

engageok

ON THE ROAD



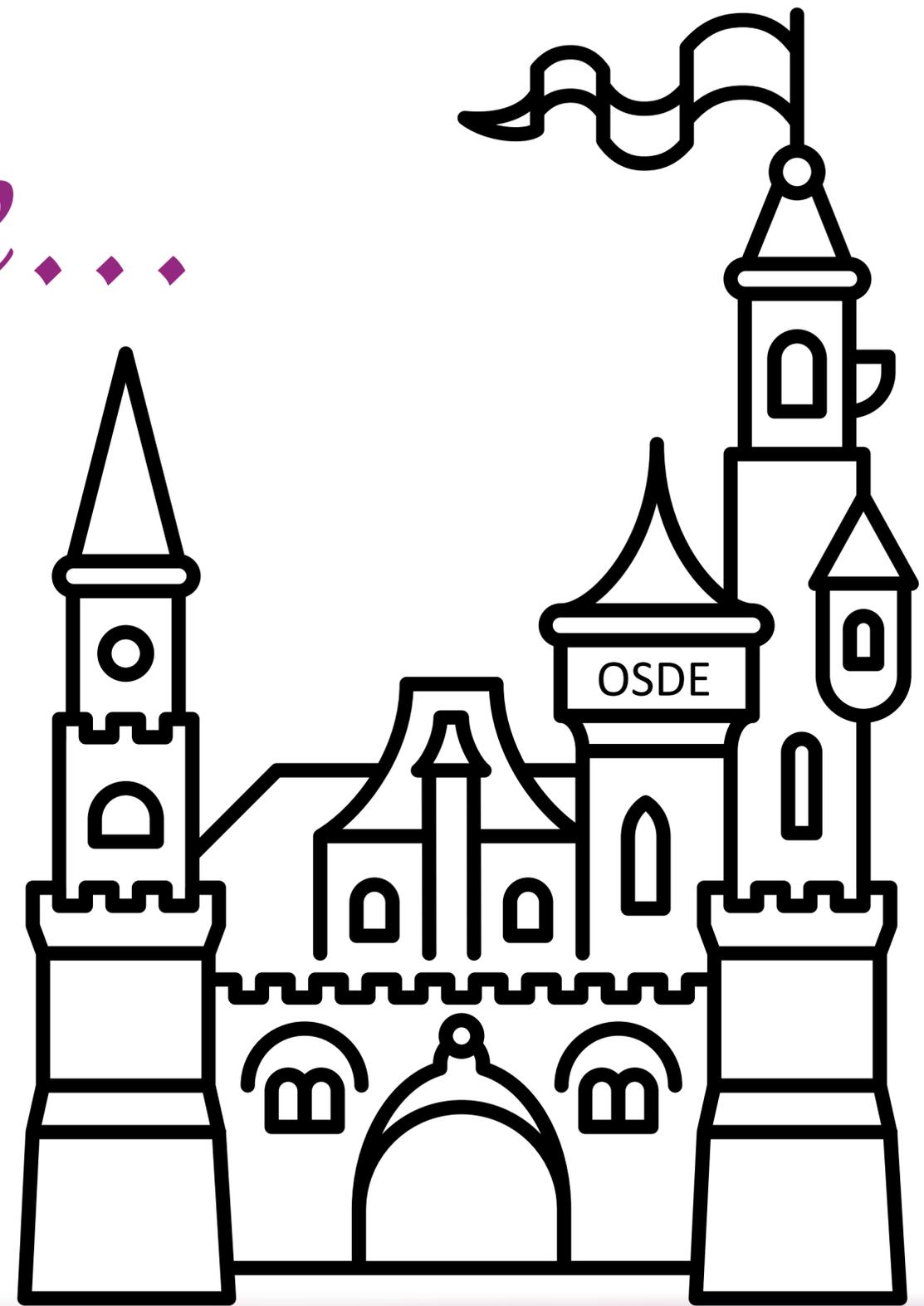
English Language Arts 2016-17

Josh Flores, Director of Secondary English Language Arts

Intended Takeaways

- Increased Understanding of the Oklahoma Academic Standards for English Language Arts
- Increased Understanding of Bundling Standards to Build Aligned Curriculum
- Guidance for Implementing Standards in Instruction and Current Curriculum

Once upon a time...



