



Kansans **CAN**

K-12 English Language Arts

Standards Review for 2017 Board Adoption



Kansas leads the world
in the success of each student.

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KANSAS STATE DEPARTMENT OF EDUCATION www.ksde.org

New Vision-Aligned Outcomes

- Kindergarten readiness
- Increase graduation rates
- Increase percentage of students completing a credential or pursuing post-secondary education.
- Individual plan of study focused on career interest for each student (including civic engagement)
- Social/emotional factors relative to student success are to be measured locally.

The Charge

- Review Current K-12 English Language Arts Standards
- Engage in Honest, In-Depth Conversation Regarding Kansas K-12 Students, Current ELA Standards, and Potential Changes
- Produce Updated K-12 ELA Standards (if necessary)
- Present Updated K-12 ELA Standards to the Kansas State Board of Education (Late Summer/Fall 2017)

Non-negotiables

- Having Standards
- Instructional Standards for Every Grade K-12
- Board approval
- Assessable
- Alignment to portrait of a successful student (ACTE + Civics)
- Alignment to Rose Standards
- Clear Justification for all Changes/Revisions

Things to ponder



- No changes
- Completely New Standards
- Supplemental support documents?
- Address content currently outside the scope of reading, writing, speaking, listening, and language?
- Organization

Additional considerations

- Commissioner and Board's Social-Emotional Focus
- Degree to which cross-disciplinary literacy is addressed
- Alignment with other content area standards (HGSS, Science, Arts, ELP, etc.)
- Standards vs. Assessment (Important when reading feedback)
- Degree of detail (e.g., should there be an i.e., an e.g.?)

Sharing of Files and Resources

Current ELA Standards

Rose Standards

SECD Standards

Other content area standards (HGSS, Science,
Fine Arts)

Docs from ACT, SAT, Workeys, ASVAB, NAEP

Other States' ELA Standards

And the survey says...



2015 Online Survey

Meeting “Flow”



Who:
Writing Group

What:
2-Day Meeting

When:
May 3-4

Where:
Topeka

Why:
Complete Draft 1

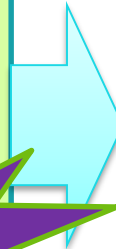


Who:
Review Group

What:
Virtual Work

When:
Dec. 5th & 6th

Why:
Develop Draft 2



Who:
Full Committee

What:
1-Day Meeting

When:
March 2017

Where:
Topeka

Why:
Develop Draft 3

Group Member “Assignments”

K-5

6-8

9-IHE

bers

Writing

6 members

bers

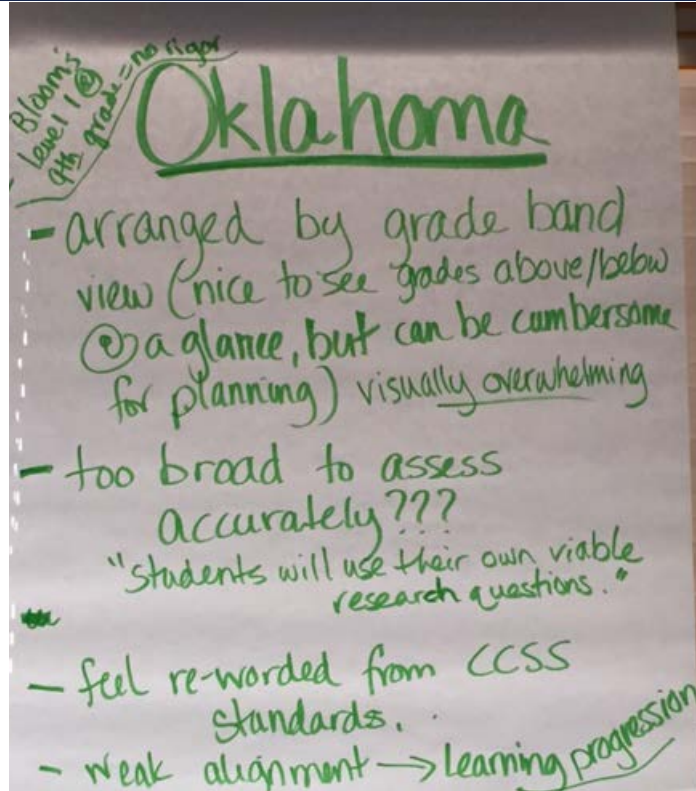
Review

4 members

Ad Hoc Members

We also have participation from “ad hoc” group members, who represent different stakeholder entities throughout the state.

Insights gained from Dropbox resources



Insights gained from Dropbox resources



Nebraska

- learning progression is embedded
- simplified (not enough) rigor (minimum competency?)
- assessment - same claims as KS current standards

Insights gained from Dropbox resources



Virginia

- helpful for planning because of structure and clarity of expectations + vocab. definitions
- more specific to skill
- the more info provided about how teachers are teaching + ^{grade level} expectations for students is helpful in assessment ~~plan~~ + instructional planning

Insights gained from Dropbox resources



- Other KS Standards GAPS
- HGSS + Science - using primary resources
 - in Writing Anchor standards 1.8+9
 - possible support documents?
 - Writing Rubrics
 - @ district or state or what?
 - Prefixes, Suffixes, Spelling
 - More guidance?
 - Collaborative Learning (Speaking + Listening)
 - Social/Emotional Development Standards as a resource?

