

ENGLISH LANGUAGE ARTS UPDATE

June 27, 2017

Standards

A **distinction** should be made between “standards” and “curriculum”

Standards are what we want students to know and be able to do – it’s the end result



Defining a Content Standard

State	Definition
North Carolina	A big, powerful idea that provides students with knowledge and skills that are valuable beyond a single test, are of value in multiple disciplines and provides students with the ability to move to the next level of learning
Ohio	The knowledge and skills that students should attain, often called the “what” of “what students should know and be able to do;” the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline
Iowa	Broad statements that identify the knowledge and skills that students should acquire
California	The knowledge, concepts and skills that students should acquire at each grade level

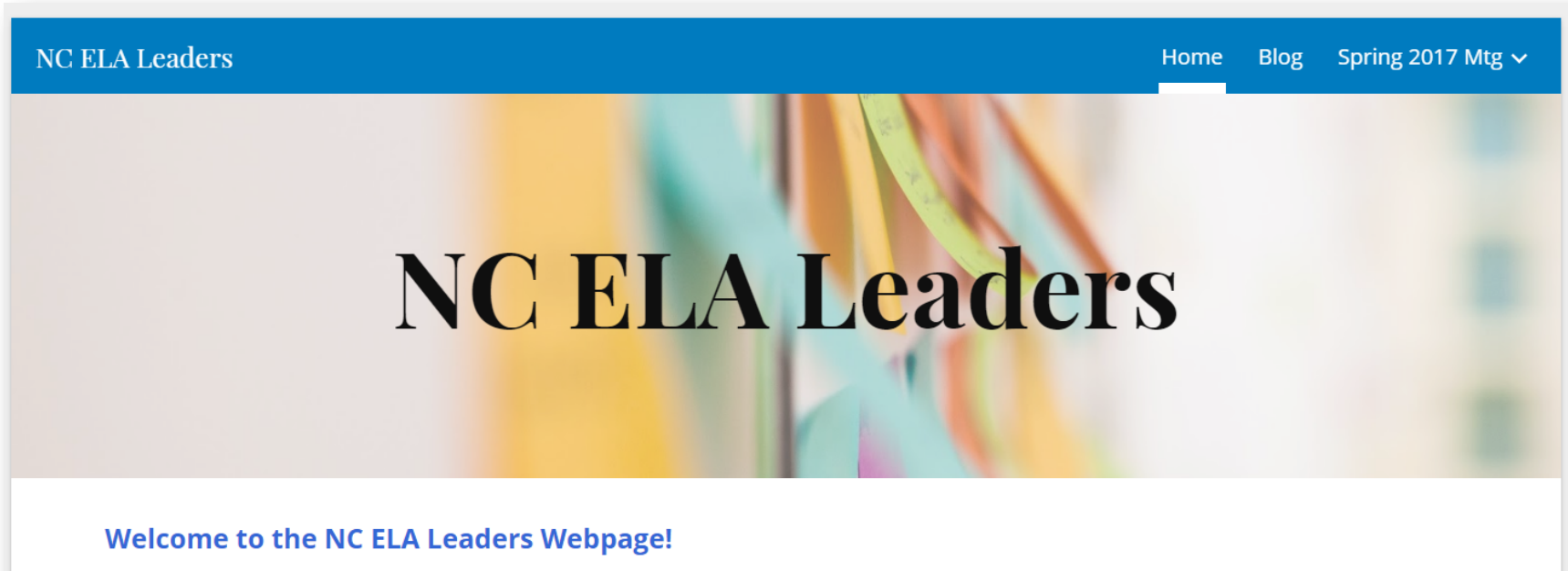
Curriculum



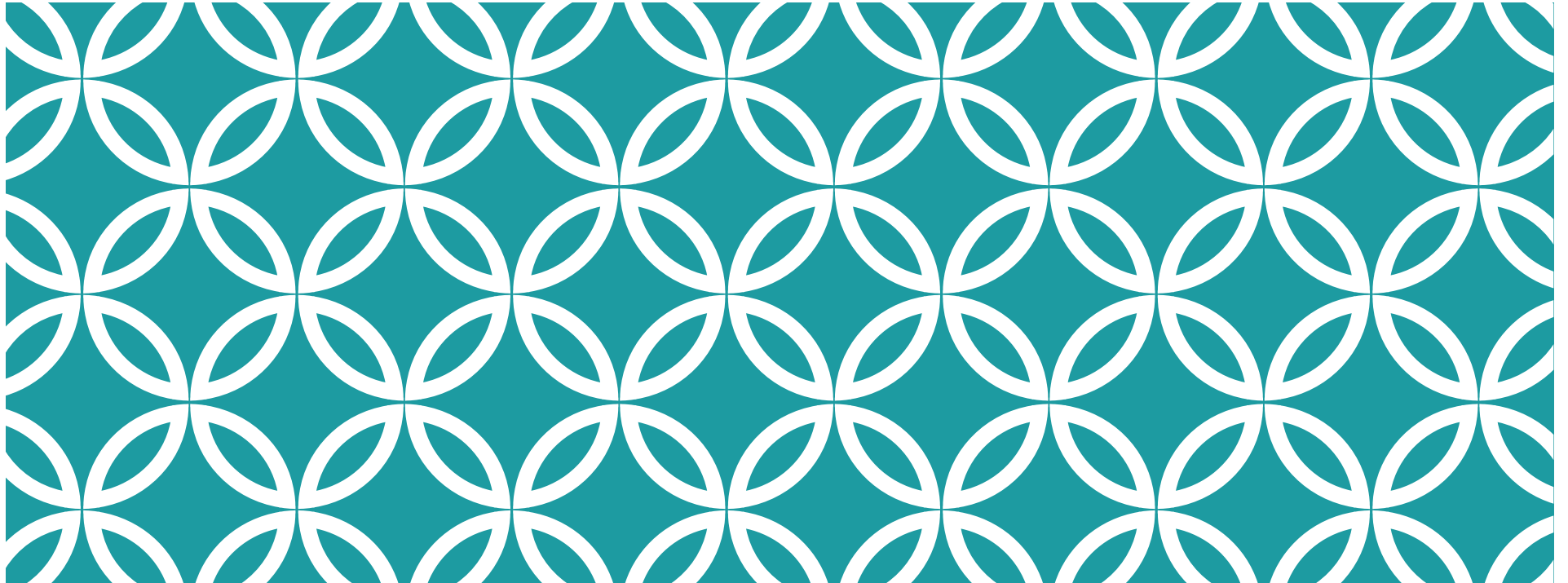
Ainsworth (2010) defines **curriculum** as “the high **delivery system** for ensuring that all students achieve the desired end – attainment of their designated grade- or course-specific standards” (p. 4).

In North Carolina, this is determined by the Local Education Agency.

ELA LEADERS MEETING WEBSITE



<http://tinyurl.com/NCELALeaders>



REVIEW OF THE REVISION PROCESS

1.



NEW STANDARDS!