ELA Writing Team
Begins Standards Development

**Full Implementation in
Curriculum, Instruction,
& Assessment**

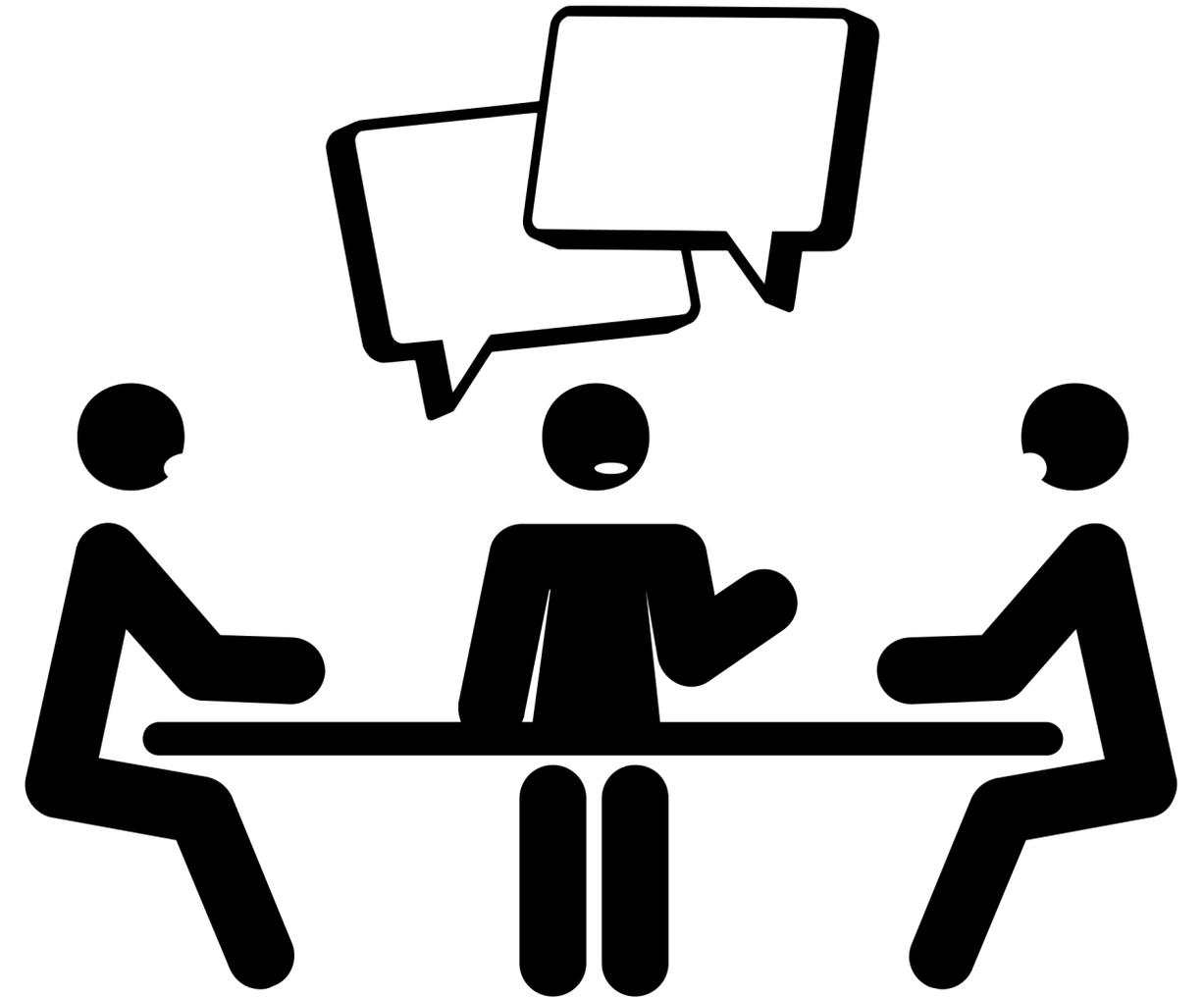
New Assessments
Aligned to Oklahoma
Academic Standards for
English Language Arts

