



**Teacher Training on the
Revised ELA Standards**

ELA K-2



**Welcome &
Introductions**

Agenda Day 1

Time	Content
8–11:15 (includes break)	Part 1: The Standards <ul style="list-style-type: none"> • M1: Standards Review Process • M2: TN Academic Standards • M3: ELA Strand Design
11:15–12:30	Lunch (on your own)
12:30–4:00 (includes break)	Part 2: Diving into the Standards <ul style="list-style-type: none"> • M4: Know-Do-Understand Part 3: Instructional Shifts <ul style="list-style-type: none"> • M5: Role of Text • M6: Text Complexity

Today's Goals

- Learn about the Standards Review Process.
- Review overarching revisions to the ELA standards.
- Discuss and reflect on how the five ELA standards work together to support literacy development.
- Analyze standards and determine what students need to know and do to demonstrate understanding.
- Discuss the role of text and text complexity in the ELA classroom.

Agenda Day 2

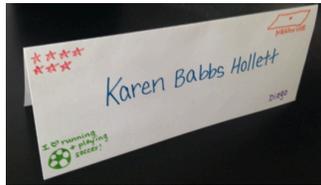
Time	Content
8–11:15 (includes break)	Part 4: Assessment & Instructional Materials <ul style="list-style-type: none"> • M7: Connecting Standards and Assessment
11:15–12:30	Lunch (on your own)
12:30–4:00 (includes break)	<ul style="list-style-type: none"> • M8: Evaluating Instructional Materials Part 5: Putting it All Together <ul style="list-style-type: none"> • M9: Instructional Planning

Norms

- Keep students at the center.
- Be present and engaged.
- Be reflective and solutions oriented.
- Challenge ideas with respect.
- Monitor airtime.

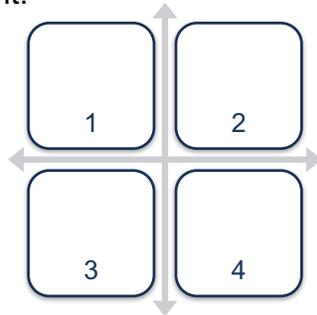
Introductions

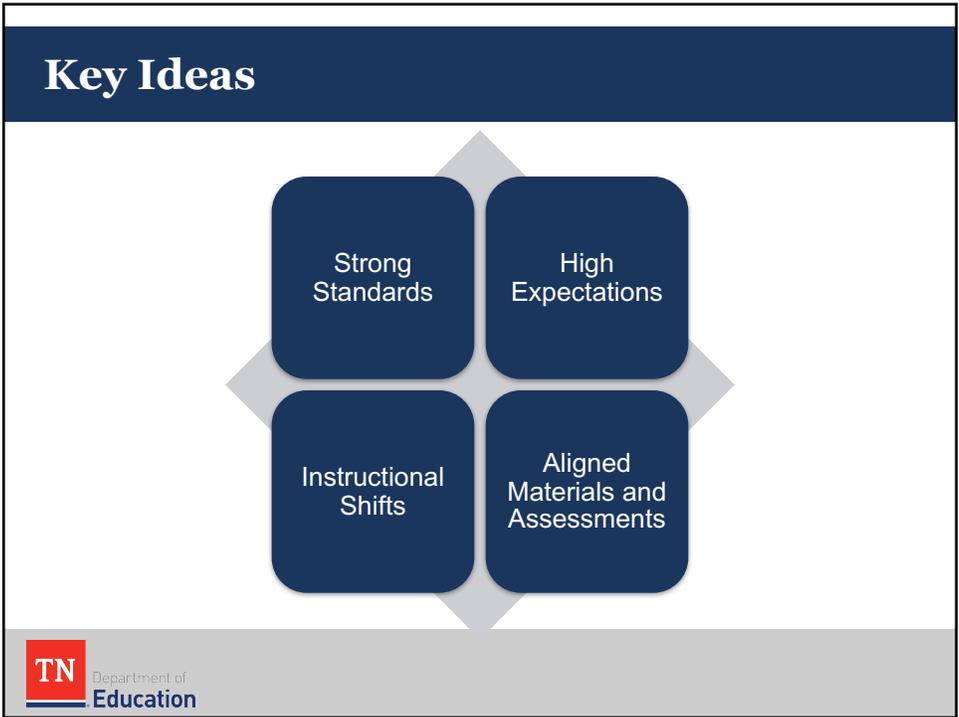
- Make a name tent
 - Top left corner: # of ★ = how many years you have taught
 - Top right corner: where you're from
 - Bottom left corner: your favorite hobby
 - Bottom right corner: the name of a student who inspires you to learn and improve



Appointments with Peers

- Create an appointment with four fellow participants by having them sign your manual.
- Participant partners will meet together during the training to discuss content.





Key Ideas



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

High Expectations

We have a continued goal to prepare students to be college and career ready.



Key Ideas



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

Aligned Materials and Assessments

Educators play a key role in ensuring that our standards and classroom instructional materials, and assessments are aligned.