REVISION PROCESS



**Data Review
Committee
June 2016**

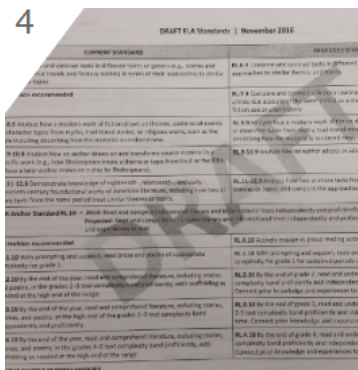


**Writing Team
Meeting
July 2016**



**Vertical
Alignment
Meeting
October 2016**





**DRAFT 1
November 2016**

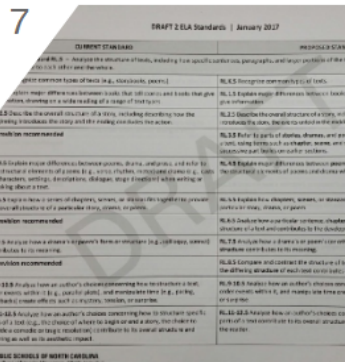


**LEA Review
November 2016**

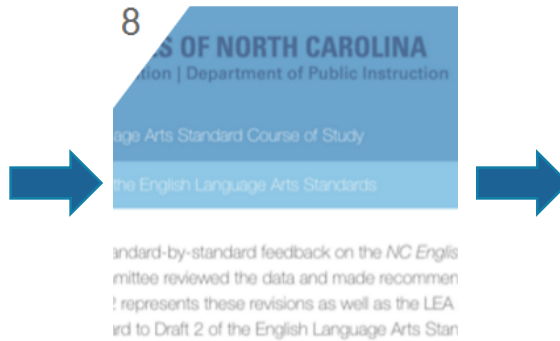


**Writing Team
Revisions
December 2016**

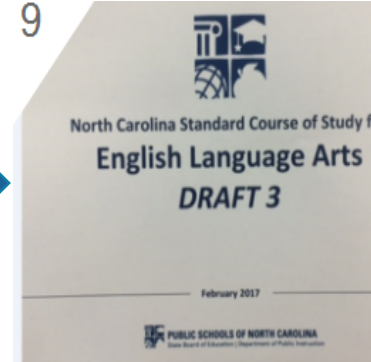




**DRAFT 2
January 2017**



**Public Comment
Survey
January 2017**



**DRAFT 3
February 2017**






**North Carolina Standard Course of Study
English Language Arts
for
Implementation 2018-2019**

April 2017

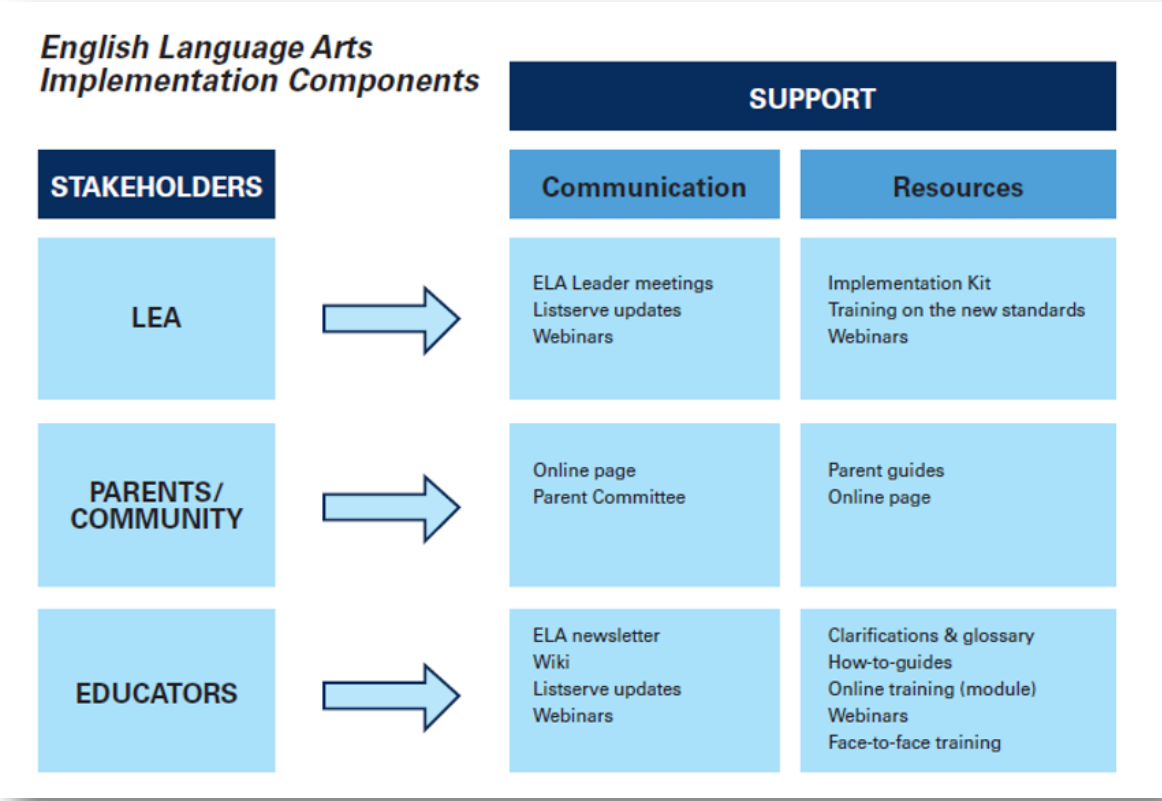


PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction









NEW FORMAT

Standard	Clarification	Glossary
<p data-bbox="323 805 726 1008">Revised Standard with Bolded Terms</p> 	<p data-bbox="835 805 1236 1008">Suggestions for Instruction, Explanations, and Examples</p> 	<p data-bbox="1325 805 1726 1008">Bolded Term Definitions</p> 

SUPPORTS



Virtual Implementation Kit will be available January 2018 and will include:

-  Standards in the new format (with clarification and glossary)
-  Lesson Plans
-  Text Selection Guide
-  Revised 40 Ways to Read Like a Detective cards
-  Independent Sustained Reading Guide
-  Language Continuum Guides
-  Parent Resources
-  Integrating Standards and Aligning ELA Instruction Module

Fall 2017 training introducing new Standards format.