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2015 **2016** **2017**

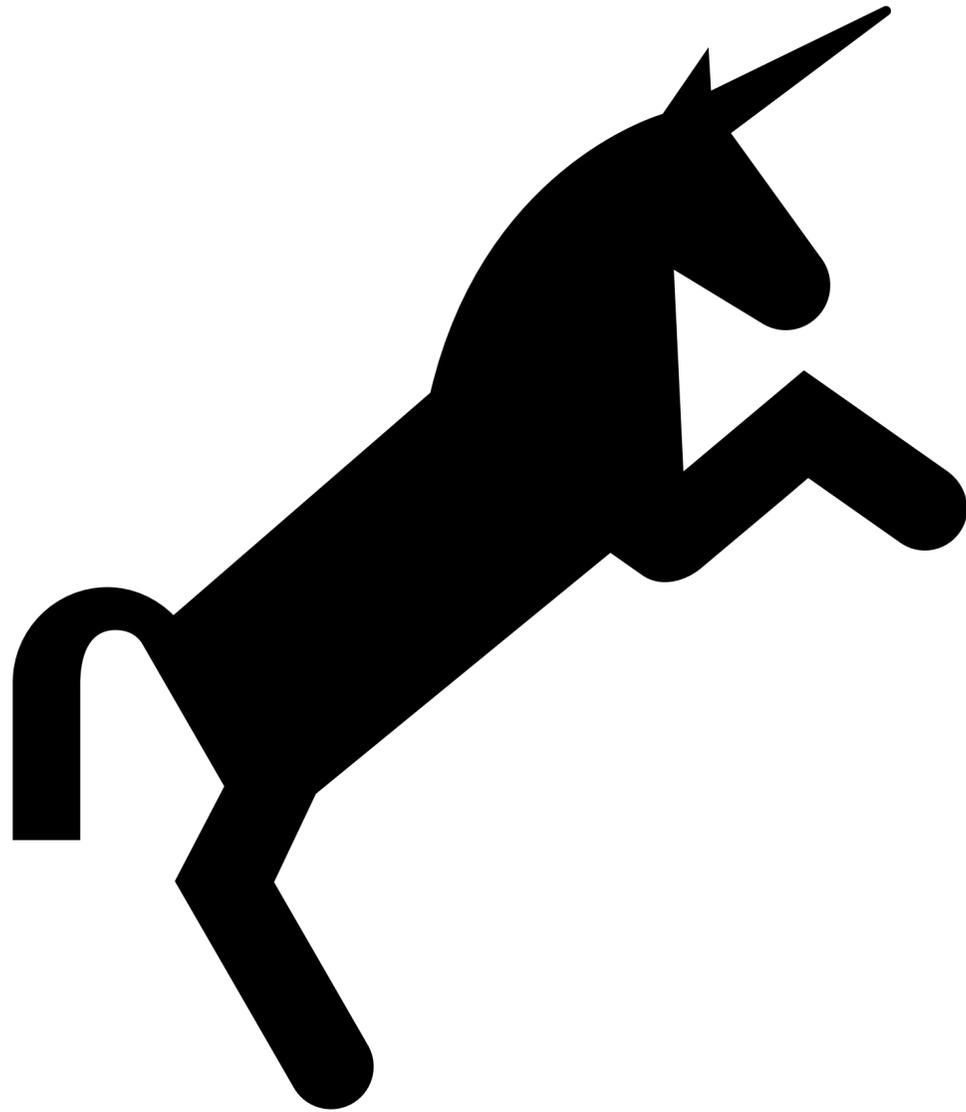
Multiple Drafts Posted
for Public Feedback

**ELA Task Force Begins
Curriculum Frameworks
Development**

What learning
do we want for
our students?



New Grade Level Concepts



Priority Academic Student Skills



Standard 1: Vocabulary

Standard 2: Comprehension | Fluency*

Standard 3: Literature

Standard 4: Research and information

(*for grades 6-8, adjust numbers accordingly by 1)

