Ohio’s New Learning Standards: K-12 English Language Arts

Center for Curriculum and Assessment

Ohio Department of Education
Session Objectives

- Overview of Ohio’s New Learning Standards
- Description of English Language Arts Model Curriculum
- Update on future of Ohio’s assessment system
ELA College and Career Readiness

Percent of 11th Grade Students Ready for College by Subject
(According to ACT benchmarks)

Reading: 62% College Ready, 38% Not Ready
Writing: 49% College Ready, 51% Not Ready
Language Arts: 47% College Ready, 53% Not Ready
Literacy in Literature: 63% College Ready, 37% Not Ready

First Step: Revised Standards

- Revised Academic Content Standards: June 2010
- Model Curricula: March 2011
Not later than June 30, 2010... the state board of education shall adopt statewide academic standards with emphasis on coherence, focus, and rigor for each of grades kindergarten through twelve in English language arts, mathematics, science, and social studies.

– ORC §3301.079(A)(1)
ELA Standards Framework

Strands

Topics

Standard Statements by Grade Level

Standard Statements by Grade Level

Standard Statements by Grade Level

"What" students should know and be able to do at each grade level and band.

The major areas or disciplines of study within each content area.

The main focus of the content within each strand.
Ohio’s New Learning Standards for English Language Arts

- Reading Strand
- Writing Strand
- Speaking and Listening Strand
- Language Strand
Ohio’s New Learning Standards for English Language Arts

Reading Strand

Writing Strand

Speaking and Listening

Language Strand

Topic

Topic

Topic

Topic

Topic

Topic

Topic

Topic
Writing Strand

Text Types and Purposes

Production and Distribution of Writing

Research and Presentation of Knowledge

Range of Writing

Standard Statement 1
Standard Statement 2
Standard Statement 3
Standard Statement 4
Standard Statement 5
Standard Statement 6
Standard Statement 7
Standard Statement 8
Standard Statement 9
Standard Statement 10
Language Strand

Conventions of Standard English

Knowledge of Language

Vocabulary Acquisition and Use

Standard Statement 1

Standard Statement 2

Standard Statement 3

Standard Statement 4

Standard Statement 5

Standard Statement 6
<table>
<thead>
<tr>
<th>Strand</th>
<th>Topics</th>
<th>Standard Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading Strand</strong></td>
<td></td>
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</tr>
<tr>
<td>Literature (10)</td>
<td></td>
<td></td>
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<tr>
<td>Informational Text (10)</td>
<td></td>
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<tr>
<td>Foundational Skills (4)</td>
<td></td>
<td>K-5 only</td>
</tr>
<tr>
<td><strong>Writing Strand</strong></td>
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<tr>
<td></td>
<td>Topic</td>
<td>10 Standard</td>
</tr>
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<td>Statements</td>
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<tr>
<td><strong>Speaking and</strong></td>
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<td><strong>Listening Strand</strong></td>
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<tr>
<td><strong>Language Strand</strong></td>
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<tr>
<td></td>
<td>Topic</td>
<td>6 Standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statements</td>
</tr>
</tbody>
</table>
ELA Standards Format

Reading Standards for Literature 6–CCR

Following are the standards progressions for grades 6–CCR, which relate to their College- and Career-Ready instruction each year and help ensure students gain adequate exposure to a range of texts and tasks. Rigor is increased through the grades.

