Standards-in-Action 2.0
State-Based Curriculum Review

# Evidence-Based Writing

Welcome back!

Disclaimer

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Let's Hear From You!
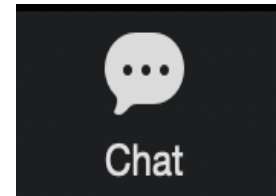
- In the group chat, share your answer to the question:

  ➢ *CHAT: Thus far, have you found ample EL supports in the curriculum you're reviewing?*

Agenda

- Overview of Dimension 5 and its research base

- Introduction to the content criteria for Dimension 5

- Breakout work session #1 with your team

- Review of substantiations and rating of content criteria in the Example Workbook

- Introduction to the English learner (EL) support criteria for Dimension 5

- 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 5

Research conducted by the ICASC (2002) and Graham and Hebert (2011) shows that:

- College instructors cite identifying, evaluating, and using evidence to support or challenge a thesis as one of the most important skills for incoming college students;

- To cultivate strong knowledge, students must read and write regularly about content-rich, complex texts; and

- Asking students to write about what they read improves their comprehension of the text (and their writing skills).

What Does Research on Evidence-Based Writing Mean for High-Quality Curriculum?

It means curriculum resources should include:

- Regular opportunities for evidence-based writing connected to reading;

- Varied writing assignments that emphasize argumentative or informative writing types rather than narrative;

- A mix of longer, more formal writing assignments and briefer, informal tasks; and

- Explicit instruction in the fundamentals of writing.

Let's Chat!
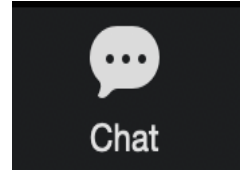
In the group chat, share your answer to this question:

➢ *CHAT: Based on what we've covered and your experience, what would you say is most important about the connection between speaking, writing, and reading?*

If you have time, read and respond to a colleague's response.

Content Alignment Criteria

Dimension 5: Content Criterion 1

Curriculum includes frequent writing opportunities that are focused on and anchored in the content students are learning to extend and solidify their learning.*

Ask Yourself:

- *Does the curriculum include writing opportunities that vary in purpose, length, and duration?*

- *Do most writing assignments require students to provide text-based evidence?*

Dimension 5: Content Criterion 2

Curriculum includes a set of clear, concrete instructional routines to support learners as they organize their ideas for writing.*

Ask Yourself:

- *Do routines include using discussions to prepare for writing?*

- *Do routines include creating notes and graphic organizers before turning formal thoughts into sentences and paragraphs?*

Dimension 5: Content Criterion 3

Curriculum provides guidance about how to provide timely and targeted feedback connected to lesson objectives.*

Ask Yourself:

- *Does the curriculum provide writing exemplars to highlight specific components of well-structured responses?*

- *Does the curriculum advise teachers to provide feedback at various points during the writing process?*

Rating for Content Alignment

2 Points: Most or all of the 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 and coach:

- Examine the evidence in the curriculum for each of these content criteria.

- Check the content criteria that are evident and cite in your notes where you found evidence.

- Discuss the evidence you found for all the 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. 13)

- Curriculum: EL Education

- Resources:
  - Teacher Guide
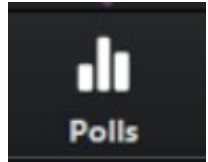 - Teacher Supporting Materials
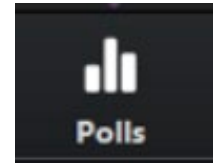
Welcome Back!

Let's Hear From You!

- POLL: What is your rating for **Dimension 5 Content Alignment**?

    O   2 points: <u>Most or all</u> components of the content criteria are present.

    O   1 point: <u>Some</u> components of the content criteria are present.

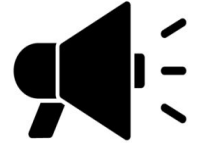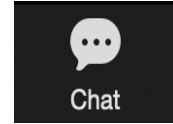   O   0 points: <u>Few or no</u> components of the content criteria are present.

Let's Hear From You!

- POLL: Did you check (as present) the same criteria as in the Example Workbook?

    O Yes, we checked the same criteria as the example.

    O 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

EL Support Criteria

(1) Curriculum provides students with opportunities to orally process their ideas before they are expected to write.

(2) Curriculum offers supports to facilitate students' developing sentences (e.g., sentence starters, linking words, and transitional phrases).

(3) Curriculum makes suggestions (or can be easily modified to suggest) that ELs use their home languages during the writing process.

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 Criteria #1 – #3 in your rating)

Breakout #2: 20 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 the asterisked content criteria.)

- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.
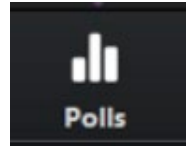
Breakout Materials

- Your copy of the Participant Workbook (p. 14)

- Curriculum: EL Education

- Resources (EL Supports):
  - Teacher Guide
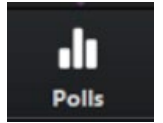 - Teacher Supporting Materials

Welcome Back!

Let's Hear From You!

- POLL: What is your overall rating for **Dimension 5 EL Supports**?

  O 2 points: Most or all components of the EL supports are present.

  O 1 point: Some components of the EL supports are present.

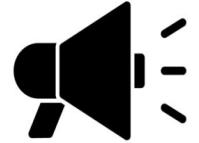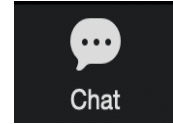 O 0 points: Few or no components of the EL supports are present.

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Let's Discuss!

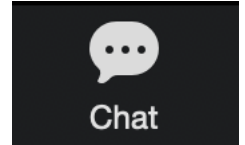Let's take 5 minutes to review the Example Workbook that contains the substantiations for the EL support criteria*.

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 evidence-based writing?*

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

WAIT to hit "enter"!

Overall Rating

Example Overall Rating for Model Curriculum

Overall Rating: Content Alignment	Overall Rating: English Learner Supports
✔ Well Aligned (8–10 points)	✔ Well Supported (8–10 points)
____ Somewhat Aligned (5–7 points)	____ Somewhat Supported (5–7 points)
____ Not Aligned (0–4 points)	____ Not Well Supported (0–4 points)

Summary Comments for Model Curriculum

The content criteria are solidly addressed in this curriculum. It is particularly strong in maintaining focus on research-based practices that follow the shifts to promote strong attainment of CCR reading and writing practices. There is a consistent emphasis on building understanding collectively. The materials support frequent discussion and discourse between members of the class and between instructor and students.

There are a few areas where English learners could be better supported. A few simple modifications or notes to the teacher could result in better alignment for most of the missing components of the criteria.

There are some places where considerations of adult learners may require some adjustments in tone or how an activity is structured. These adaptations are worthwhile investments given the underlying strength of the materials.

Sustaining Your Curriculum Review Efforts

- These resources are designed to help you expand the decision-making capacity of educators across your state. It will help them to become skilled at making judgments about the quality of curricula in use.

Sustaining Your Curriculum Review Efforts, cont'd.

You will be able to use the curriculum training and resources to:

- Analyze the degree of alignment of curricula in use in your programs;

- Assist programs in recognizing when they should replace current curricula for better-aligned products;

- Create a thoughtful plan to modify or combine existing resources to fill any gaps found in existing curricula; and

- Make purchasing decisions about prospective curricula.

Thank you!