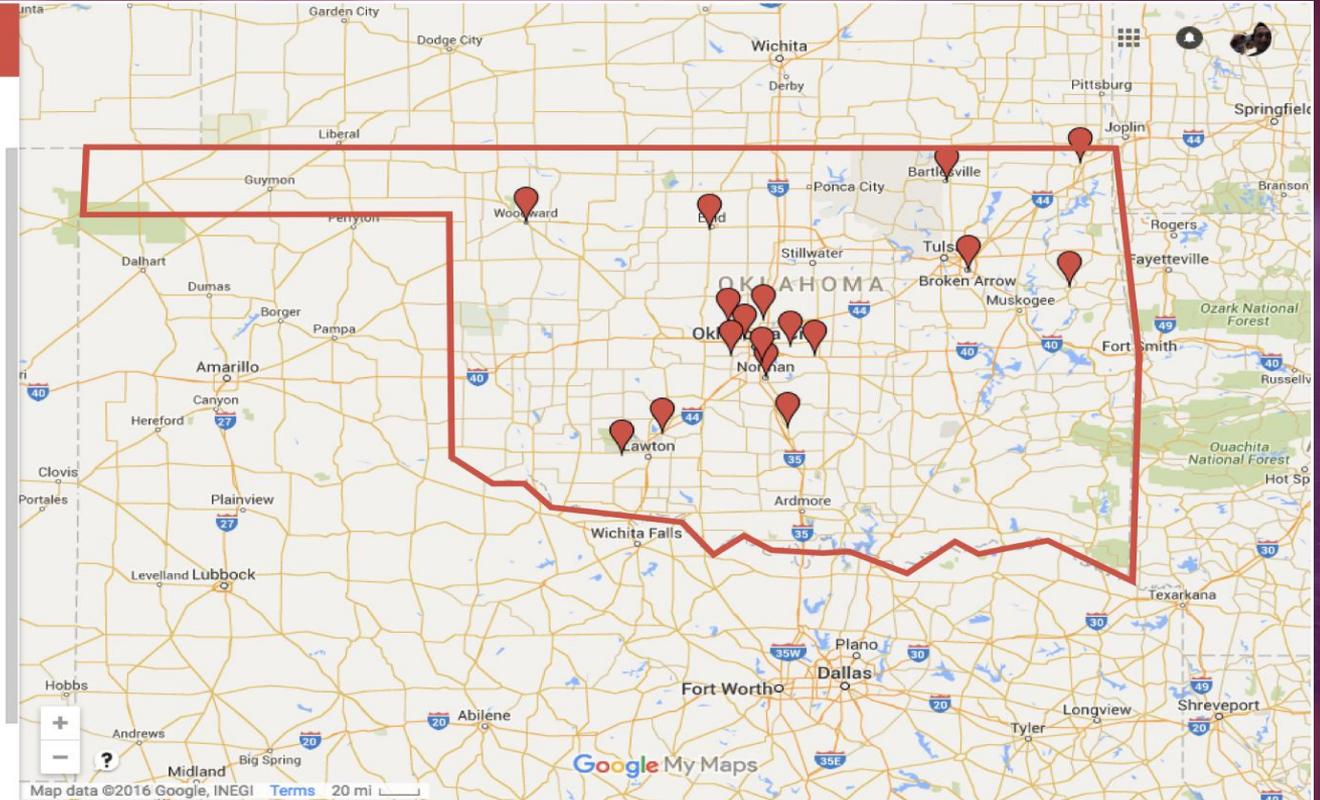


# ELA Transition Task Force

☰ 2016 ELA Task Force 🔍 ⋮

☑ **Districts and Schools**

- 📍 Choctaw-Nicoma Park School District
- 📍 Broken Arrow Public Schools
- 📍 Woodward High School
- 📍 Miami Superintendent-Schools
- 📍 Putnam City Schools Administration
- 📍 Elgin Public Schools
- 📍 Enid
- 📍 Norman
- 📍 Piedmont
- 📍 Mustang Public Schools
- 📍 Moore Public Schools
- 📍 Northeastern State University Tahlequah
- 📍 Bartlesville Public Schools
- 📍 Cache Public Schools
- 📍 Dale High School
- 📍 Edmond Public Schools
- 📍 Paoli



# Question and Answer Time

# Exit Slip <https://goo.gl/yxWU4H>

---

Please complete **at least two** sentences.

1. Today was perfect because...
2. Today would have been better if...
3. If I were in charge, we would have...
4. Next time, I hope we...
5. I'm leaving feeling...



# Thank you!

Michele Sprague

Director of Elementary ELA

405-522-5819

[Michele.Sprague@sde.ok.gov](mailto:Michele.Sprague@sde.ok.gov)

Brenda Beymer-Chapman

Director of Social Studies

405-522-3523

[Brenda.Chapman@sde.ok.gov](mailto:Brenda.Chapman@sde.ok.gov)