Webinars:

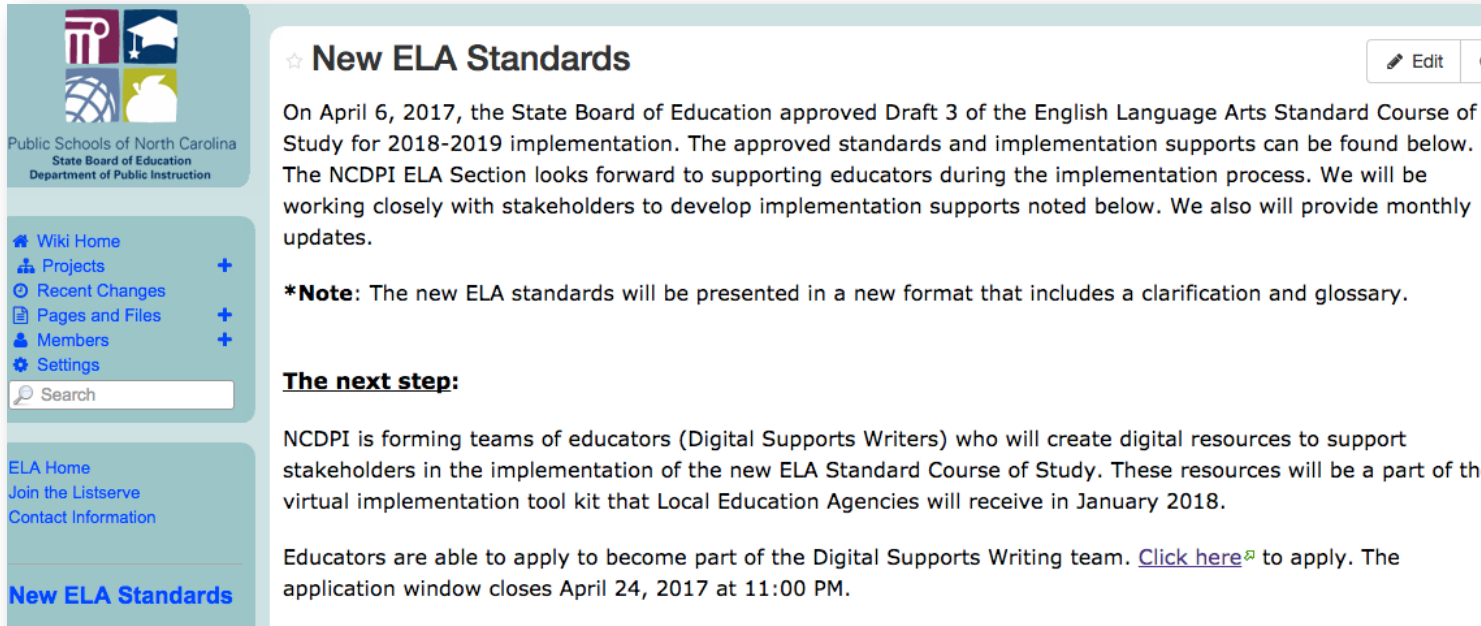
ELA Educators (Fall 2017 Standards Update)

Online page for parents will include guides and resources.


ELA Listserve updates will be sent every first Friday.

Online Progression View will be updated.

ELA WIKI



The screenshot shows a Wiki page with a left sidebar and a main content area. The sidebar includes a logo for the North Carolina Department of Public Instruction, navigation links for Wiki Home, Projects, Recent Changes, Pages and Files, Members, and Settings, a search box, and contact information for the ELA Home. The main content area features a title 'New ELA Standards' with an edit button, a paragraph of text about the 2017 draft standards, a note about the new format, a section titled 'The next step:' with details on forming Digital Supports Writers teams, and a final paragraph about applying to the writing team.