Standard 1: Writing Process

Standard 2: Modes and Forms of Writing

Standard 3: Grammar/Usage and Mechanics

Standard 1: Listening

Standard 2: Speaking

Standard 1: Interpret Meaning

Standard 2: Evaluate Media

Standard 3: Compose Visual Messages

Oklahoma Academic Standards for English Language Arts

1: Speaking and Listening

2: Reading and Writing Process/
Reading Foundations

3: Critical Reading and Writing

4: Vocabulary

READ

8: Independent Reading and Writing

7: Multimodal Literacies

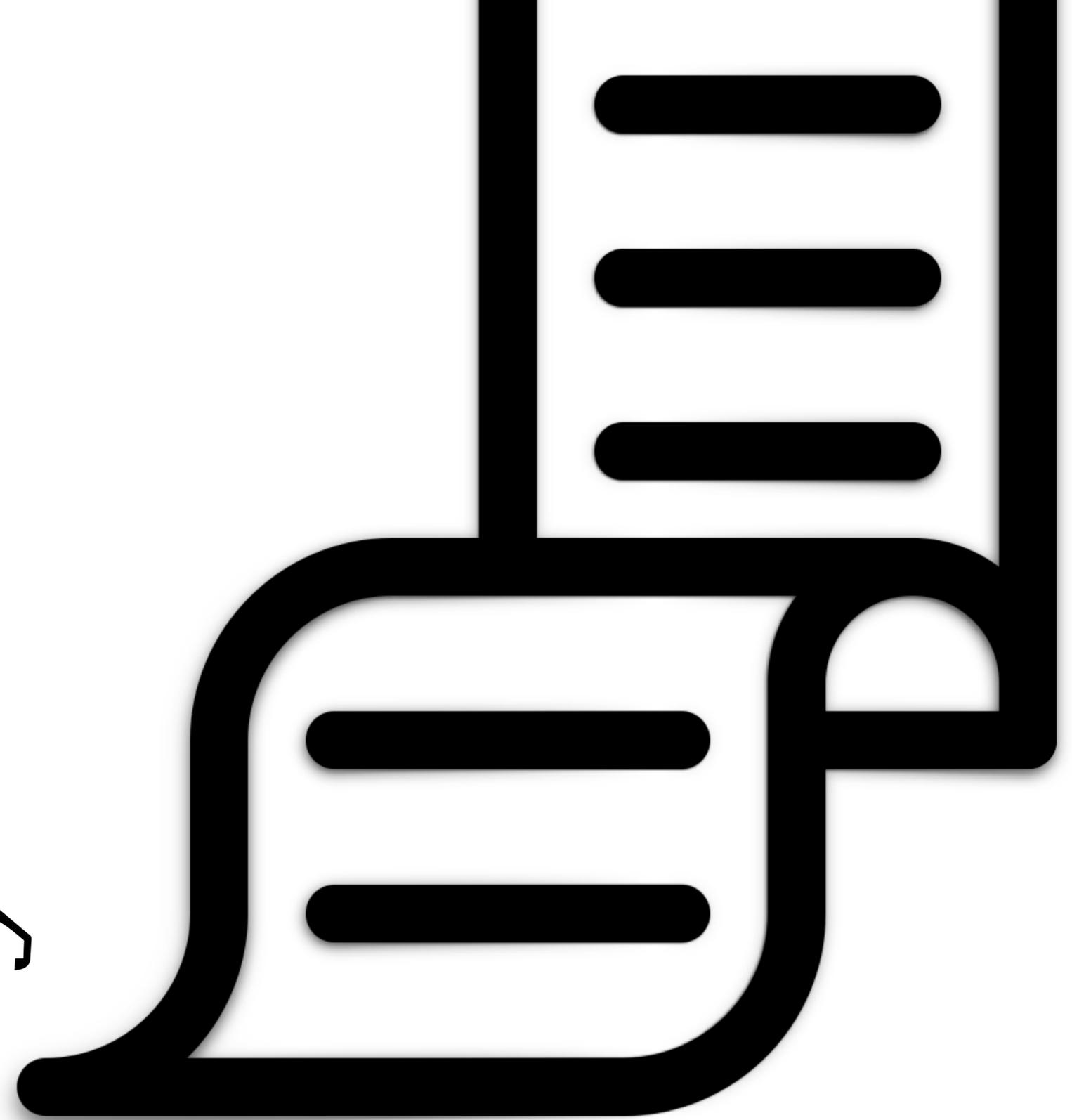
6: Research

WRITE

5: Language

Instructional Design Considerations

Literacy skills are
NOT a to do list.