Part 1: The Standards

Key Idea

Strong Standards

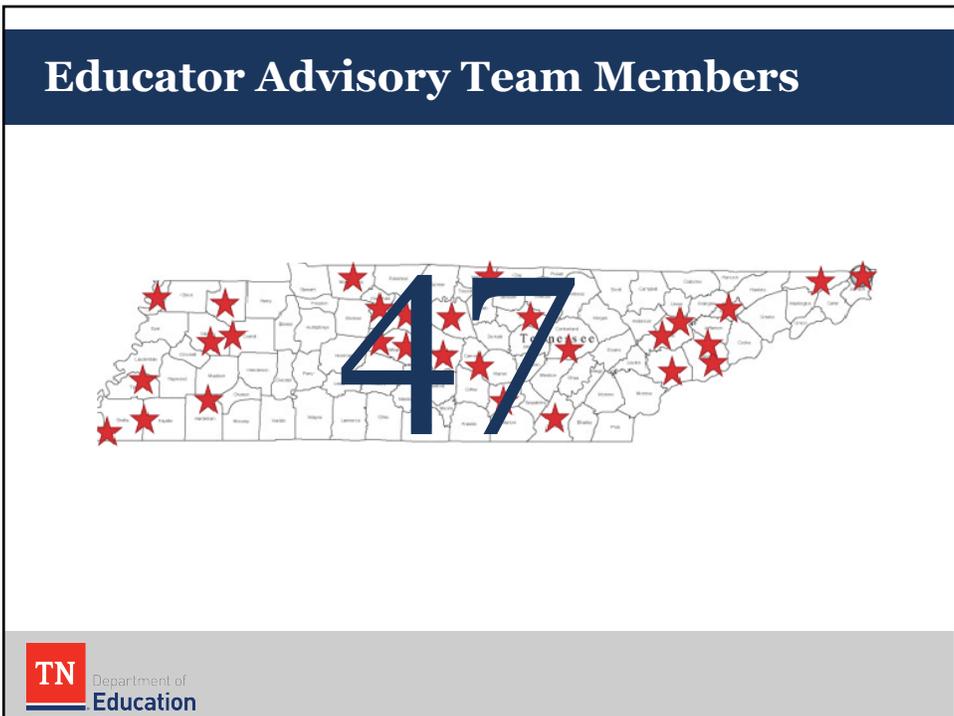
High Expectations

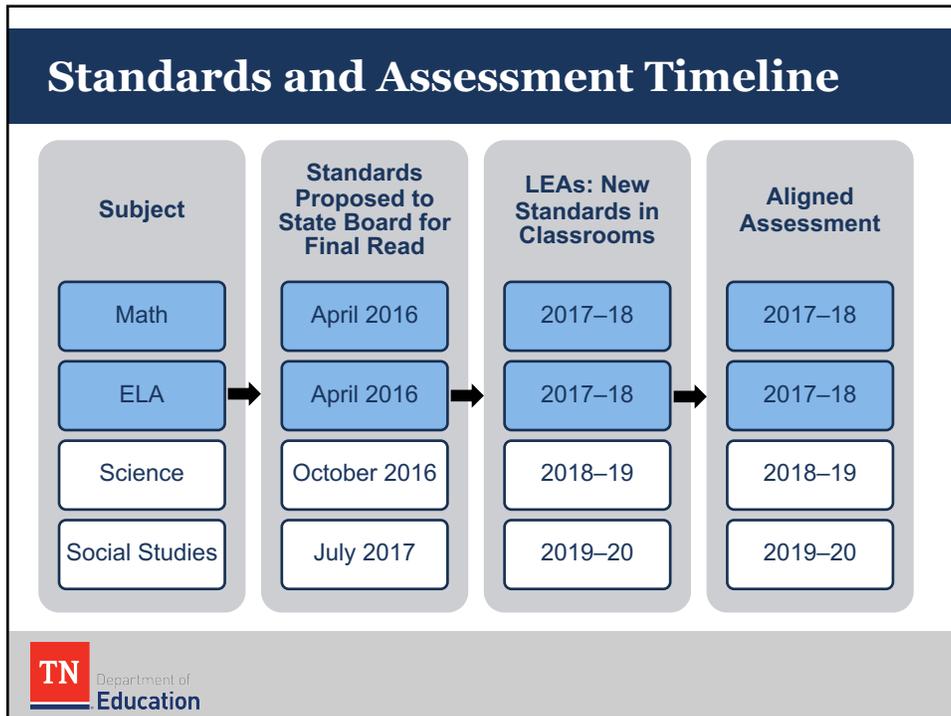
Instructional Shifts

Aligned Materials and Assessments



**Module 1:
Standards Review
Process**





Standards Revision Key Points

- The **current focus of standards remains the same** as the original instructional shifts.
- The current standards represent a **stronger foundation** that will support the progression of rigorous standards throughout the grade levels.
- The current standards **improve connections**:
 - within a single grade level, and
 - between multiple grade levels.



Turn & Talk

- What is your role in ensuring that all students are college and career ready?



**Module 2:
Tennessee ELA
Academic Standards**

Goals

- Reinforce the **continued expectations** of the Tennessee English Language Arts academic standards.
- Revisit the **three instructional shifts** and their **continued and connected role** in the revised standards.
- Review the **overarching changes** of the revised Tennessee English Language Arts academic standards.

Exploring the Standards



Turn & Talk

- Discuss your observations with your table partners.



Setting the Stage

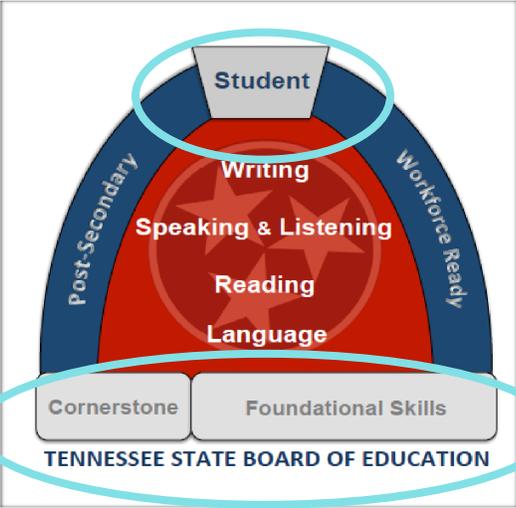
- Read and annotate the *General Introduction* to the Tennessee ELA Standards (pages 2–3).
- After reading and annotating the two parts, write the most important sentence or phrase in your manual on page 21.



TN

What Has Not Changed

The Focus on the Student



Student

Post-Secondary

Workforce Ready

Writing

Speaking & Listening

Reading

Language

Cornerstone

Foundational Skills

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Focus of the Three Instructional Shifts

- Text Complexity
 - Regular practice with complex text and its academic vocabulary
- Evidence
 - Reading and writing grounded in evidence from both literary and informational text
- Knowledge
 - Building knowledge through content rich literary and informational text

The Focus of Progression of Skill Building

K–5

The standards lay a solid foundation for reading and writing.

6–8

The standards reinforce this foundation while increasing the complexity of texts and tasks.

9–12

The standards build on sophistication and style.



Revisions to ELA Standards

Specific to
K-5

- New foundational literacy strand in which the foundational standards are embedded
- New heightened emphasis on writing

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Foundational Literacy

Previous K–5 Standards

Foundational Skills Standards

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

Language Standards

- Conventions of standard English
- Knowledge of language
- Vocabulary



Current K–5 Standards

Foundational Literacy Standards

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Word composition
- Fluency
- Sentence composition
- Vocabulary acquisition

The standards should be taught in **integration**, not isolation.