<table>
<thead>
<tr>
<th>Grade 6 students are able to:</th>
<th>Grade 7 students are able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Ideas and Details</strong></td>
<td><strong>Key Ideas and Details</strong></td>
</tr>
<tr>
<td>1. Cite specific textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.</td>
<td>1. Cite more than one source of textual evidence to support analysis of what the text says explicitly as well as to draw inferences from the text.</td>
</tr>
<tr>
<td>2. Articulate how a theme or central idea develops over the course of a text.</td>
<td>2. Infer themes not explicitly stated in a text and provide the evidence on which those inferences are based.</td>
</tr>
<tr>
<td>3. Describe how the plot constructs a series of episodes that defines a problem to be solved and how the problem requires characters to change, revise plans, or face challenges as they move toward a solution.</td>
<td>3. Describe shifts in time or location over the course of a novel or play and explain how elements of the setting reinforce the theme or other aspects of the work.</td>
</tr>
<tr>
<td><strong>Craft and Structure</strong></td>
<td><strong>Craft and Structure</strong></td>
</tr>
<tr>
<td>4. Interpret words and phrases as they are used in the text, including figurative language, and analyze how an author’s choice of specific words in a text contributes to understanding events, characters, and ideas.</td>
<td>4. Interpret words and phrases as they are used in the text, including connotative meanings, and describe in detail the impact of specific word choices on the meaning and tone of the text.</td>
</tr>
<tr>
<td>5. Compare a version of a story, play, or poem with its original version, highlighting differences due to cultural influences.</td>
<td>5. Describe how any given chapter, scene, or stanza fits into the overall structure of a narrative, drama, or poem and contributes to development of the plot or ideas presented.</td>
</tr>
<tr>
<td>6. Compare and contrast the viewpoints or perspectives of different characters in a narrative or drama.</td>
<td>6. Compare and contrast the internal conflicts that characters experience with external conflicts in the plot.</td>
</tr>
<tr>
<td><strong>Integration of Knowledge and Ideas</strong></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
</tr>
<tr>
<td>7. Analyze how illustrations, diagrams, or multimedia elements contribute to the meaning of print and digital texts, including graphic novels or multimedia presentations of fiction.</td>
<td>7. Analyze the tools used to produce video, film, or theater (e.g., lighting, sound, pacing, color, camera angles) by comparing a written text to its staged or multimedia version.</td>
</tr>
<tr>
<td>8. Describe the reasoning and rhetoric on one character used to persuade another.</td>
<td>8. Compare the point of view (e.g., character vs. author) or the situation in a story, drama, or poem with another version of the same.</td>
</tr>
<tr>
<td>9. Compare similar ideas and themes (e.g., opposition of dark and light, the struggle for power) as well as character types and patterns of events in myths, creation stories, and other traditional literatures from different cultures.</td>
<td>9. Analyze how a film or live production of a drama or narrative differs from its printed version.</td>
</tr>
<tr>
<td><strong>Range and Level of Complex Texts</strong></td>
<td><strong>Range and Level of Complex Texts</strong></td>
</tr>
<tr>
<td>10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band; read texts at the high end of the range with scaffolding as needed.</td>
<td>10. Demonstrate the capacity to read literature independently in the grades 6–8 text complexity band; read “stretch” texts in the grades 8–10 text complexity band with scaffolding as needed.</td>
</tr>
</tbody>
</table>
• RL = Reading for Literature
• RI = Reading for Information
• RF = Reading Foundations
• W = Writing
• SL = Speaking and Listening
• L = Language
W.4.3
Writing, Grade 4, Standard 3

RF.2.4
Reading Foundations, Grade 2, Standard 4

L.10.3a
Language, Grade 10, Standard 3a
Additional Components of the Learning Standards for ELA

- Anchor standards (K-12)
- Literacy standards for History/Social Studies, Science and other Technical Subjects (Grades 6-12)
- Appendix A
  - Text complexity
- Appendix B
  - Illustrative texts
- Appendix C
  - Student writing exemplars
- Language Progressive Skills (Grades 3-12)
Three Key Shifts

- Building knowledge through content-rich nonfiction
- Reading, writing and speaking grounded in evidence from text, both literary and informational
- Regular practice with complex text and its academic language
Ten Guiding Principles

1. Make close reading of texts central to lesson
2. Structure majority of instruction so all students read grade-level complex texts
3. Emphasize informational texts from early grades on
4. Provide scaffolding that does not preempt or replace text
5. Ask text-dependent questions
Ten Guiding Principles

6. Provide extensive research and writing opportunities (claims and evidence)
7. Offer regular opportunities for students to share ideas, evidence and research
8. Offer systematic instruction in vocabulary
9. Provide explicit instruction in grammar and conventions
10. Cultivate students’ independence
Transitioning to Ohio’s New Learning Standards

- Familiarize yourself with structure and content of new standards
- Understand commonalities and differences between current and revised standards
- Discuss implications for instruction and assessment
- Utilize the resources and the tools created by ODE for alignment
Intentional Design Limitations

What Standards do NOT define:

- How teachers should teach
- All that can or should be taught
- Nature of advanced work beyond core
- Interventions needed for students well below grade level
- Full range of support for English language learners and students with special needs

— Common Core Presentation 2010
Q: Will the common core state standards keep local teachers from deciding what or how to teach?

A: No.