Instructional Design Considerations



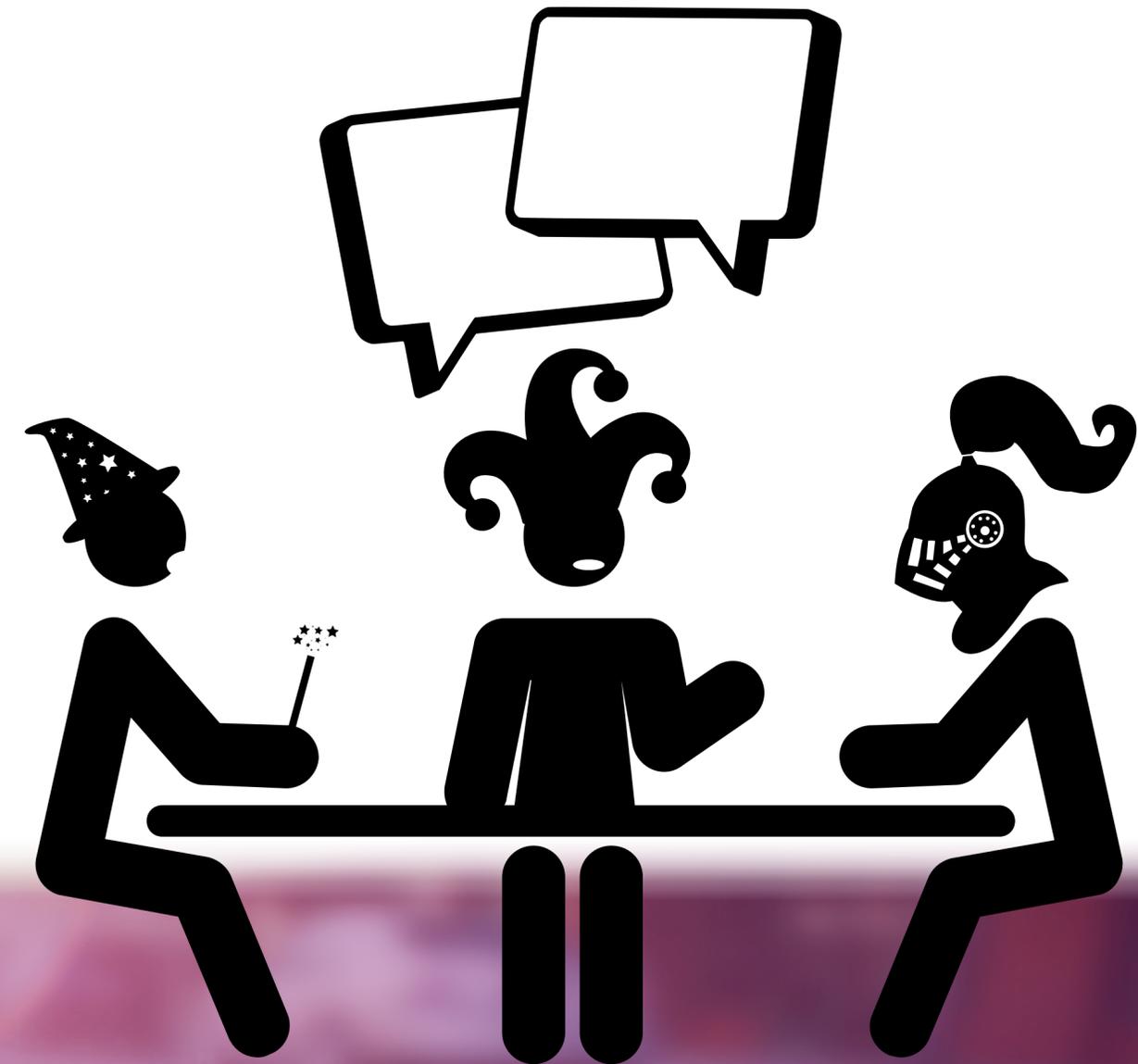
Literacy proficiency
improves with

**increasingly complex
reading materials.**

Instructional Design Considerations



 How do these standards help teachers shape what students should know and be able to do?



- ☑ How do these standards help teachers shape what students should know and be able to do?
- ☑ How can the standards be addressed with traditional activities such as reading a Shakespeare play, poem, or novel?



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- ☑ What is missing from current curricula?