Public Schools of North Carolina
State Board of Education
Department of Public Instruction

[Wiki Home](#)
[Projects](#) +
[Recent Changes](#)
[Pages and Files](#) +
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Search

[ELA Home](#)
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New ELA Standards

[Edit](#)

On April 6, 2017, the State Board of Education approved Draft 3 of the English Language Arts Standard Course of Study for 2018-2019 implementation. The approved standards and implementation supports can be found below. The NCDPI ELA Section looks forward to supporting educators during the implementation process. We will be working closely with stakeholders to develop implementation supports noted below. We also will provide monthly updates.

***Note:** The new ELA standards will be presented in a new format that includes a clarification and glossary.

The next step:

NCDPI is forming teams of educators (Digital Supports Writers) who will create digital resources to support stakeholders in the implementation of the new ELA Standard Course of Study. These resources will be a part of the virtual implementation tool kit that Local Education Agencies will receive in January 2018.

Educators are able to apply to become part of the Digital Supports Writing team. [Click here](#) to apply. The application window closes April 24, 2017 at 11:00 PM.

FAQ SMORE

New ELA Standards

Frequently Asked Questions

Standards were adopted April 2017
for implementation in 2018-2019.

Where can I find the new Standards?

Visit NCDPI's K-12 [English Language Arts Wiki](#) to see the new ELA Standard Course of Study.

FAQ FLYER



WHEN CAN I EXPECT THESE GREAT RESOURCES?

- Every First Friday
ELA ListServe Updates
Beginning April 7, 2017
- September 2017
New Standards Format
- Fall 2017
Training on the New Standards
- January 2018
Virtual Implementation Kit
- January 2018
Online Progression View
- Spring 2018
Webinar Series

ANY QUESTIONS?

Contact Dr. Julie Joslin
ELA Section Chief
julie.joslin@dpi.nc.gov



CLICK THE BLUE HEADINGS TO ACCESS RESOURCES ON THE WEB.

STANDARDS WERE ADOPTED APRIL 2017 FOR IMPLEMENTATION IN 2018-2019.

WHERE CAN I FIND THE NEW STANDARDS?

Visit NCDPI's K-12 English Language Arts Wiki at <http://elascos.ncdpi.wikispaces.net/New+ELA+Standards> to see the new ELA Standard Course of Study.

HOW WILL THE NEW STANDARDS BE IMPLEMENTED?

NCDPI will provide:

- Training introducing the new Standards format
- Webinars for ELA leaders and educators
- ELA Listserve updates every first Friday.
- ELA Leaders meetings
- A revised Online Progression View
- A virtual implementation kit, created by NC educators, that will include:
 - Standards in the new format
 - 5 lessons per grade level
 - A text selection guide
 - Revised 40 Ways to Read Like a Detective cards
 - Independent Sustained Reading Guide
 - Language Continuum Guides
 - Integrating Standards and Aligning ELA Instruction Module

WHAT PARENT RESOURCES WILL BE PROVIDED?

NCDPI will provide an online page for parents that will include guides and resources for understanding the Standards and supporting their students outside of school.

WILL THE STANDARDS BE "UNPACKED?"