Revisions to ELA Standards

K–12

- Revised for clarity and continuity
- Designed to more clearly articulate a vertical progression of skills
- Connected and grouped to emphasize integration
- New coding
- Supporting documents

Clarity

Former Standard

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Current Standard

5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

Continuity

Former Standard – Grade 5

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purposes.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses.
- d. Provide a concluding statement or section related to the opinion presented.

Current Standard – Grade 5

5.W.TTP.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text.
- b. Develop an opinion through logically-ordered reasons that are supported by facts and details.
- c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words, phrases, and clauses.
- f. **Apply language standards addressed in the Foundational Literacy standards.**

Vertical Progression of Skills

WRITING STANDARDS: Production and Distribution of Writing – Standard #4
(W.4)
Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

GRADE SPAN	STANDARDS
11-12	11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9-10	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8	8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
1	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
K	K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- Organized with the **Cornerstone Standard** at the top then progresses down the page through each grade level
- Makes it easy to see how each standard **builds** throughout the grade levels
- Uses consistent **language and terminology** throughout grade levels



Vertical Progression of Skills

READING STANDARDS: Key Ideas and Details – Standard #1
(R.1)
Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences, support an	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences, support an
9		
	3	3.RL.CS.6 Distinguish reader perspective from that of the narrator or the perspectives of the characters and identify the point of view of a text.
	2	2.RL.CS.6 Determine when characters have different points of view.
	1	1.RL.CS.6 Identify who is telling the story at various points in a text.
	K	K.RL.CS.6 With prompting and support, define the role of authors and illustrators in the telling of a story.
K	K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.



Connected and Grouped

- The **Reading Standards** for both literature and informational text are now organized to appear **side-by-side**.
- Educators can **make connections** when selecting literary and informational text for instruction.

READING STANDARDS: Key Ideas and Details – Standard #1
RI.1

Comprehension: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
9-10	9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
8	8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
7	7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
6	6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
3	3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2	2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	1.RL.KID.1 Ask and answer questions about key details in a text.	1.RI.KID.1 Ask and answer questions about key details in a text.
K	K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.

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Connected and Grouped

- The **Speaking and Listening Standards** emphasize integration and include a separate column linking standards from the four other strands for planning purposes.

SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard #1
SL.CC.1

Comprehension: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11 th -12 th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	RL.1.7, 9, 10 RI.1.10 W.6
9-10	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9 th -10 th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	RL.1.7, 9, 10 RI.1.10 W.6
8	8.SL.CC.1 Prepare for collaborative discussions on 8 th grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1.10 W.6
7	7.SL.CC.1 Prepare for collaborative discussions on 7 th grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1.10 W.6
6	6.SL.CC.1 Prepare for collaborative discussions on 6 th grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1.10 W.6
5	5.SL.CC.1 Prepare for collaborative discussions on 5 th grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1.10 W.6
4	4.SL.CC.1 Prepare for collaborative discussions on 4 th grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1.10 W.6
3	3.SL.CC.1 Prepare for collaborative discussions on 3 rd grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1.10 W.6
2	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts.	RL.1.7, 9, 10 RI.1.10 W.6
1	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts.	RL.1.7, 9, 10 RI.1.10 W.6
K	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics.	RL.1.7, 9, 10 RI.1.10 W.1-3, 5-8

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Coding

FOUNDATIONAL LITERACY STANDARDS:
Word Composition – Standard #4
FL.WC.4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

GRADE SPAN	STANDARD
5	<div style="background-color: #333; color: white; padding: 10px; display: inline-block; font-size: 2em; font-weight: bold;">2.FL.WC.4</div> 5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.
4	4.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Grade 2. Foundational Literacy. Word Composition. Standard 4

Supporting Documents

Appendix A

Tennessee Text Complexity Framework

Teachers, working collaboratively through their PLCs, might use this document as guidance for making decisions about how to select appropriate texts for their classroom instruction. Specific text selections are curriculum decisions, which are made at the local level.

Questions to Guide PLC Discussions

1. What did you learn about this text in PLC with your colleagues?
2. What standards are being taught with this text?
3. What does understanding of the standards look like with this text?
4. What about this text will be engaging to students?
5. How are students being asked to reflect on this text?
6. What are the sequence of text-dependent questions look like for this text?
7. Why did you choose this text?
8. What makes this text quantitatively/qualitatively complex?
9. What reader and task considerations did you think of when choosing this text?
10. What important details do you want students to glean from this text?
11. How does this text help students build background knowledge?
12. What strategies will you use for textual analysis/writing and why?
13. What experiences will students have with vocabulary with this text?
14. What will class discussions with this text sound like?
15. What connections to other texts can students make with this text?

Glossary

The purpose of this glossary is to provide clarification on terms embedded in the ELA content standards.

Active Voice: in active voice, the subject performs the action expressed by the verb: "The student wrote an essay" (contrast with passive voice: "The essay was written by the student").

Adage/Proverb: an old or well-known saying that expresses a truth.

Aesthetic Impact: pertaining to an author's intentional decisions to use words or images that directly impact the artistic appeal.

Affix: a morpheme or meaningful part of a word attached before or after a root to modify its meaning; a category that subsumes *prefixes, suffixes, and infixes*.

Allegory: a literary work that portrays abstract ideas concretely.

Allusion: a textual reference to another literary, political, mythological, or religious contemporary work, text, or event.

Alphabetic Code: specifies that letters, singly and in combination, represent single speech sounds.

Alphabetic Principle: the principle that letters are used to represent individual phonemes in spoken words.

Alphabetic Writing System: a system of symbols that represents each consonant and vowel sound in a language.

Analogy: a comparison between two things to help explain or illustrate one or both of them.

Anglo-Saxon: Old English; a Germanic language spoken in Britain before the invasion of the Norman French in 1066.

Archetype, Literary: a typical character, action, or situation that seems to represent such universal patterns of human nature; also known as universal symbol; may be a character, a theme, a symbol, or even a setting.

Argumentation:

- **Aristotelian:** writer uses logic to state his/her claim, appeal to the reader's rationale with factual evidence, anticipate counterclaims, offer a rebuttal, and offer an effective conclusion persuading the audience to accept the writer's point of view.