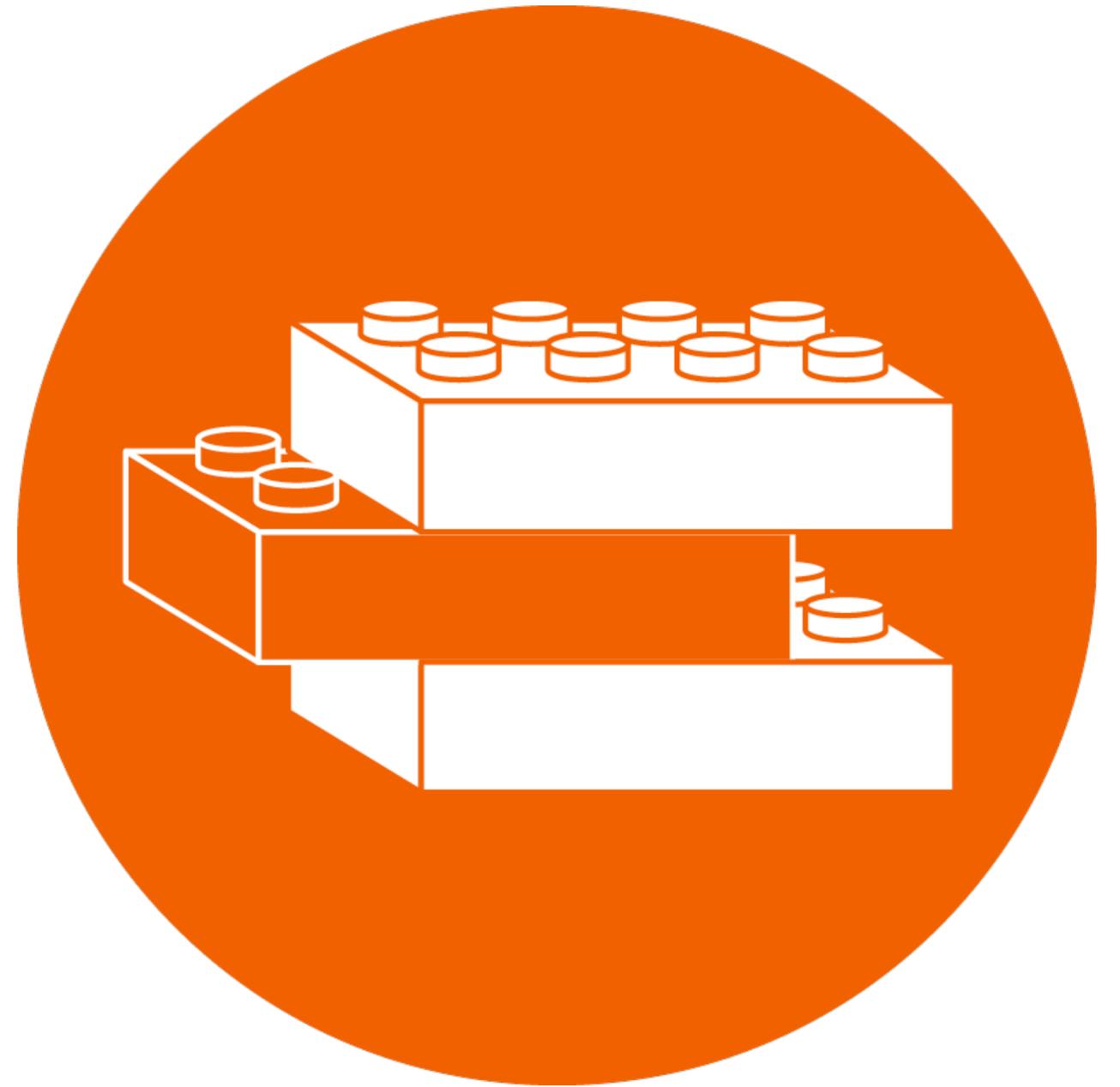
- ☑ How do these standards help teachers shape what students should know and be able to do?
- ☑ How can the standards be addressed with traditional activities such as reading a Shakespeare play, poem, or novel?
- ☑ What is missing from current curricula?
- ☑ What needs to change or be added to our current instructional approach?