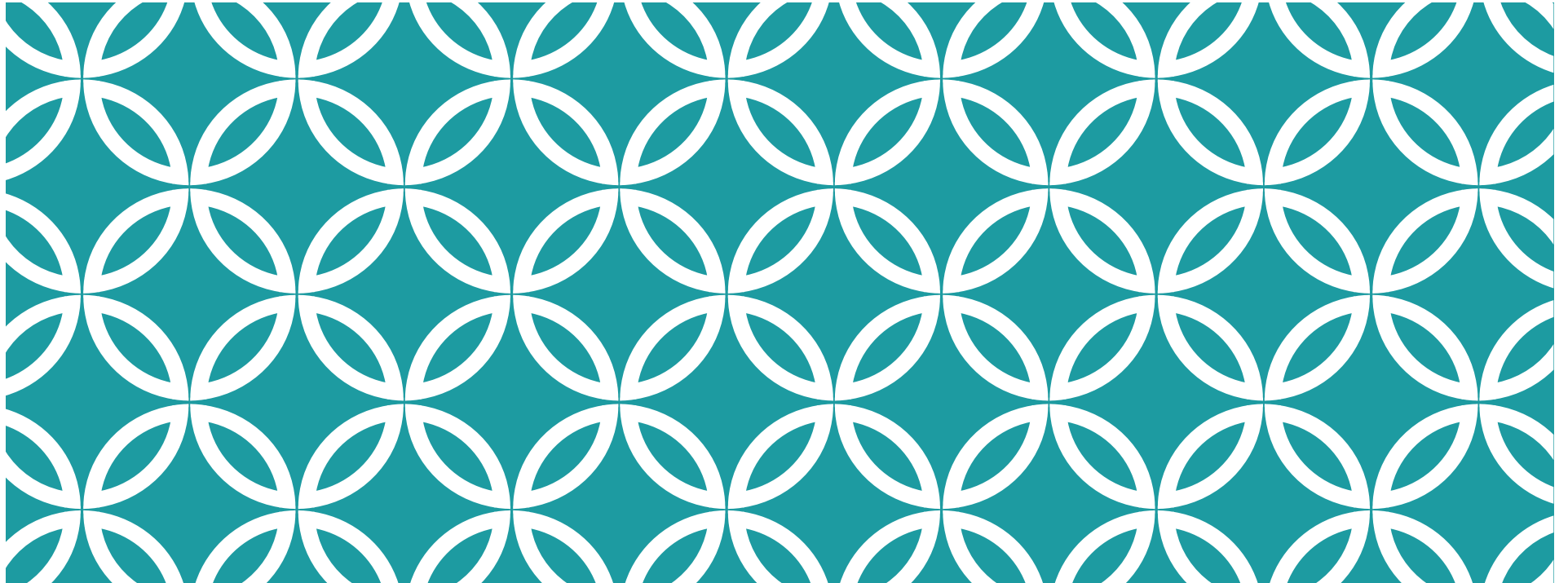
The ELA Standards' new format includes a clarification that will replace the traditional unpacking document.

The clarification will include standard explanations, examples, and ideas for instruction.

The new format will also include a glossary consistent across K-12.

HOW CAN I STAY CURRENT WITH THE IMPLEMENTATION PROCESS?

Join the ELA ListServe to receive first Friday updates, follow us on Facebook @NCDPIELA and Twitter @NDPIELATEAM, and check our ELA wiki and NCDPI ELA page for updates.



A CLOSE LOOK AT REVISIONS

2.



READING STANDARDS

- FOUNDATIONAL SKILLS
- READING FOR LITERATURE
- READING FOR INFORMATIONAL TEXT



FOUNDATIONAL SKILLS

- Cursive Writing
- New standard for grade 2

RL.2 AND RI.2

A decorative horizontal bar featuring a row of colorful pencils in shades of blue, orange, green, yellow, and grey, pointing towards the right. The text 'RL.2 AND RI.2' is positioned on the left side of this bar.

- “Central idea” designated for Reading Informational text
- “Theme” designated for Reading Literature

RL.4 AND RI.4

- Removed technical, connotative, and figurative language

RL.6



- Perspective was added

RL.10 AND RI.10

A decorative header featuring the text 'RL.10 AND RI.10' in a bold, black, sans-serif font. The text is positioned on the left side of a horizontal band. To the right of the text, the band is filled with a repeating pattern of colorful pencil tips pointing upwards. The colors include shades of blue, orange, green, yellow, and grey.

- Includes independent sustained reading
- “Connecting prior knowledge and experiences to text” was added
- Genres were removed

NO MORE INDEPENDENT READING WITHOUT SUPPORT

- NOT SSR or DEAR!
- Students need explicit instruction on what, why, and how readers read.
- Readers' workshop should include supported independent reading.





