



# Standards-in-Action 2.0

## State-Based Curriculum Review

Volume of Reading to Build  
Knowledge



Welcome back!

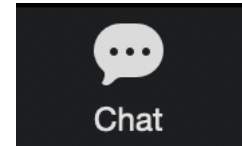


# Disclaimer

This presentation was produced and funded in whole with Federal funds from the U.S. Department of Education under contract number ED-991990018C0040 with StandardsWork, Inc. Ronna Spacone serves as the Contracting Officer's Representative. There is content on the slides and additional content in the Slide Notes throughout the presentation. The content of this presentation does not necessarily reflect the views or policies of the U.S. Department of Education nor does the mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.



# Let's Hear From You!



- In the group chat, share your answer to this question:
  - *CHAT: In a sentence, share any takeaways or challenges related to your experience reviewing your selected curriculum for Dimension 2: Building Academic Language.*



# Agenda

- Overview of Dimension 3 and its research base
- Introduction to the content criteria for Dimension 3
- Breakout work session #1 with your team
- Review of substantiations and ratings of content criteria in the Example Workbook
- Introduction to the English learner (EL) support criteria for Dimension 3
- Breakout work session #2 with your team
- Review of substantiations and ratings of EL supports in the Example Workbook
- Next steps and final questions



# Meeting Norms and Expectations

1. Be present and engage fully.
2. Ask questions.
3. Prepare for productive struggle.
4. Consider differing perspectives.
5. Create and maintain a safe space for professional learning.
6. Be mindful of different learning styles.



# Research Base for Dimension 3

Research conducted by Recht and Leslie (1988); Kintsch (1988); Neuman (2006); Graham and Hebert (2011); and Willingham (2006) shows that:

- Prior knowledge is a strong predictor of students' ability to remember and comprehend complex texts;
- Asking students to write about what they read improves students' comprehension of the text (and their writing skills);
- Knowledge and vocabulary are tightly connected; and
- Deficits in reading are integrally bound to deficits in knowledge.



# What Does Research on Volume of Reading Mean for High-Quality Curriculum?

It means curriculum resources should:

- Ask students to read on conceptually connected topics to grow students' knowledge and vocabulary;
- Offer a series of texts at a variety of complexity levels with less complex texts supporting access to more complex texts to build knowledge;
- Promote regular independent reading—both assigned and based on student interest; and
- Provide instructions for holding students accountable to regularly engage in a volume of reading and tracking their own learning.





# **Content Alignment Criteria**

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# Dimension 3: Content Criterion 1

Curriculum provides high-quality auxiliary resources that build knowledge about the topics of central texts and are available at a variety of complexity levels.\* ←

## Ask Yourself:

- *Is there a volume of texts or visual resources to build knowledge and vocabulary on the topic of the anchor text?*
- *Are these texts and resources accessible to students without teacher support?*



## Dimension 3: Content Criterion 2

Curriculum provides guidance for simple ways students can show what they are learning when they engage in a volume of reading.

### **Ask Yourself:**

- *Does the curriculum promote regular independent reading?*
- *Are there routines to keep students accountable to share what they are learning from the volume of reading they are doing?*



# Rating for Content Alignment

**2 Points:** Most or all components of the content criteria are present.

**1 Point:** Some components of the content criteria are present.

**0 Points:** Few or no components of the content criteria are present.



# Breakout #1: 25 minutes



Your turn to work with your team:

- Examine the evidence in the curriculum for each of these content criteria for Dimension 3.
- Check the content criteria that are evident and cite in your notes where you found evidence.
- Discuss the evidence you found for all the content criteria with your team and work to agree on a rating for the dimension.
- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.



# Breakout Materials

- Your copy of the Participant Workbook (p. 8)
- Curriculum: EL Education
- Resources:
  - Teacher Support Materials
  - Teacher Guide

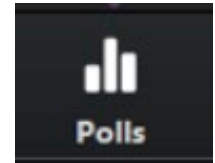


# **Welcome Back!**

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# Let's Hear From You!