Module 2 Review

- The student is the keystone.
- The standards are the cornerstones.
- Preparing students to be postsecondary and workforce ready is the ultimate goal.
- In grades K–5, the standards signal the importance of laying a solid foundation for reading and writing.
- In grades 6–8, the standards solidify the foundation while increasing the complexity of text selection and tasks.
- In grades 9–12, the standards focus on sophistication and style.

10-Minute Break





**Module 3:
ELA Strand Design**

Goals

- Understand the overall organizational structure of the ELA academic standards by analyzing the five strands and categories within them.
- Discuss and reflect on how the standards work together to support literacy development.

TN ELA Academic Standards: Five Strands

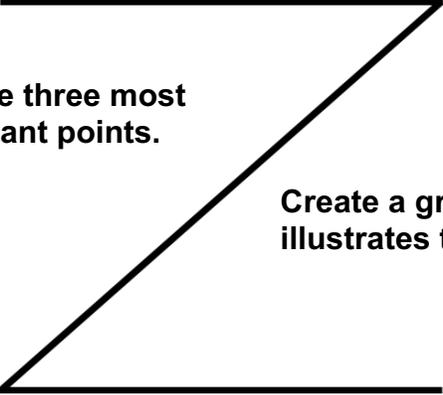
- 1** K–5 Foundational Literacy
- 2** 6–12 Language
- 3** K–12 Reading (Literature & Informational text)
- 4** K–12 Speaking and Listening
- 5** K–12 Writing

Five Strands Z Chart Activity

- One group per strand
- Read and highlight key information



Z Chart



The Z Chart is a large 'Z' shape formed by three black lines: a top horizontal line, a diagonal line from the top-right to the bottom-left, and a bottom horizontal line.

Title the chart.

List the three most important points.

Create a graphic that illustrates the main idea.

Choose one powerful quotation from the text.

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Five Strands Z Chart

- Group presentations



A circular icon with a dark blue background and a white shadow, containing three white silhouettes of people standing together.

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Foundational Literacy Key Takeaways

- Our former standards separately list the **foundational skills** and **language**. This leads to instructional practices that isolate these skills instead of **integrating** them.
- The most noticeable revision in the revised standards occurs with the **compilation** of foundational skills and language into the **Foundational Literacy Standards**.

Language Key Takeaways

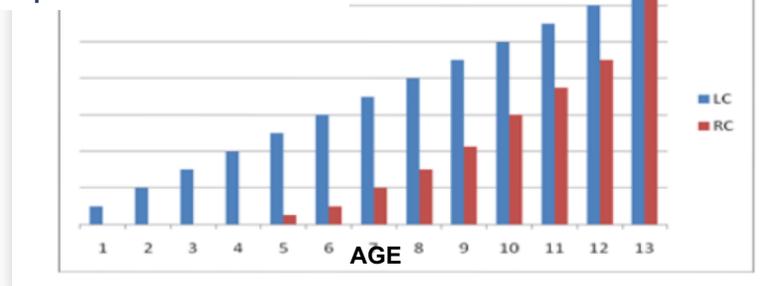
- The revised Language 6–12 standards **build directly on the foundational literacy** standards while **expanding** on vocabulary, syntax, conventions, and command of the English language.
- In the middle grades, the standards **solidify the foundation** and give students the space to think flexibly about communication.
- In high school, students focus on **understanding the nuances** of language while building sophistication and style needed for post-secondary readiness.

Reading Key Takeaways

- In the **elementary** grades, **reading** is embedded in the **foundational skills**.
- In the **middle** grades, the focus is on solidifying the reading foundation while **building stamina** with increasingly **complex text**.
- In **high school**, the focus is on the ability to recognize and analyze **archetypal patterns**, **nuances of language**, and **inter-textual connections**.

The Importance of Speaking & Listening

Students' oral language serves as a bridge to building reading comprehension.



LC = Listening Comprehension
RC = Reading Comprehension

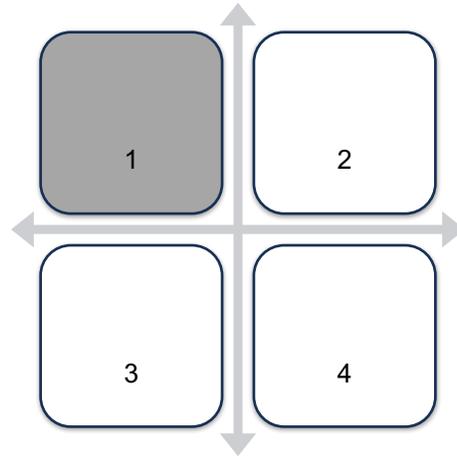
Speaking & Listening Key Takeaways

- The Speaking and Listening standards **serve as a bridge** between reading and writing skills.
- Speaking and listening skills **aid in reading comprehension** and encourage engagement with texts and ideas.
- Effective **speaking and listening skills are necessary** in today's job market.

Writing Key Takeaways

- Students understand better what they read **when they write** about it.
- **Writing is an avenue** students can use to explore who they are and to influence others.
- Effective **written communication skills are necessary** in today's job market.

Appointments with Peers



Module 3 Review

- The overall organizational structure of the ELA Academic Standards remains the same.
- All standards are organized under one of five strands: K–5 Foundational Literacy, 6–12 Language, K–12 Reading for both literature and information text, K–12 Speaking and Listening, and K–12 Writing.
- Each strand is broken down into categories to assist in clarity and the ease of integration within and among standards.

Part One



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

Lunch Break: 1 hour 15 minutes



Please Sign In!



