

Coordinator Brief To Curriculum Council
Reading/Language Arts
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Informational /Issues Update (State/Federal/County/Committees)

CDE Updates:

- **Parent Flyer Translations**

- The CDE CCSS and Parents and Guardians Handout has been translated into six languages, and additional translations of the Informational Handouts are also available. These and other resources are available on the [Student/Parents Tab of the CDE CCSS Web page](#).

National Updates:

- **Arne Duncan Sketches Out 'Long Haul' Agenda** published online Dec 4, 2012 by EdWeek
 - Arne Duncan plan on serving the Obama Cabinet for the next four years. He is sketching out his priorities. They include: competitive levers to improve teachers and principal quality and continue initiatives he starting during the president's first term (i3, Promise Neighborhoods, Race to the Top grants, Flexibility Waivers for LCLB). He will not devote energy to reauthorizing the Elementary Secondary Education Act (ESEA), unless Congress rewrites NCLB. For the entire article: http://www.edweek.org/ew/articles/2012/12/05/13department_ep.h32.html?tkn=OWCCBDmTt4hvEPO2FM%2FwO2PQBOOCejCV%2Boli&cmp=clp-sb-ascd

Education Week November 14, 2012

- This week's education newspaper had a section devoted to CCSS ELA. www.edweek.org/go/common-reading. Topics included: *Building Bridges for ELs, Common Standards Drive New Reading Approaches, Scales Tip Toward Nonfiction, New Text Aim to Capture Standards*. These article were thought-provoking and worthwhile reading. The following quotes are from these articles that we might reflect upon with staff:
 - "We have to dramatically increase the volume of reading kids are doing in English class and beyond..." Where will the time come from for that additional reading?
 - "...students are going to have to read four times as much as they are now."
 - Some teachers worry that the common standards' emphasis on reading informational text, and on writing that's grounded in evidence from that text, could leave little place for reading literature and for the kinds of personal, creative writing that can unleash students' passions.
 - "One of the key elements of executive function is holding more than one thing at a time in min..." "Kids have to read across texts, evaluate them, respond to them all at the same time. In office work of any sort, people are doing this sort of thing all the time."
 - ...elementary classrooms spend on average only 3.6 minutes a day reading non-story-based informational, as opposed to narrative texts. In classrooms with high numbers of poor children, informational reading occupies less than two minutes a day...and 10% of the shelf space in their classroom libraries [informational text]
 - The idea...is to reduce writing "opinion untethered to evidence" and "decontextualized" writing—writing not based on the reading of a text—in favor of writing that requires students to read, comprehend, and respond to text, grounding their interpretations in evidence found there. That shifts reflects what young people can expect in college and work...
 - ...students spend less than half an hour writing each day in elementary school, and much of what they write is lists and fill-in-the-blank answers to questions...
 - "When students write about what they read, they come to new understandings about it. And it's bigger than just the writing; it's about communicating your disciplinary understanding to different audiences."
 - Science reading is often challenging for several reasons,...the use of unfamiliar "jargon", complex sentence structure, and different modes of representation, such as diagrams, charts, and symbols...."every science or engineering lesson is in part a language lesson."

- “We use writing as a learning tool, not writing as a recording tool.”
- “I’m very concerned that the questions, the assessments, the text complexity, and other dimensions of the textbooks are not remotely ready to be called ‘aligned’ with the common core...My strong belief is that if we make a mistake and allow textbooks to go forward with your endorsement, it will indicate they are rigorous in a way many, if not all of them, probably are not”.

Smarter Balanced Assessment (SBAC) (taken from sbac@cde.ca.gov)

□ Draft Initial Achievement Level Descriptors Released for Public Review

- Smarter Balanced released its draft **initial achievement level descriptors** for public comment on November 27, 2012. The public comment period runs through January 15, 2013.
- The draft achievement level descriptors and online survey for providing feedback are available at: <http://www.smarterbalanced.org/achievement-level-descriptors-and-college-readiness>. SBAC has rubrics for grades 3-8, 11 based upon the ELA claims that the assessment as been written.
- Smarter Balanced will host a public Webinar on December 17 from 12:30 p.m. to 2:00 p.m. to provide an overview of achievement level descriptors. Registration for this Webinar can be completed online at the above Web address.