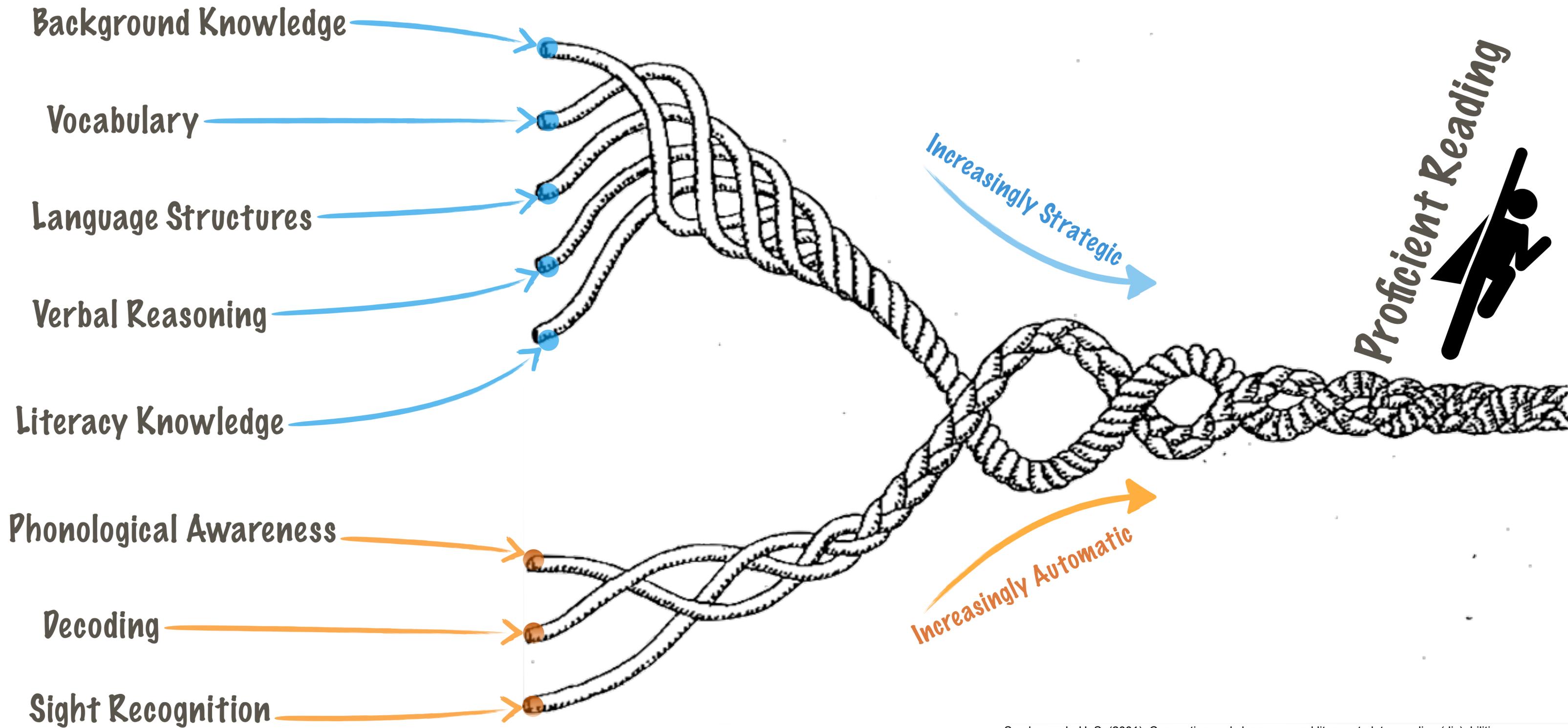




Bundling

To Build Curriculum





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.

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|----------------------|---------------------------|-----------------------------------|----------------------|--------------------|---------------------|-----------------------------|-------------------------------|-------------------------------|---|
| | | | | | | | | Independent Reading & Writing | 8 |
| | | | | | | | | Multimodal Literacies | 7 |
| | | | | | | 5 Min. Documentary | | Research | 6 |
| | | | | | | Grammar PSAs | | Language | 5 |
| | | | | Language Arts Walk | Etymology Report | Puppet Show | | Vocabulary | 4 |
| | | | Theme Posters | Grammar Hunt | Research Essay | Infographic | Time Trials! | Critical Reading & Writing | 3 |
| | | Peer Editing | Shades of Vocabulary | Proof Read | Flash Research | | Literature Circles | Reading & Writing Process | 2 |
| | Writer's Workshop | Agreement Circles | I have.. I need... | Poetry Slam | Student's TED Talks | Podcast | Book Talks | Speaking & Listening | 1 |
| Speaking & Listening | Reading & Writing Process | Critical Reading & Writing | Vocabulary | Language | Research | Multimodal Literacies | Independent Reading & Writing | Bundling Matrix | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |

Recursive Tasks to be used with increasingly complex literary and informational/nonfiction texts.