- Common core standards are clear set of shared goals and expectations for what knowledge and skills will help students succeed
- Local teachers, principals, superintendents and others will decide how standards are met
- Teachers continue to devise lesson plans and tailor instruction to individual needs of students in classrooms
- Local teachers, principals, superintendents and school boards continue to make decisions about curriculum and how school systems are operated

— Common Core Presentation 2010
TOOLS AND RESOURCES
ELA Crosswalk

• Aligns Ohio Academic Content ELA Standards to Ohio’s New Learning Standards for ELA (in broad way)
• Available at education.ohio.gov
• Updated February 2011 – please use new version
<table>
<thead>
<tr>
<th>Grade</th>
<th>Common Core State Standards</th>
<th>Ohio – 2001 Academic Content Standards Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td><strong>Reading for Literature</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key Ideas and Details</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
<td>5RPC-Make meaning through asking and responding to a variety of questions related to text.</td>
</tr>
</tbody>
</table>
|       | 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | 5RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.  
5LTE-Demonstrate comprehension by inferring themes, patterns and symbols.  
|
|       | 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | 5RPB-Apply effective reading comprehension strategies, including summarizing and making predictions, and comparisons using information in text, between text and across subject areas.  
|
|       | **Craft and Structure**     |                                                  |
|       | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | 5AVA-Use context clues and text structures to determine the meaning of new vocabulary.  
5AVB-Infer word meaning through identification and analysis of analogies and other word relationships.  
|
|       | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | 5RPA-Determine a purpose for reading and use a range of reading comprehension strategies to better understand text.  
|
|       | 6. Describe how a narrator’s or speaker’s point of view influences how events are described. | 5LTD-Differentiate between the points of view in narrative text.  
|

Not intended to be an exact match, rather to be used as a tool for orienting educators as they work on implementation.
Comparative Analysis

• A grade-level specific tool designed to help teachers understand the overall similarities and changes between the Ohio Academic Content Standards and Ohio’s New Learning Standards.

• Will show:
  – What is the same
  – What is new
  – What is no longer present
### Comparative Analysis

<table>
<thead>
<tr>
<th>Content that has been shifted or changed in grade band 9-10</th>
<th>Content that appears in both documents</th>
<th>Content new to content area/grade level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The concepts and skills found in the Reading Process Standard of the Ohio Academic Content Standards are embedded in larger ideas within Reading, Writing, Speaking and Listening, and Language Strands of the Common Core State Standards</td>
<td><strong>Reading for Literature</strong>&lt;br&gt;• Citing textual evidence&lt;br&gt;• Drawing inferences&lt;br&gt;• Identifying theme&lt;br&gt;• Analyzing character development&lt;br&gt;• Determining tone&lt;br&gt;• Analyzing point of view&lt;br&gt;• Determining meanings of words and phrases&lt;br&gt;• Analyzing diction&lt;br&gt;• Analyzing treatment, scope &amp; organization of text.</td>
<td><strong>Reading for Literature</strong>&lt;br&gt;• Analyzing a subject or key scene in different artistic mediums (RL.9-10.7)&lt;br&gt;• Analyzing how an author draws on and transforms source material (RL.9)&lt;br&gt;• Text complexity: the inherent difficulty of reading &amp; comprehending a text combined with consideration of reader and text variables. (RL.9-10.10)</td>
</tr>
</tbody>
</table>
Helpful Websites

- [www.corestandards.org](http://www.corestandards.org)
- [www.commoncore.org](http://www.commoncore.org)
  (Curriculum maps linked to Common Core Standards)
- [www.education.ohio.gov](http://www.education.ohio.gov)
- [www.achievethecore.org](http://www.achievethecore.org)
Additional Resources

• **James B. Hunt, Jr. Institute for Educational Leadership and Policy**

• **James B. Hunt, Jr. CCSS Articles**

• **Kansas Department of Education**
Next Step: Model Curricula

- Revised Academic Content Standards: June 2010
- Model Curricula: March 2011
Why a Model Curriculum?

...the state board shall adopt a model curriculum...The model curriculum shall be aligned with the standards, to ensure that the academic content and skills specified for each grade level are taught to students, and shall demonstrate vertical articulation and emphasize coherence, focus, and rigor.

– ORC §3301.079(B)
What is the Model Curriculum?