WRITING STANDARDS

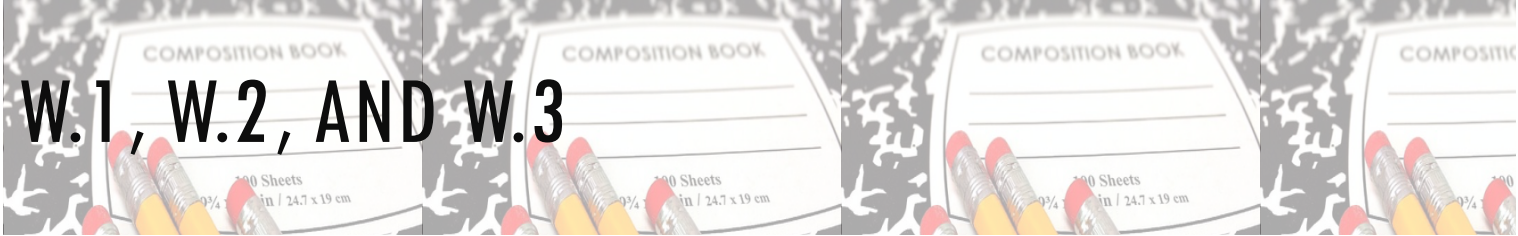




WRITING STRAND

This strand was reorganized

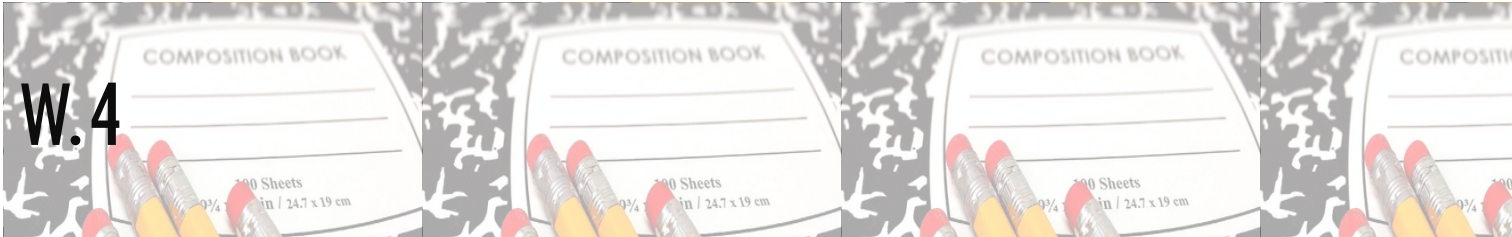
- 3 standards were absorbed into other standards
- 1 was omitted (W.9)



W.1, W.2, AND W.3

- Standards 4, 5, and 10 were absorbed into Writing Standards 1, 2, and 3 adding planning and revision to these writing process standards.

W.4



- “Use technology” was changed to “use digital tools.”



LANGUAGE STANDARDS



- Language Standards 1 and 2 were revised to include two grade band continuums rather than a list of skills under each standard.

LANGUAGE CONTINUUMS

like remember be infinitive Gerund

SKILL	K-1	2-3	4-5	6-8	9-12
Subject/Verb Agreement	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences 	<ul style="list-style-type: none"> Ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<ul style="list-style-type: none"> Continue to ensure subject/verb agreement 	<p>Students apply grammar and usage skills to create a unique style and voice when writing or speaking with increasing sophistication and effect in grades 9-12. Skills taught in previous grades should be reinforced and expanded.</p>
Nouns	<ul style="list-style-type: none"> Form frequently occurring nouns; form regular plural nouns (/s/ or /es/) Use common, proper, & possessive nouns 	<ul style="list-style-type: none"> Explain the function of nouns Use collective nouns (such as <i>group</i>) Form and use frequently occurring regular and irregular plural nouns 	<ul style="list-style-type: none"> Use abstract nouns (such as <i>courage</i>) Continue to use regular and irregular plural nouns 		

-ing/to... -ing/to... -ing/to... -ing/to... -ing/to... -ing/to... -ing/

like remember be Gerund like remember be Gerund like remember be Gerund like remember be

LANGUAGE CONTINUUM CLARIFICATION

K-1 Skill	How to Introduce and Model	How to Build	How to Recognize Mastery
Use singular and plural nouns with matching verbs in basic sentences			
Form frequently occurring nouns; form regular plural nouns (/s/ or /es/)			
Use common, proper, & possessive nouns			



- “Word relationships” were removed from L.5 and added to L.4
- The skills that were previously listed under each grade specific to standard in L.4 will appear in the clarification section.
- “Determine **and**/or clarify the meaning...”



- Removed “word relationships”
- When word relationships moved to L.4, substandards changed in L5.