□ Pilot Test Participation Opportunities for Schools

- The Smarter Balanced Pilot Test is scheduled to take place February 20 through May 10, 2013 in grades 3-11. Smarter Balanced will select schools for the pilot test using two approaches or components:
- The “Scientific” component targets a representative sample of schools and yields critical data about the items developed to date as well as about how the system is functioning.
 - Through January 2013, schools selected through the scientific component will be contacted by a Smarter Balanced vendor to confirm their participation in the Pilot Test.
- The “Volunteer” component will be open to all schools in Smarter Balanced states and will ensure that all schools have the opportunity to experience the basic functionality of the system.
 - Interested schools can volunteer to participate via the online survey located at: <https://www.surveymonkey.com/s/SmarterBalancedPilot>.
- LEAs should direct questions about the Pilot Test to: smarterbalancedpilot@air.org.

□ Release of Minimum Technology Requirements

- Today Smarter Balanced released its minimum hardware and software requirements for existing computers. These requirements are part of “The Smarter Balanced Technology Strategy Framework and System Requirements Specifications” report located on the Smarter Balanced Web site at: <http://www.smarterbalanced.org/smarter-balanced-assessments/technology/>.
- Questions about the minimum technology requirements should be directed to: sbac-itreadiness@cde.ca.gov.

Transitional Kindergarten

- Preschool California is a nonprofit advocacy organization that has supported the TK program through resources, professional development and advocacy. They are requesting teachers to

complete a brief online survey regarding their needs for professional development. All TK Task Force members have been sent a link to their survey, which is due **Dec 11, 2012**. **Survey Monkey Link:** <https://www.surveymonkey.com/s/XJYF3SW>

- **PK 1 Conference** will be held on Jan 18-20, 2013 at the Hyatt Regency Santa Clara. This California Kindergarten Association will be offering a TK Strand, with two of Salinas City ESD teachers, Debra Bateman and Barbara Andersen, presenting for a session, "A Day in the life in a Development Kindergarten". See link for further information on registration and workshop sessions. <http://www.tkcalifornia.org/upcoming-events/31st-annual-pk1-conference.html>
- A new publication from CDE and WestEd is available. ***The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework*** was developed by WestEd and the Child Development Division, California Department of Education. The publication was edited by Faye Ong, working in cooperation with Laura Bridges, Consultant. It was prepared for printing by the staff of CDE Press. The document was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and Government Code Section 11096. You can download this document at <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>
- The TK Task Force will meet after every curriculum council meeting at 2:30 for administrator/program support and then all TK teachers are invited to attend a TK Network meeting from 3:15-4:00. Our topic today will be Vocabulary Development through structured conversations. We will also watch a couple of short video clips and discuss what teachers currently do to develop their students' vocabulary. This will provide the teachers with an opportunity to work with other TK teachers in our county and allow them to share best practices and have a time to problem solve implementation concerns at the teacher level. All TK staff is encouraged to attend. All information on TK can be found at the MCOE webpage for Transitional Kindergarten. <http://www.monterey.k12.ca.us/ed-services/transitional-kindergarten>

Calendar Review (Trainings/Events/Due Dates)

- Transitional Kindergarten Task Force**
 - 2:30pm **today** in Room D
 - Topics of discussion: Vocabulary Development, additional updates
 - Teacher Networking opportunities begin at 3:15-4:00
- Advanced GRR with Doug Fisher**
 - Dec 13,2012; Feb 22, 2013
 - 8am-3pm in Rooms A/B
- CCSS Leadership Team Network Regional Meetings**
See flyer!!
 - 4-6 pm at various locations throughout Monterey County
 - **Participants must bring laptop or tablet as all documents and interactions will be electronic!!**
 - Dec 10th @ Soledad – Text Complexity
 - Dec 13th @ MPUSD/IMC – Informational Writing
 - Jan 9th @ MPUSD/IMC – Next Generation ELD standards
 - Jan 28th @ Soledad – Technology Integration in CCSS
- Central California Writing Project (CCWP) and CCSS Workshops (New training opportunity)**
 - K-5; 6-12 English; 6-12 Other Content Areas
 - 2 days of training on Narrative, Informational/Explanatory, Opinions/Argument Writing
 - \$100 per participant
 - May 2013 for session 1; August 2013 for session 2, exact dates TBA

- Please contact Cathy Cranson for more information

□ **Additional CCSS Training Available**

- Informational Text
- Collaboration, Use of Media, and Research
- Text Complexity
- CCSS Writing
- Opinion Writing
- Discussion-Based Classrooms
- Contact Cathy Cranson for more information