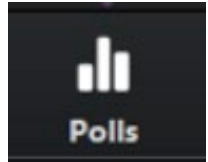


- POLL: What is your rating for **Dimension 3 Content Alignment**?
  - 2 points: Most or all components of the content criteria are present.
  - 1 point: Some components of the content criteria are present.
  - 0 points: Few or no components of the content criteria are present.





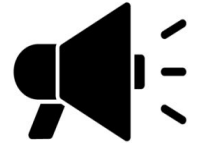
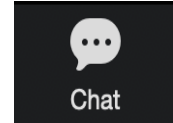
# Let's Hear From You!



- POLL: Did you check (as present) the same criteria as in the Example Workbook?
  - Yes, we checked the same criteria as the example.
  - No, we checked one or more criteria differently than the example.



# Let's Discuss!



Let's take 5 minutes to review the Example Workbook that contains the substantiations for the content criteria.

Then in the group chat, share your answer to this question:

- *CHAT: How do your substantiations compare to the example?*

Now let's hear from a couple of teams about the evidence they found and noted in their Summary Comments.

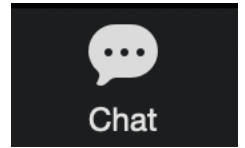


# EL Support Criteria

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# Let's Chat!



In the group chat, share your answer to this question:

- *CHAT: Why is reading to grow specific knowledge particularly useful for English learners?*



# EL Support Criteria

- (1) Curriculum provides supports to help students capture and reflect on new knowledge.
- (2) Curriculum includes visual resources (e.g., illustrations, photographs, and video clips) that build knowledge and vocabulary about the topics of the central texts.



# Rating for EL Supports

**2 Points:** Most or all components of the EL supports are present.

**1 Point:** Some components of the EL supports are present.

**0 Points:** Few or no components of the EL supports are present.

*(include starred Content Criterion #1 in your rating)*



## Breakout #2: 25 minutes



- Discuss with your team and determine whether there is sufficient evidence in the curriculum for each EL support criterion.
- Check those for which you found evidence and determine the “weight” of the missing supports or parts of supports.
- Make notes about your findings.
- Together, work to give an overall rating for the dimension’s EL supports. (Include asterisked content criterion #1.)
- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.



# Breakout Materials

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- Your copy of the Participant Workbook (p. 9)
- Curriculum: EL Education
- Resources (EL Supports):
  - Teacher Support Materials
  - Teacher Guide



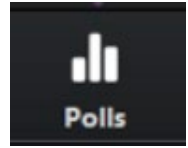


# **Welcome Back!**

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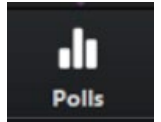
# Let's Hear From You!



- POLL: What is your overall rating for **Dimension 3 EL Supports**?
  - 2 points: Most or all components of the EL supports are present.
  - 1 point: Some components of the EL supports are present.
  - 0 points: Few or no components of the EL supports are present.



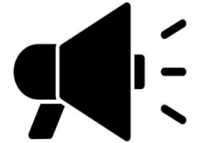
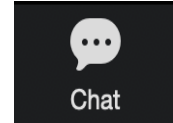
# Let's Hear From You!



- POLL: Did you check (as present) the same criteria as is in the Example Workbook?
  - Yes, we checked the same criteria as the example.
  - No, we checked one or more criteria differently than the example.



# Let's Discuss!



Let's take 5 minutes to review the Example Workbook that contains the substantiations for the EL support criteria.

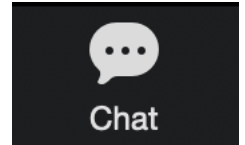
Then in the group chat, share your answer to this question:

- *CHAT: How do your substantiations compare to the example?*

Now let's hear from a couple of teams about the evidence they found and noted in their Summary Comments.



# Let's Chat!



In the group chat, share your answer to this question in a sentence or two:

- *CHAT: What is something you have learned today (or better understand) regarding the importance of building knowledge through volume of learning?*

We'll ask everyone to hit "enter" at the same time so...

***WAIT to hit "enter"!***



# Next Steps

- We will focus on content criteria for **Dimension 4** to:
  - Assess the sample curriculum's inclusion of evidence-based discussions.
  - Examine the curriculum for attention to EL supports related to a focus on evidence-based discussions.



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Thank you!