Web-based tool, aligned to standards, that:

• Presents information specific to content area by grade level, grade band and course
• Provides curricular and instructional guidance
• Includes instructional strategies and resources
• Informs assessment development
Model Curriculum Example

Standards

Enduring Understanding

Progressions

Content Elaborations

Instructional Strategies and Resources

<table>
<thead>
<tr>
<th>Strand</th>
<th>Reading and Literature</th>
<th>Progressions</th>
</tr>
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<tbody>
<tr>
<td>Topic</td>
<td>Integration of Knowledge and Ideas</td>
<td></td>
</tr>
<tr>
<td>Standard Statements</td>
<td>7. Explain how specific aspects of a text’s illustrations contribute to</td>
<td></td>
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<td></td>
<td>what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Not applicable to literature</td>
<td></td>
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<tr>
<td></td>
<td>9. Compare and contrast lots of stories written by the same author or similar characters (e.g., in books from different genres).</td>
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</tr>
</tbody>
</table>

Enduring Understanding

Competent readers can synthesize information from a variety of sources including contexts and modes of text in a variety of forms or genres, providing a full understanding of the author’s message, themes, and the ideas being explored.

Instructional Strategies and Resources

Comparing Text Formats

Compare and contrast texts done in different formats (i.e., book, e-book, film). Discuss how the texts are alike and how they are different with regards to plot, theme, and setting. Use online versions of graphic organizers to record responses.
Instructional Strategies and Resources

• To be updated and expanded every year
• Includes link to www.cast.org for plethora of resources and strategies for diverse learners
Helpful Websites

• [www.corestandards.org](http://www.corestandards.org)  
  (Use link at top of page, *The Standards*)

• [www.commoncore.org](http://www.commoncore.org)  
  (Curriculum maps linked to Common Core Standards)

• [www.education.ohio.gov](http://www.education.ohio.gov)  
  (Academic Content Standards>English Language Arts>Comparison of the K-12 Ohio Academic Content Standards and the Common Core Standards)
Another Powerful Resource

- On ELA landing page, link to video clip entitled *Bringing Common Core to Life*
- Presentation of model lesson by one of writers of Common Core, David Coleman
- Demonstrates how to teach close reading of text
Ohio’s Comprehensive Educational System

Revised Academic Content Standards: June 2010

Model Curricula: March 2011

Aligned System of Assessments: 2014
Ohio’s Decision

Ohio had been a participating member of two consortia.

On November 15, 2011 the Ohio State Board of Education voted for Ohio to join PARCC as a governing member.
Ohio’s New Assessments

PARCC Developed Assessments

- English language arts
  - grades 3 – 8 and high school
- Mathematics
  - grades 3 – 8 and high school
- Assess the Common Core Standards
- Operational school year 2014-15

State Developed Assessments

- Science
  - grades 5 and 8 and high school
- Social Studies
  - grades 4 and 6
- Assess the revised Ohio standards
- Operational school year 2014-15
Ohio Assessment Timeline

- June 2010
  - State Board Adopted Common Core Standards

- March 2011
  - State Board Adopted Model Curriculum

- 2012-2014
  - Assessment Development
    - Test Development
    - Field Test
    - Standards Setting

- 2014-2015
  - Assessments Operational – First Administration
Follow PARCC Development

- www.parcconline.org

- See ELA Content Frameworks
  http://www.parcconline.org/parcc-content-frameworks
• Assessments suspended:
  – **Writing**, Grade 4 and 7, OAA
  – **Social Studies**, Grade 5 and 8, OAA
  – 2009-2010 and 2010-2011 school years
• All five OGT tests **will** still be administered
New Assessments

Field testing: 2012-2013
Standard setting: 2013-2014
<table>
<thead>
<tr>
<th>Year</th>
<th>Tasks</th>
</tr>
</thead>
</table>
| 2010-2011  | • Introduce new standards  
            • Participate in creating model curricula                        |
| 2011-2012  | • Build awareness of new standards  
            • Introduce model curricula  
            • Conduct crosswalk activities  
            • Initiate formative instruction PD  
            • Begin using CCSS for K-2 and 11-12. |
| 2012-2013  | • Introduce performance tasks and scoring rubrics  
            • Continue formative instruction PD  
            • Practice online formative assessments  
            • Introduce instructional improvement system |
| 2013-2014  | • Integrate standards and curricula into district curricula and teachers’ course planning  
            • Integrate performance tasks in course activities  
            • Prepare for online testing  
            • Complete formative instruction PD |
Have Questions?

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