**Part 2:
Diving into the Standards**

Key Idea

Strong Standards

High Expectations

Instructional Shifts

Aligned Materials and Assessments

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Module 4:
A Deeper Dive into K–2
ELA

Goals

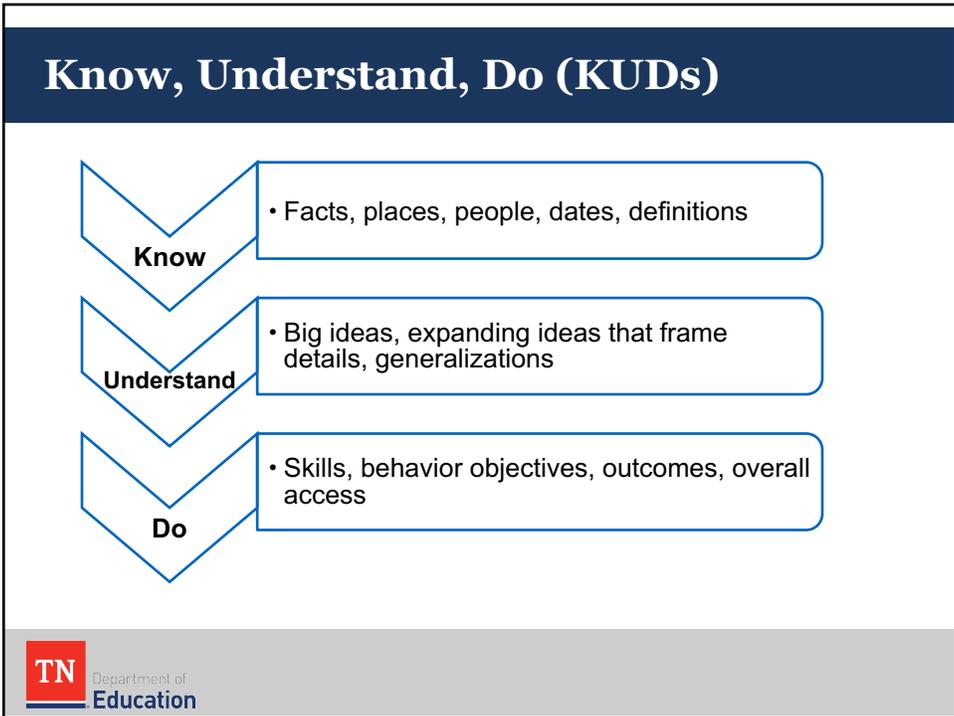
- Determine the English Language Arts and Literacy goals in order to guide planning, assessment and instruction.
- Develop a means for deconstructing standards to help guide planning, assessment, and instruction.
- Determine what students need to know, understand, and do within the standards.

Intro Activity: Comparing Assignments



Key Learning Targets (KUDs)

Know	Understand	Do
<ul style="list-style-type: none"> • Key elements of differentiation • Mindset • Know-Understand-Do (KUDs for students) • Engagement • Understanding • Alignment • Ongoing assessment (pre-assessment, formative, summative) • Flexible grouping • Respectful tasks • Readiness, interest, learning profile • Cultural responsiveness • Teaching up • Instructional strategies for differentiation • Equity and excellence 	<ul style="list-style-type: none"> • Differentiation is a philosophy and not simply a set of strategies. • Differentiation is designed to maximize the capacity of each learner. • Mindset shapes teaching and learning. • Teacher connection with kids opens them up to the risk of learning. • Community commitment multiplies support for students and the teacher. • Ongoing assessment guides quality differentiation. • The quality of what we teach contributes to the impact of how we teach—and vice versa. • Flexible classroom routines balance group and individual needs. 	<ul style="list-style-type: none"> • Reflect on philosophy and practice. • Create and maintain an invitational learning environment. • Develop KUD frameworks, drawing on standards. • Develop formative assessments aligned with KUDs. • Interpret assessment results to determine students' learning needs. • Develop differentiated tasks based on assessment information in response to student readiness, interest, and learning profile. • Work with students to understand differentiation and establish flexible plans for it.



K.U.D. Sandwich Model

Planning a Lesson Using KUDs: Primary

Grade Level, Discipline, & Author	Sample KUD Goals
Preschool Unit on Plants by Alice Wiggins	<p>Unit Big Ideas: Plants have different parts that work together to help them live.</p> <p>The student will understand that:</p> <ul style="list-style-type: none"> Plants are living things There are many different kinds of plants Plants have different parts Plants need certain conditions to grow Plants go through stages as they grow <p>The student will know:</p> <ul style="list-style-type: none"> Vocabulary related to plants <p>The student will be able to do:</p> <ul style="list-style-type: none"> II-SC1.11 Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle. II-SC4.1 Demonstrate use of the scientific reasoning cycle. I-SR1.1a Attend and listen to illustrated picture books with simple story lines. 1.SR1.3 Find the illustration, or object within the illustration of a book, that is being described. I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.

Planning a Lesson Using KUDs: Elementary

Grade Level, Discipline, & Author	Sample KUD Goals
Preschool Unit on Plants by Alice Wiggins	<p>Unit Big Ideas: Plants have different parts that work together to help them live.</p> <p>The student will understand that:</p> <ul style="list-style-type: none"> • Plants are living things • There are many different kinds of plants • Plants have different parts • Plants need certain conditions to grow • Plants go through stages as they grow <p>The student will know:</p> <ul style="list-style-type: none"> • Vocabulary related to plants <p>The student will be able to do:</p> <ul style="list-style-type: none"> • II-SC1.11 Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle. • II-SC4.1 Demonstrate use of the scientific reasoning cycle. • I-SR1.1a Attend and listen to illustrated picture books with simple story lines. • 1.SR1.3 Find the illustration, or object within the illustration of a book, that is being described. • I-OL9.23 Ask or answer questions beginning with who, what, where, when, why.

Decision: The Expected Results

- What standards are we teaching?
- What do students need to know, understand, and do (KUD)?
- What are the essential questions?
- What should instruction and assessment look like?

1.RL.KID.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

What Do Students Need to *Know*?

- Analyze...
 - What students need to **KNOW** (facts, vocabulary).
- Record your information on the chart.

What Do Students Need to *Know*?

1.RL.KID.2

Identify the nouns

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

What Do Students Need to *Know*?

1.RL.KID.2

Identify the nouns

Retell **stories**, including key **details**, and demonstrate understanding of their central **message** or **lesson**.

What is a Story?

- A narrative, either true or fictitious, in prose or verse, designed to interest, amuse, or instruct the hearer or reader; a tale

What are Details?

Details are...

- Words or phrases that give important information about an event like *who, what, when, where, why?*
- Words or phrases that gives us a clue about the meaning of an unfamiliar or new word.
- Words or phrases that helps me make sense of what I am reading.

What is a Central Message or Lesson?

Central message is...

- The big idea that the story is about.

A lesson is...

- Something the author wants us to learn.

What Do Students Need to *Do*?

1.RL.KID.2

Identify the verbs

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

What Do Students Need to *Do*?

1.RL.KID.2

Identify the verbs

Retell stories, including key details, and **demonstrate** understanding of their central message or lesson.

Retell

Retell means to...

- Conclude or ascertain, as after reasoning, observation, etc.