Grow toward Independence

| | | | | | | | | | |
|----------------------|-----------------------------------|----------------------------|--------------------|---------------------|-----------------------------|-----------------------|-------------------------------|-------------------------------|---|
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| Speaking & Listening | Speaking & Listening Process | Critical Reading & Writing | Vocabulary | Language | Research | Multimodal Literacies | Independent Reading & Writing | Bundling Matrix | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |

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Recursive Practices

| | | | | | | | | | |
|----------------------|---------------------------|------------------|---------------|-----------------------------------|--------------------|-----------------------------|-------------------------------|-------------------------------|---|
| | | | | | | | | Independent Reading & Writing | 8 |
| | | | | | | | | Multimodal Literacies | 7 |
| | | | | | | | 5 Min. Documentary | Research | 6 |
| | | | | | | | Grammar PSAs | Language | 5 |
| | | | | Language Arts Walk | Etymology Report | Puppet Show | | Vocabulary | 4 |
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| Speaking & Listening | Reading & Writing Process | Critical Writing | Vocabulary | Language | Research | Media Literacy | Independent Reading & Writing | Bundling Matrix | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |

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Recursive Tasks to be used with increasingly complex literary and informational/nonfiction texts.

Review

What learning
do we want
for our
students?



Standards

Blueprints

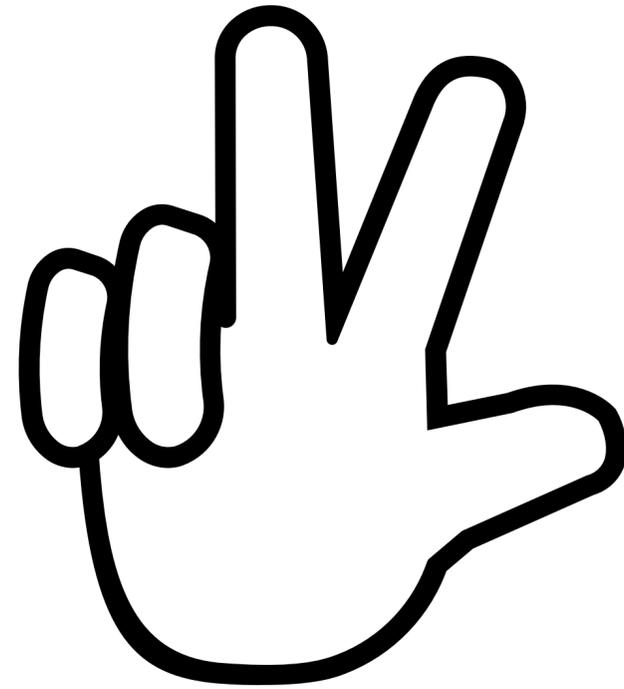
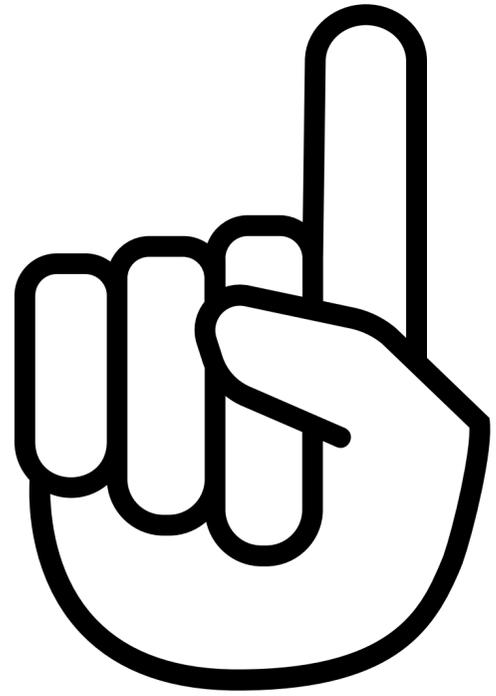
Curriculum Maps

Professional Development

Professional Learning
Communities

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Q&A

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