Insights gained from Dropbox resources



Rose Standards
Lacking employability skills
- career
- technology
- A civilization
- Standard 6 - technology + writing
- Standard 7 - reading
} diverse media + formats

Greater emphasis on technical writing
H.S. in KS Standards have more technical writing & reading + argumentative

Insights gained from Dropbox resources



Laps:

- * Syntax between ACT; SAT
(-> Grammar) (-> Content + Structure)
- * Features
KS Standards addresses SAT+ACT language standards, in general

Some discussion highlights

- Little interest in drastically altering current standards
- Desire for a more teacher-friendly format
- Desire to define what “success” would look like for students with respect to each standard

<p>Anchor Standard Key Ideas and Details 1</p>	<p>Read closely to determine what the 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.</p>		
<p>Intent of Anchor Standard</p>	<p>The intent of this standard is to ensure students refer to the text to support their ideas and assumptions when writing or speaking. Close reading implies multiple interactions with a text.</p>		
<p>RL.6.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
<p>For this standard, successful 6th grade students:</p> <ul style="list-style-type: none"> •refer to a text to support their ideas and assumptions when writing or speaking •distinguish the difference between main details and supporting details •distinguish the difference between literal and figurative details •explain the definition of textual evidence and use textual evidence to support conclusions •explain the definition of inference and the process of making an inference 			
<p>Standards Progressions</p>	<p>Grade 5</p>	<p>Grade 6</p>	<p>Grade 7</p>
	<p>RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL.7.1 – Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

Anchor Standard Key Ideas and Details 1	Read closely to determine what the 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.
Intent of Anchor Standard	The intent of this standard is to ensure students refer to the text to support their ideas and assumptions when writing or speaking. Close reading implies multiple interactions with a text.
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Standards Progressions	Grade 5
	RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Anchor Standard
(No changes)**

Anchor Standard Key Ideas and Details 1	Read closely to determine what the 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.
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Standards Progressions	Grade 5
	RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Intent of Anchor Standard: Intended to further define the overarching purpose of the anchor standard and prevent educators from “missing the forest for the trees”.

Anchor Standard Key Ideas and Details 1	Read closely to determine what the 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.
Intent of Anchor Standard	The intent of this standard is to ensure students refer to the text to support their ideas and assumptions when writing or speaking. Close reading implies multiple interactions with a text.
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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Standards Progressions	Grade 5
	RL.5.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**Grade Level Standard
(No changes)**

Successful Students Statements:
 Intended to provide “look fors” and descriptions of specific student actions that could signal achievement within a standard.

Anchor Standard Key Ideas and Details 1	Read closely to determine what the text says and draw inferences from the text.		
Intent of Anchor Standard	The intent of this standard is to ensure students analyze interactions with a text.		
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<p>For this standard, successful 6th grade students:</p> <ul style="list-style-type: none"> •refer to a text to support their ideas and assumptions when writing or speaking •distinguish the difference between main details and supporting details •distinguish the difference between literal and figurative details •explain the definition of textual evidence and use textual evidence to support conclusions •explain the definition of inference and the process of making an inference 			
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Standards Progressions:
Provides information about how the standard was addressed the previous year and how it will be addressed the following year.

<p>Anchor Standard Key Ideas and Details 1</p>	<p>Read closely to determine what the text says drawn from the text.</p>		
<p>Intent of Anchor Standard</p>	<p>The intent of this standard is to ensure student interactions with a text.</p>		
<p>RL.6.1</p>	<p>Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>		
<p>For this standard, successful 6th grade students:</p> <ul style="list-style-type: none"> •refer to a text to support their ideas and assumptions when writing or speaking •distinguish the difference between main details and supporting details •distinguish the difference between literal and figurative details •explain the definition of textual evidence and use textual evidence to support conclusions •explain the definition of inference and the process of making an inference 			
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August 2016 State Board Meeting Update




Primary Concern: Lack of change from 2010 standards to initial draft.



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The Review

June – August, 2016

- 
- 21 Reviewers
 - Responses across K-12

General “Light” Comments

- Editing errors
 - Progression – possibly copy/paste – errors
 - Coding inconsistencies
 - Word clarity issues (e.g. “nonliteral” = figurative)
- Require little discussion/ philosophical agreement
 - Could be remedied by a small group of people, or possibly by KSDE staff

Comments requiring further discussion

- What is gained/lost with progression detail?
 - a, b, c, d details are assessed content. Is this problematic?
- Too lengthy/ unmanageable?
- How could we address self-regulation and self-monitoring more directly?

Comments requiring further discussion

- Could this be a “multi-layered” document with links that provide the more detailed information?
- Could the format somehow reflect how standards from different strands support one another?
- Listing examples – helpful or harmful?

Comments requiring further discussion

- In upper grades – why the focus on U.S. texts?
- Text complexity (standard 10) – is it necessary to focus on quantitative grade band goals, or could the focus be more on wide reading and creating a love for reading?
- What is the role of grammar? Is it necessary for students to identify parts of speech, for example?

Your feedback!



<http://goo.gl/forms/49Xdpq953raixXhD3>



Questions?



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