Demonstrate Understanding

To **demonstrate** understanding means to...

- Show through the inclusion of key details their accurate perception of the central message or lesson of a story.

What Else is Important?

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Conjunctions and Punctuation

Retell stories, including key details, **and** demonstrate understanding of their central message **or** lesson.

What Do Students Need to *Understand*?

1.RL.KID.2

Retell stories, including **key details**, **and demonstrate** understanding of their **central message or lesson**.

What Do Students Need to *Understand*?

- Analyze...
 - What students need to be able to UNDERSTAND to demonstrate mastery.
- Record your information on the chart.

What Do Students Need to *Understand*?

“I Can” Statement

- **I can** retell stories, including key details, and demonstrate understanding of their central message or lesson through writing or speaking.

What Do Students Need to *Understand*?

Essential Questions:

- How do I retell a story?
- What are key details?
- How do I determine the central message?
- How do I prove my understanding through writing or speaking?

What Do Students Need to *Understand*?

- How to retell
- How to pull key details from the text
- How to sum up ideas from a text or lesson into a central idea
- How to speak and write academically to share ideas or knowledge

What Does This Look Like?

Instruction should require students to...

- Apply close reading and comprehension strategies to the texts.
- Make inferences to determine the theme.
- Analyze the techniques used by writers to convey theme.
- Develop a neutral and unbiased summary that conveys the main ideas of a text.

Sample Assessment items

- Exit slips
- Graphic organizers
- Identifying theme
- Discussion of theme
- Repeat task with different text
- TDQ's
- Writing prompt
- TNReady

You Try One

- Get into grade level groups and analyze the following standards...
 - 2.RI.KID.3
 - 1.RI.KID.3
 - K.RI.KID.3

Decision: The Expected Results

- What standards are we teaching?
- What do students need to know, understand, and do (KUD)?
 - Highlight the nouns, verbs, conjunctions, punctuation.
- What are some possible essential questions?
- What should instruction and assessment look like?

Gallery Walk

- Please go around the room and read the KUD for each standard.
- Generate “I notice” and “I wonder” on sticky notes and place them on the chart paper.

Gallery Walk

- Please go around the room and read the KUD for each standard.
- Generate “I notice” and “I wonder” on sticky notes and place them on the chart paper.
- Return to your grade-level KUD and reflect on the comments left on your chart.

Gallery Walk Debrief

- In what ways did you experience new thinking?
- What do you think will be most challenging?
- What questions do you still have?

Module 4 Review

- It is important to determine what students need to know, understand, and do.
- Analyzing the standards guides and informs planning, assessment, and instruction.

Part Two



High Expectations

We have a continued goal to prepare students to be college and career ready.

10-Minute Break





Part 3: Instructional Shifts

Key Idea





**Module 5:
Role of Text**

Goals

- Examine how multiple texts on one topic build knowledge, vocabulary, and fluency for all students.
- Model how to intentionally sequence texts based on complexity and other factors.

Setting the Stage

- What do you believe is the role of the text in literacy instruction?
- How do you feel about the idea of giving students more challenging texts to read and “struggle” through?
- How does this fit within your beliefs and philosophy as an English language arts/literacy teacher? As a reader?

The Reality

“Just giving students complex texts doesn’t mean they will read and understand them.”

—Doug Fisher, Nancy Frey. *Rigorous Reading* (2013)

Simulation

- We will now become “learners” for this activity.
- We will read a collection of texts that will work together as a text set to build knowledge.
- This simulation was designed for you to act as a learner. The texts used were not chosen for a particular grade level but for adult readers.

Mystery Letter

- **What makes this text so complex?**
See if you can make sense of the text.
- **You don't know many of the key words.**
Pay attention to what you're doing to try and comprehend this text.
- The sentences are long and it take concentration to hold the meaning from beginning to end.
What if you read it more closely?
- There's no reason to read it other than you are being good sports.
- You're having a hard time connecting/little background knowledge (and maybe you really don't care!).

What If this was Really Important?

What if it were essential for students to read this text?

What strategies would you use to teach it?

Let's Try Another Idea...

- Let's see if we can back up and learn what we need to know to tackle this complex text without a lot of teacher support.
- Read "Davy Crockett on the Removal of the Cherokees, 1834."
- Read it once through, then we will pause to be clear about some new, clarifying information.

Let's Try Another Idea...

- Whose name should you sign in the closing of this mystery letter?
- When was it written?
- What did Crockett fear?
- Why would he hold such fears? Let's read more.

Keep Building...

- Read "Excerpts from Andrew Jackson's Speech to Congress in Indian Removal."
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.

Keep Building...

- What is Jackson proposing?
- In paragraph 2, according to Jackson, who will benefit from this proposal? In what ways will these groups benefit?
- In paragraph 3, Jackson compares the Native Americans to what other groups who have been uprooted?
- Reread the last line in paragraph 3. According to Jackson, how should the Native Americans feel about his proposal?
- Finally, in the last paragraph, pick out some words Jackson uses to describe his policy.

How About Another Key Player?

- Read “Martin Van Buren.”
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.

How About Another Key Player?

- What is the relationship between Jackson and Van Buren?
- What was Van Buren's role in the Indian Removal Policy?

On the Record

- Read "Excerpted Remarks of the Honorable David Crockett."
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.

On the Record

- What was Crockett's position on Jackson's policy?
- In paragraph 2, what concerns did Crockett have about the Executive Branch?
- Who are "the poor remnants of a once powerful people" Crockett is referring to in paragraph 3?
- Who is the only source of help for these people?
- Reread paragraph 5. What are some important words or phrases Crockett uses to convey his opinion about the bill?
- In his closing remarks, what personal remarks does Crockett provide that help you gain insight into his character?

A Little Bio

- Read "David Crockett."
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.

A Little Bio

- What experiences did Crockett have with...
 - Jackson?
 - Native Americans?
 - Oppression?

Back to Mystery Letter

- Read this text again, highlighting areas where you now have clarity.
- What is “the Ship” Crockett is referring to?
- Describe the concerns Crockett holds regarding the power of the Executive Branch. Be sure to use specific details from the text to support your claim.