- “Gathering” was changed to “developing” vocabulary knowledge

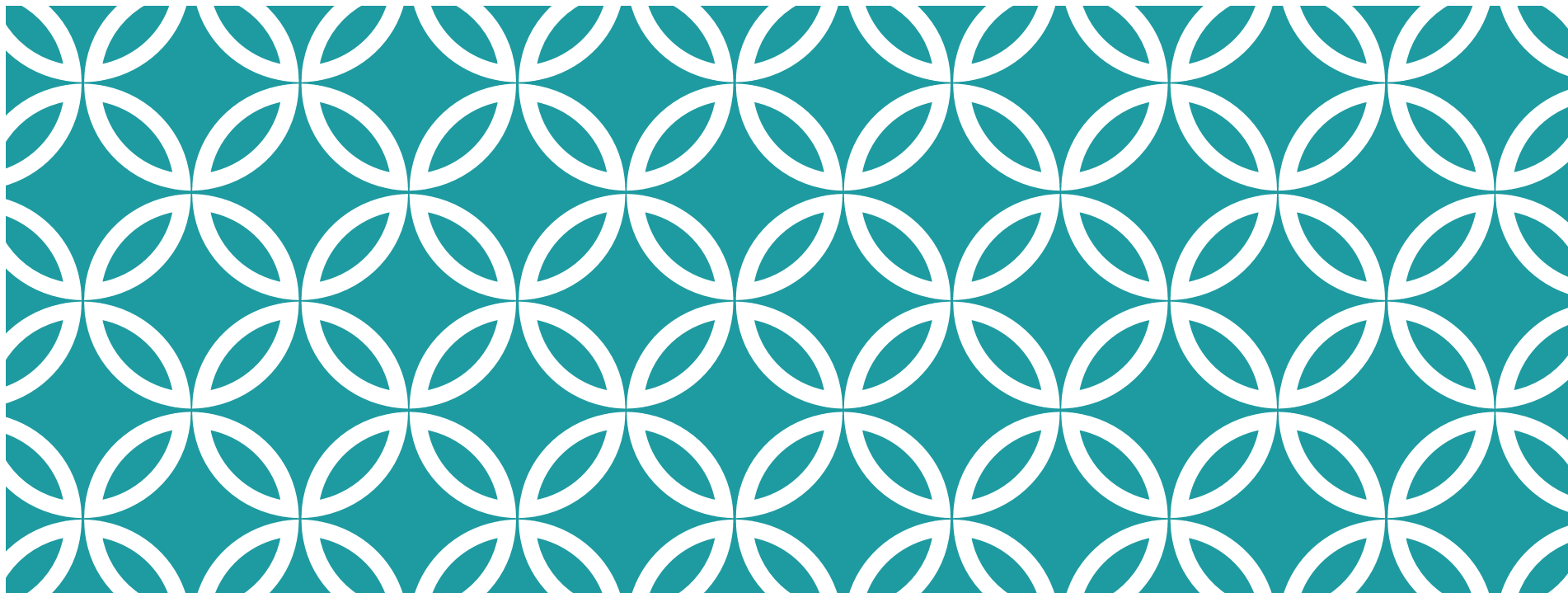


SPEAKING AND LISTENING



SL.4

- Standard 6 is now a part of standard 4.



ELA INSTRUCTIONAL PRACTICES

5.

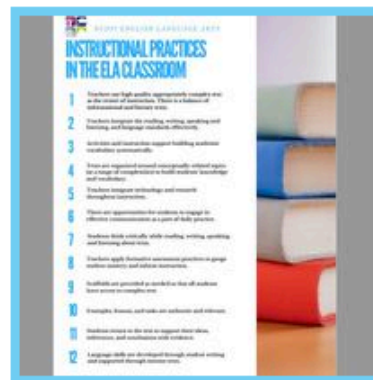


INSTRUCTIONAL PRACTICES IN THE ELA CLASSROOM

- 1** Teachers use high-quality, appropriately complex text as the center of instruction. There is a balance of informational and literary texts.
- 2** Teachers integrate the reading, writing, speaking and listening, and language standards effectively.
- 3** Activities and instruction support building academic vocabulary systematically.
- 4** Texts are organized around conceptually-related topics (at a range of complexities) to build students' knowledge and vocabulary.
- 5** Teachers integrate technology and research throughout instruction.
- 6** There are opportunities for students to engage in effective communication as a part of daily practice.
- 7** Students think critically while reading, writing, speaking, and listening to texts.
- 8** Teachers apply formative assessment practices to gauge student mastery and inform instruction.
- 9** Scaffolds are provided as needed so that all students have access to complex texts.
- 10** Examples, lessons, and tasks are authentic and relevant.
- 11** Students return to the text for evidence to support their ideas, inferences, and conclusions.
- 12** Language skills are developed through student writing and supported through mentor texts.



ELA Instructional Practices



By:  [NCDPI ELA Team](#)

Find information and resources regarding 12 instructional practices important to the ELA classroom.

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