Quotes

- "It was expected of me that I was to bow to the name of Andrew Jackson... even at the expense of my conscience and judgement. such a thing was new to me, and a total stranger to my principles." — [Davy Crockett](#)
- "I would rather be politically dead than hypocritically immortalized." — [Davy Crockett](#)
- "Although our great man at the head of the nation, has changed his course, I will not change mine." — [Davy Crockett](#)

Quotes

- "Heaven knows that I have done all that a mortal could do, to save the people, and the failure was not my fault, but the fault of others." — [Davy Crockett](#)
- "Let your tongue speak what your heart thinks." — [Davy Crockett](#)
- "We must not permit our respect for the dead or our sympathy for the living to lead us into an act of injustice to the balance of the living." — [Davy Crockett](#)

Make An Inference

Davy Crockett Takes a Stand

- Each person should take one sentence strip from the envelope on the table.
- Read the Davy Crockett quote to yourself and think about this:
 - Based on your knowledge of Davy Crockett and the historical event on which he took a stand, what can you infer about the quote?
- Go 'Round:
 - One at a time, read aloud the quote and share your inference.

Debrief

- What just happened? Did your “reading level” change?
- Why were you able to make such a strong inference from the quotes? Why is this significant?
- What did you notice about the rate of your reading of the Mystery Letter the second time? Why did this happen?
- What “teacher moves” enabled you to make such rapid progress in your comprehension of the most challenging text?
- What did you notice about the texts themselves? About the questions?
- What other notices and wonders do you have at this point?

Role of Text Graphic Organizer

- Using the graphic organizer in your manual on page #, answer the following questions:
 - What about this experience is “pointing” you in a new direction?
 - What about this activity is “squaring” with your thinking?
 - What questions are still “circling” in your mind?

Module 5 Review

- Sets of texts, arranged in a careful sequence and supported by strategic text-dependent questions, can rapidly build the knowledge students need to more independently experience success with a more complex text.
- Building knowledge impacts comprehension and fluency.

References

Slide	Source
10	Mystery Letter Excerpted from https://www.gilderlehman.org/sites/default/files/inline-pdfs/t-01162.pdf
13	"Davy Crockett on the Removal of the Cherokees, 1834" Excerpted from http://www.gilderlehman.org/history-by-era/jackson-lincoln/resources/davy-crockettremoval-cherokees-1834
14	"Excerpts from Andrew Jackson's Speech to Congress in Indian Removal" President Jackson's Message to Congress "On Indian Removal", December 6, 1830; Records of the United States Senate, 1789-1990; Record Group 46; Records of the United States Senate, 1789-1990; National Archives and Records Administration (NARA)
15	"Martin Van Buren" http://americanhistory.si.edu/presidency/timeline/pres_era/3_669.html
16	"Excerpted Remarks of the Honorable David Crockett" Excerpted from: http://capitolwords.org/date/2012/01/24/E63-3_remarks-of-the-honorable-david-crockett/
17	"David Crockett" Angel Price, University of Virginia, http://twain.lib.virginia.edu/projects/price/acrocket.htm
19	Davy Crockett Quotes http://www.inspiringquotes.us/author/8141-davy-crockett
23	http://www.aft.org/periodical/american-educator/spring-2006/what-do-reading-comprehension-tests-mainly
36	Screenshot of EL Education website. www.eleducation.org .



Goals

- Identify the areas of text complexity and describe what makes texts complex.
- Evaluate the qualitative factors of a text using a text complexity rubric.
- Synthesize the benefits and importance of providing complex text for students.

“Why Complex Text Matters”

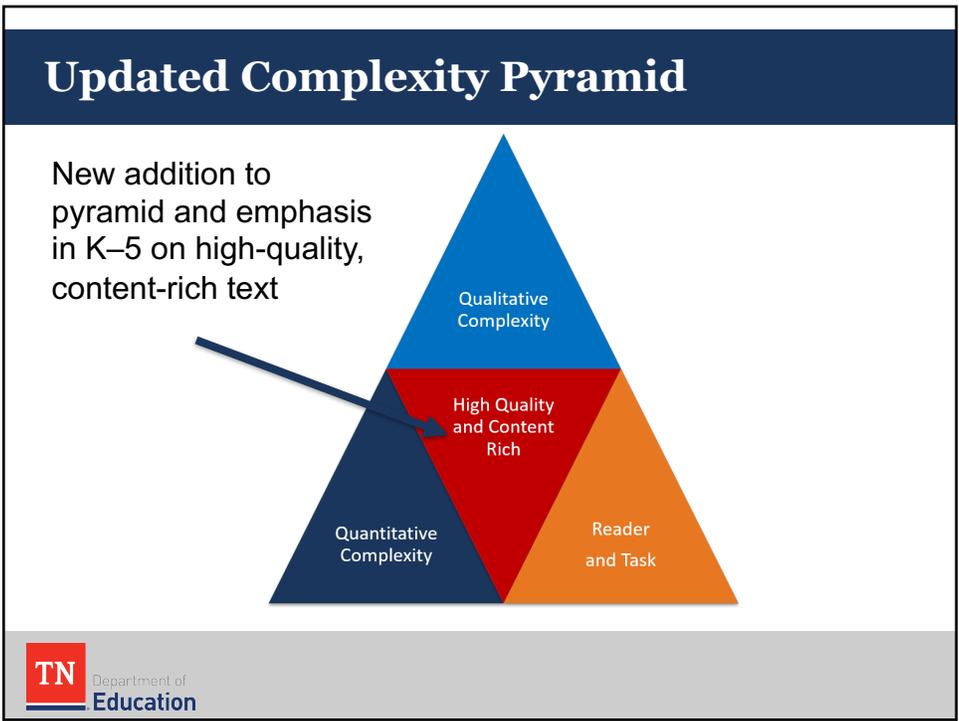
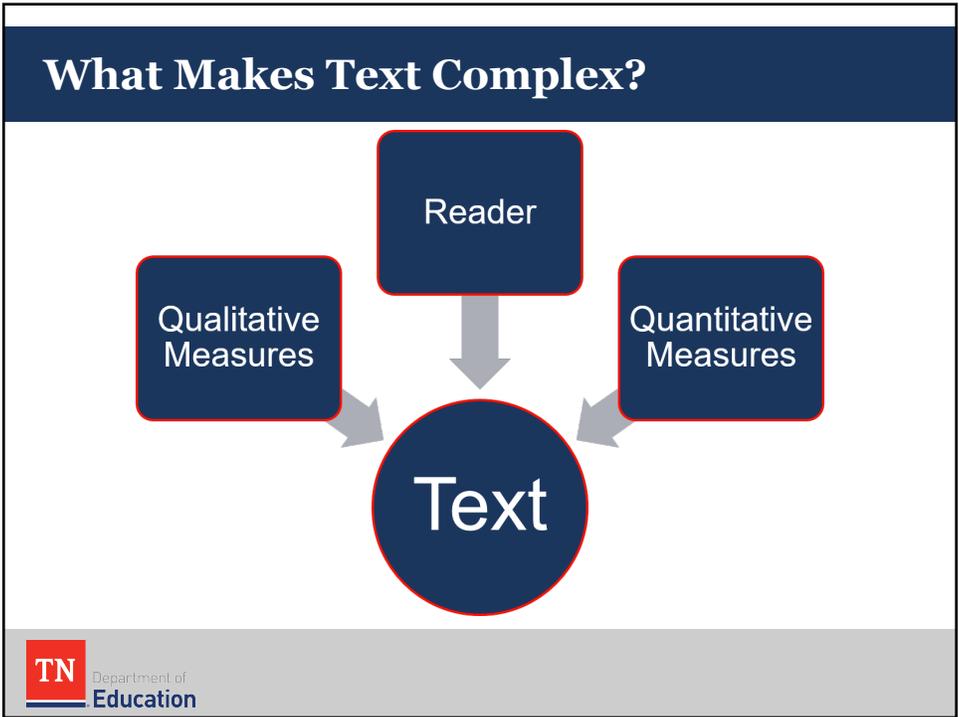
- The **gap** between complexity of college and high school texts
- ACT (2006) shows student facility with text complexity is a **strong predictor of college success**
- Too many students not reading proficiently
- <50% of graduates can read sufficiently complex texts
- 37% of the nation’s 12th-graders met the NAEP proficiency level (2013)

“Why Complex Text Matters”

“Students arriving at school from less-educated families are disproportionately represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door.”

Instructional Shifts

- Text Complexity: Regular practice with complex texts and their academic vocabulary
- Knowledge: Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Evidence: Building knowledge through content-rich nonfiction



Quantitative Measures of Text Complexity

Lexile Measures by Grade Band

Grade 1	190L–530L
2–3 band	420L–820L
4–5 band	740L–1010L
6–8 band	925L–1185L
9–10 band	1050L–1335L
11–12 band	1185L–1385L

Qualitative Measures of Evaluation



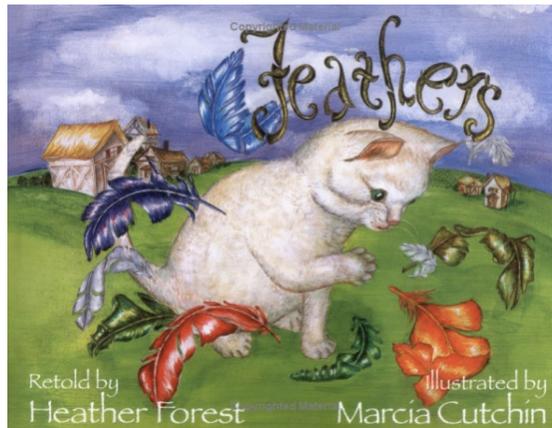
Qualitative Complexity for Literature

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> Organization: May include subplots, time shifts and more complex characters Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> Organization: May have two or more storylines and occasionally be difficult to predict Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> Organization: Is clear, chronological or easy to predict Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic; language may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> Conventionality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
MEANING	<ul style="list-style-type: none"> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores several themes; experiences portrayed are common to many readers Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements



Feathers

- Analyze *Feathers* for qualitative measures of complexity.



Text Complexity Analysis

- Add the information in the **quantitative measures** box.

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click [here](#).

Use this chart for quick reference:

2-3 band	420-820L
4-5 band	740-1010L
6-8 band	925-1185L
9-10 band	1050-1335L
11-CCR band	1185-1385L

Text Complexity Analysis

- Add the information in the **qualitative features** box.

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these 4 dimensions, click [here](#).

Meaning/Purpose	Structure
Language	Knowledge Demands

Text Complexity Analysis

- Add the information in the ***considerations for reader and task*** box.

1. Reader and Task Considerations

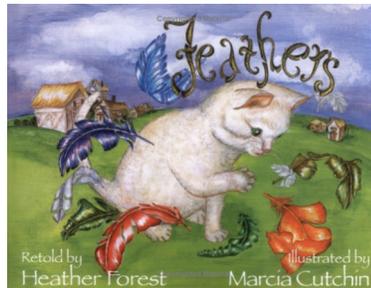
What will challenge my students most in this text?
What supports can I provide?

How will this text help my students build knowledge
about the world?

Connections to Standard

Cornerstone Standard : R.KID.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.



R.KID.2

Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.

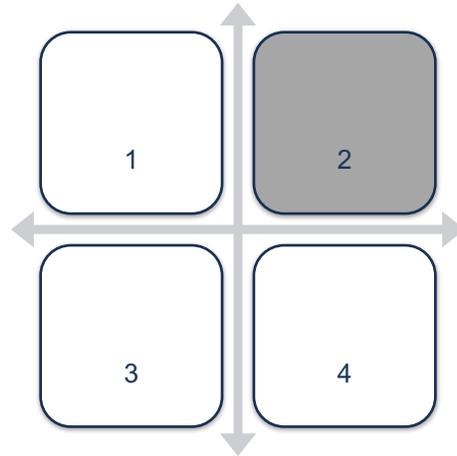
Central Idea/Theme
Key Details
Summary

Turn & Talk

- What are some things you want to keep in mind as you engage in this same process with a second text?



Appointments with Peers



Module 6 Review

- Text complexity is determined by quantitative, qualitative, and reader/task measures.
- In addition to these measures, complex text should be high quality and content rich.
- Qualitative features of a text can be determined with the use of the Qualitative Complexity Rubric for literature and informational texts.
- Complex text is an instructional shift.
- Complex text is the cornerstone standard R.RRTC.10.

Part Three



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

What to Expect: Day 2

- We'll take a look at alignment between standards and assessment in the classroom.
- We'll develop a process for evaluating instructional materials.
- We'll pull the pieces of our training together and do some instructional planning.

For Tomorrow



- Standards document
- Participant manual
- A unit plan
- Text set ideas



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork