

Academic Standards: Literacy, Language, Alignment

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Schooling VS Education

The Three Fundamental Questions

WHAT
will our
children need
to learn?

HOW
will our
children learn?

HOW
will we and
our children
KNOW that
they learned?

Throughout human history, this question has dogged us.

**WHAT
will our
children need
to learn?**

*Remembering
names, oral
history,
symbols, etc.?*

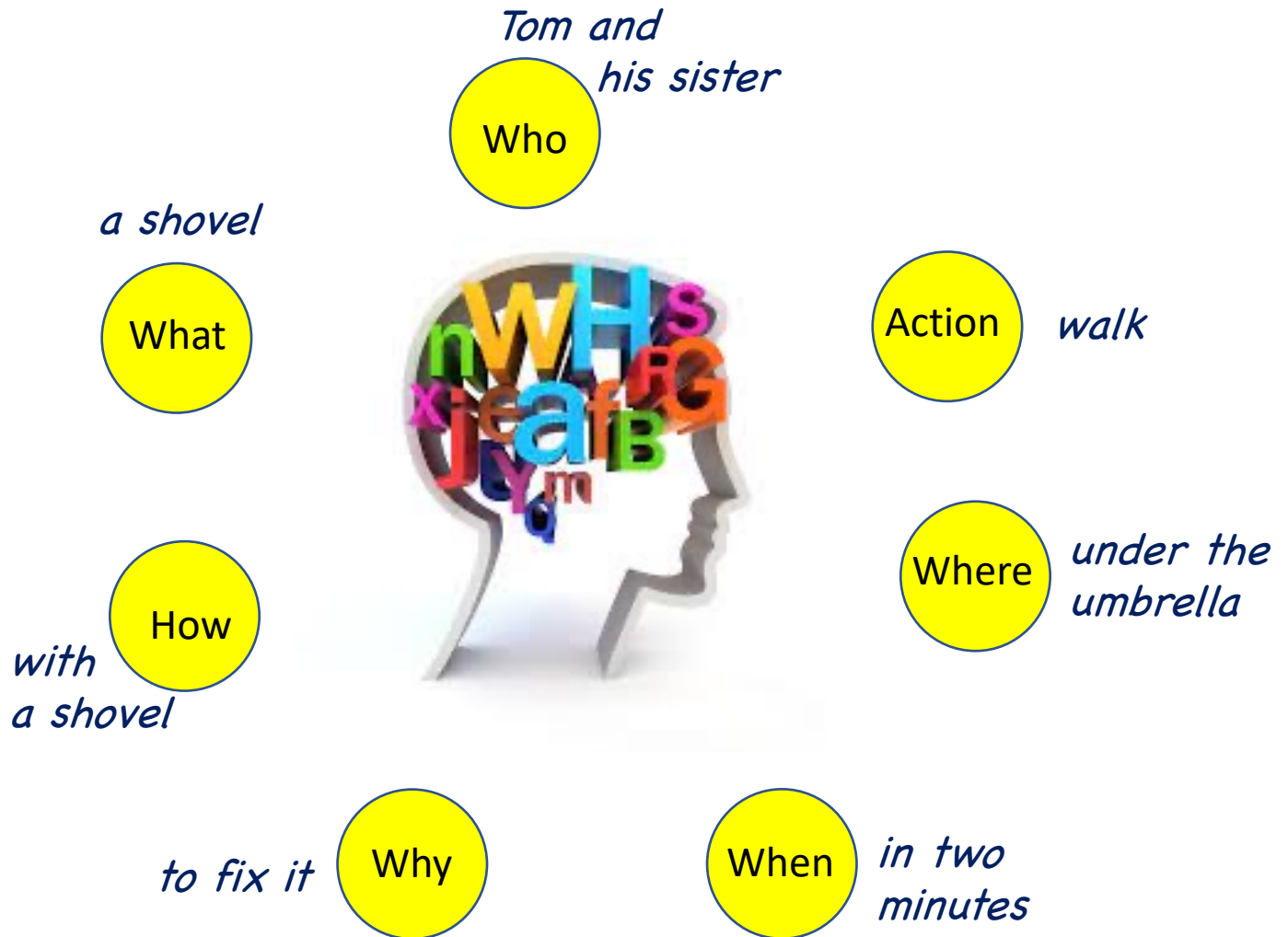
*Mental Skills (Adding,
subtracting, classifying,
identifying, etc.?)*

*Physical Skills
(Crafts, hunting,
drawing, planting,
etc.?)*

Learning standards or any of its variants are statements that tell us what a learner should learn and be able to do by the end of each grade level. They are created by education experts ranging from teachers to university professors.

Constructing Meaning

First, let's look at how we make meaning in a language. All languages in the world ...



Next, let's look at how a sentence is constructed in English.

He touched the key with the back of his hand.

Who What	Action	Who What	How	Where	When	Why
<i>He</i>	<i>touched</i>	<i>the key</i>	<i>with the back of his hand.</i>			

How a sentence is constructed in English.

Justin missed part of the school day because of a trip to the dentist.

Who What	Action	Who What	How	Where	When	Why
<i>Justin</i>	<i>missed</i>	<i>part of the school day</i>				<i>because of a trip to the dentist.</i>

Segmenting a standard

A standard should not be open to interpretation,
or it would not be a standard!

Let's apply this on a standard statement.

Standard:

Recognize common types of texts.

Who What	Action	Who What	How	Where	When	Why
	<i>Recognize</i>	<i>common types of texts.</i>				

Apply this on a standard statement.

Standard:

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Who What	Action	Who What	How	Where	When	Why
	<i>Identify</i>	<i>words and phrases</i>		<i>in stories or poems.</i>		

*that suggest feelings or
appeal to the senses.*

A standard should not be open to interpretation,
or it would not be a standard!

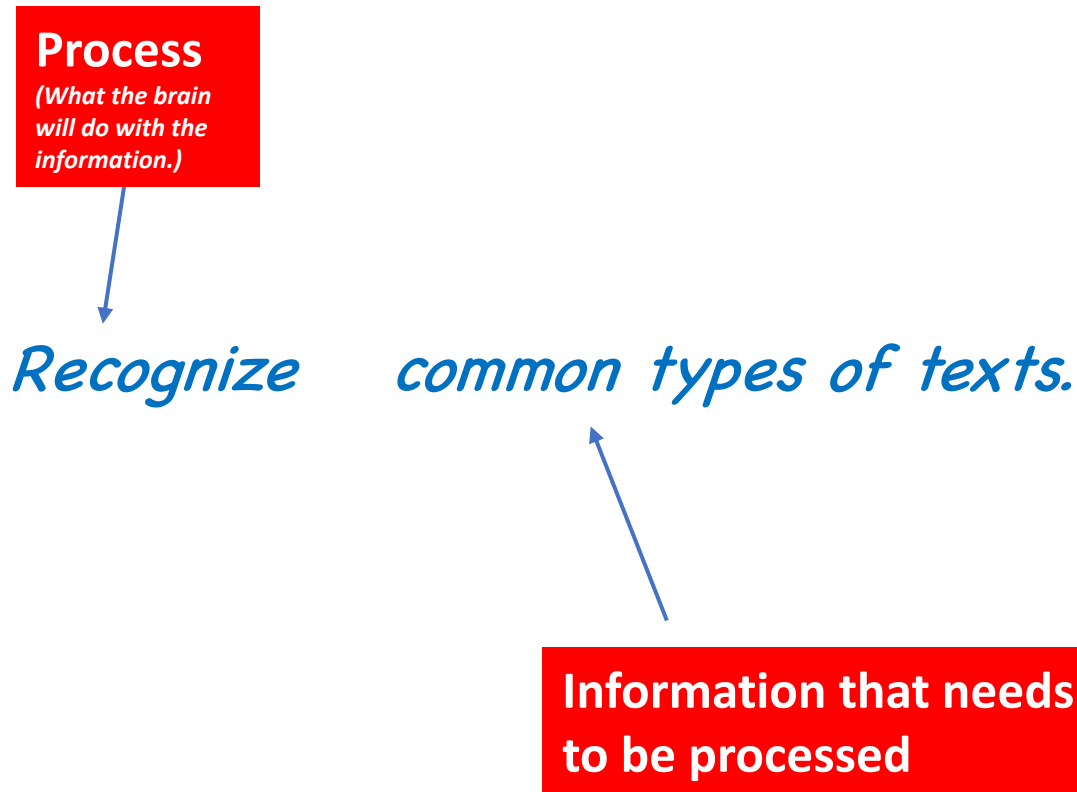
Apply this on a standard statement.

Standard:

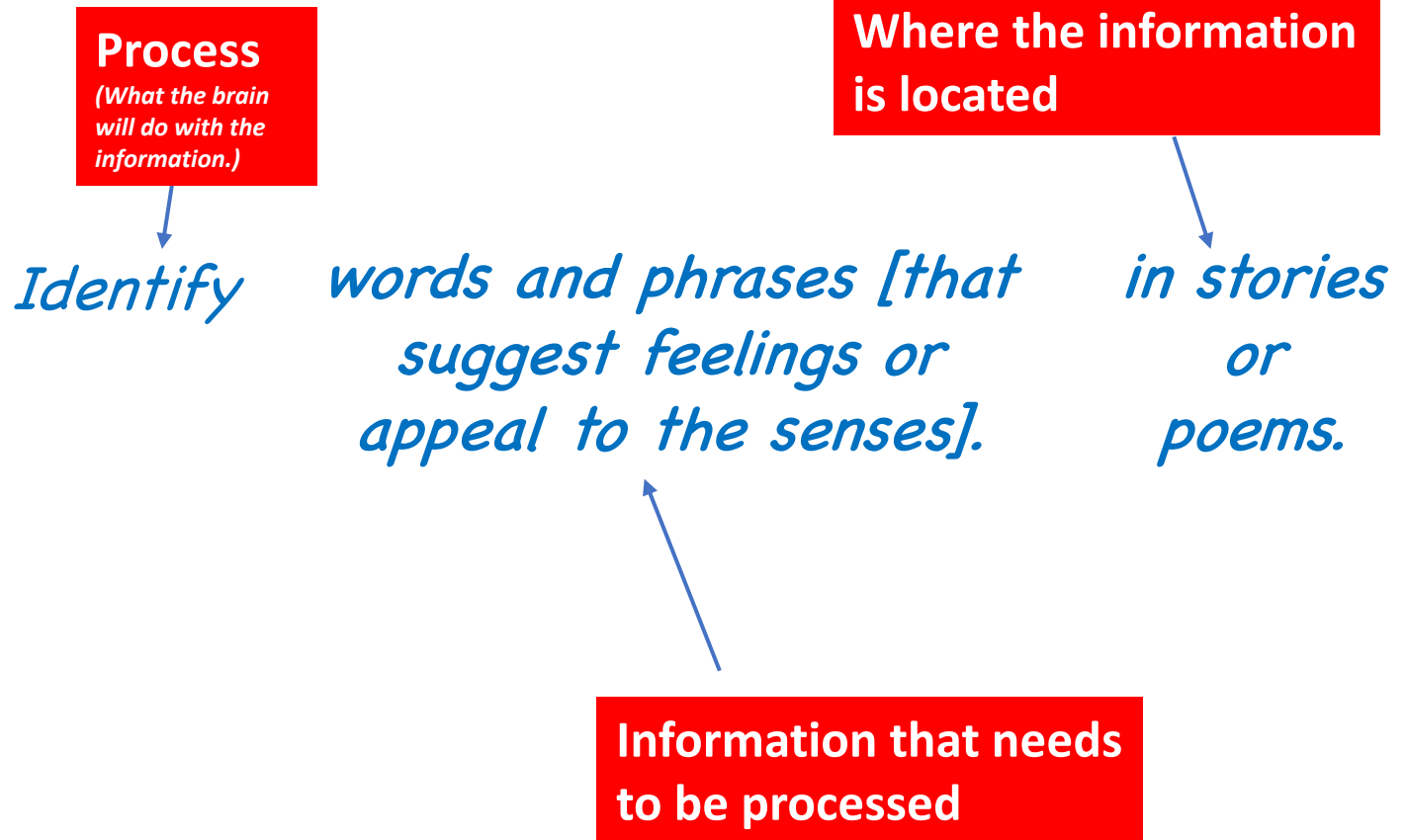
Compare and contrast the most important points and key details presented in two texts on the same topic.

Who What	Action	Who What	How	Where	When	Why
	<i>Compare and contrast</i>	<i>the most important points and key details presented</i>		<i>in two texts on the same topic.</i>		

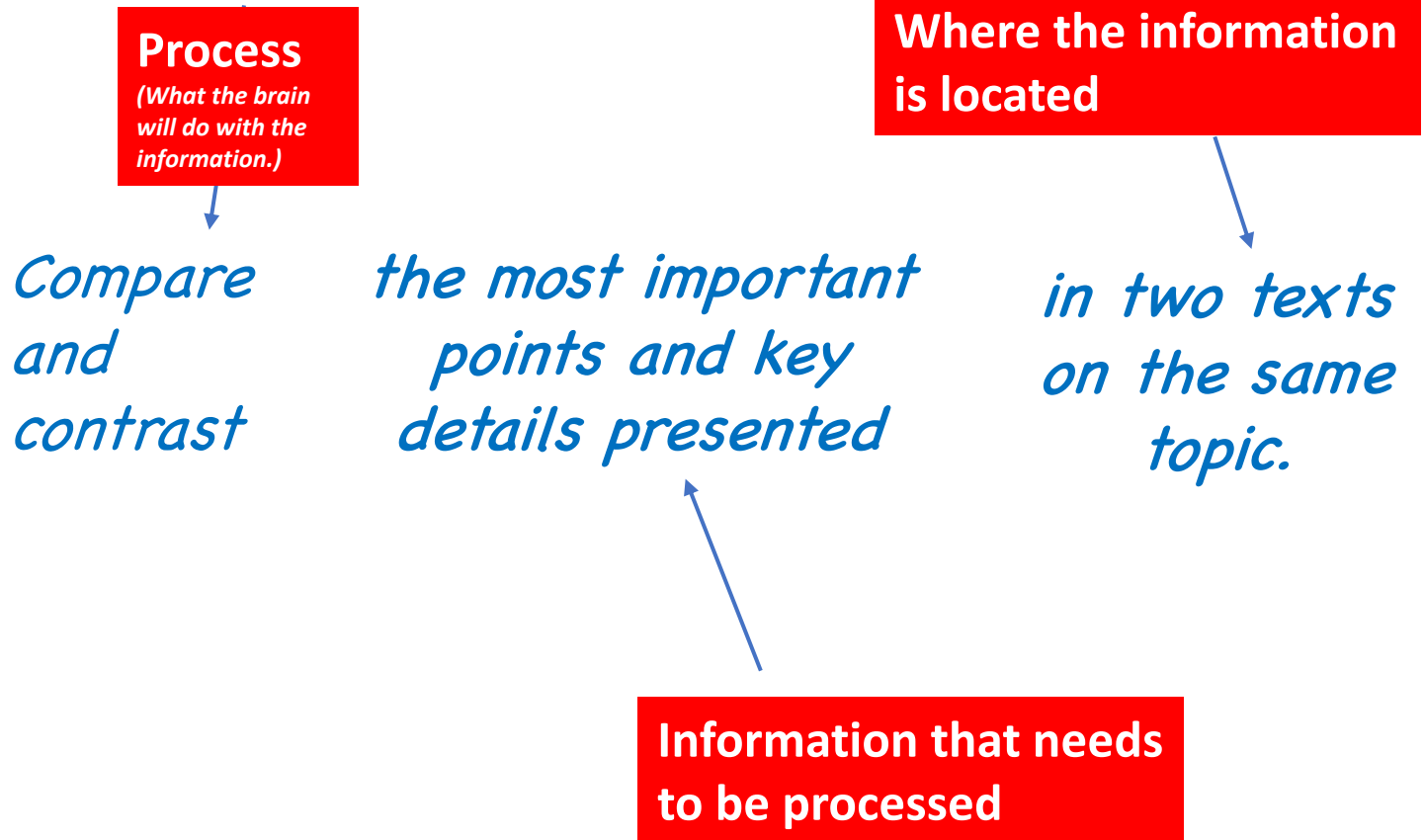
Let's examine a simplified standard.



Another standard



Another standard



Information that needs to be processed (SCOPE)

*the most important
points and key
details presented*

*in two texts
on the same
topic.*

WHAT IS THE SCOPE of INFORMATION?

What makes a point/key details important?

What are the specifications of the text?

What are the topics?

Information that needs to be processed (SCOPE)

*words and phrases [that
suggest feelings or
appeal to the senses].*

*in stories
or
poems.*

WHAT IS THE SCOPE of INFORMATION?

What is the scope of the words and phrases?

What are the specifications of the stories
and poem?

Unfurling the processing

Learning: the processing of the input



Process (What will the brain do with the information?)

A six-month old baby is in a room full of women. Can the baby single out its mother? Of course, the distance and the number of women in the room are factors but the baby most probably cannot pick out its mother. There are too many features and details for the baby to handle.

Recognize



*When I see, hear, or read it, I
can remember it.*

Process (What will the brain do with the information?)

Now the baby is a six-year-old child. Can this child go around the roomful of women and find her mother? Most likely, yes. We say the child can IDENTIFY her mother.

*Many similar looking items,
words, etc. but we need
to pick the one that
defines what we are
looking for.*

Identify



Aligning standards is now a matter of

Is what we are doing in the classroom developing the “Processing Skills” that the students will use?

Compare and contrast

the most important points and key details presented

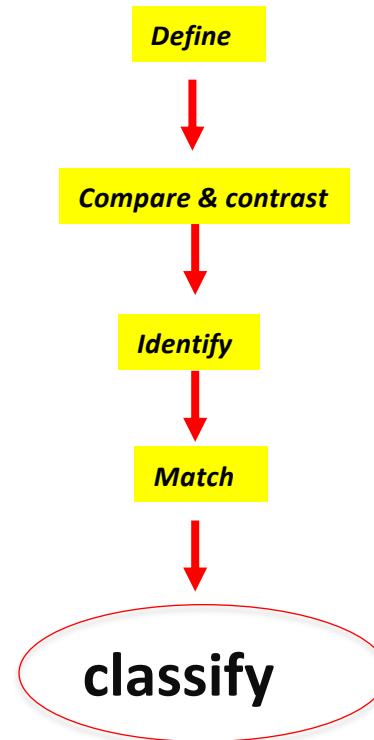
in two texts on the same topic.

Are the students learning how to define and identify the points and details?

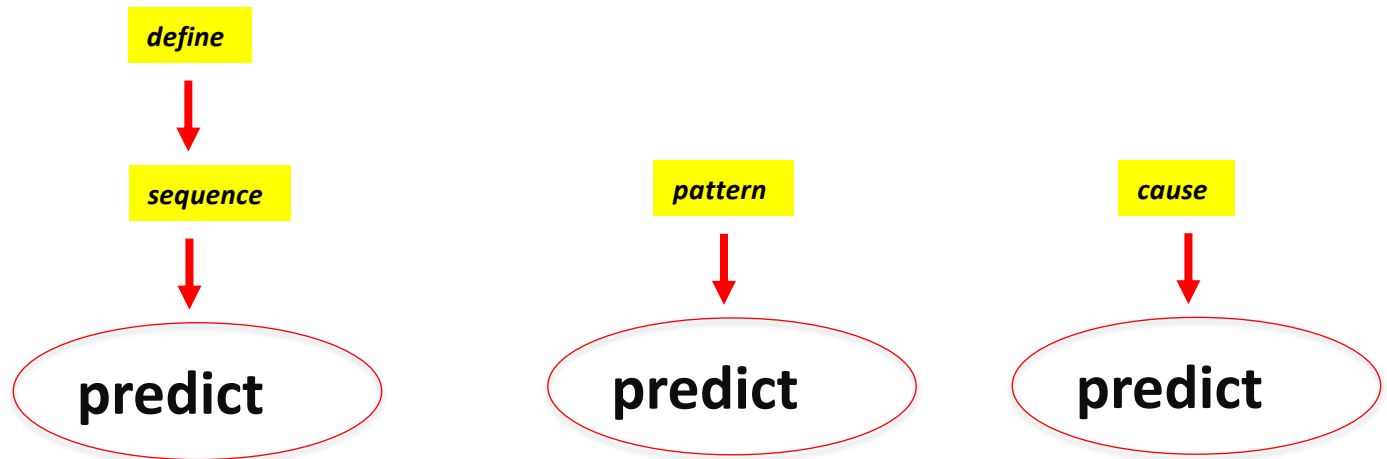
Are we providing the students with the appropriate level of texts?

Developing students' ability to process.

How the brain processes information
to make meaning in language



Developing students' ability to process.



Developing students' ability to process.

define



identify

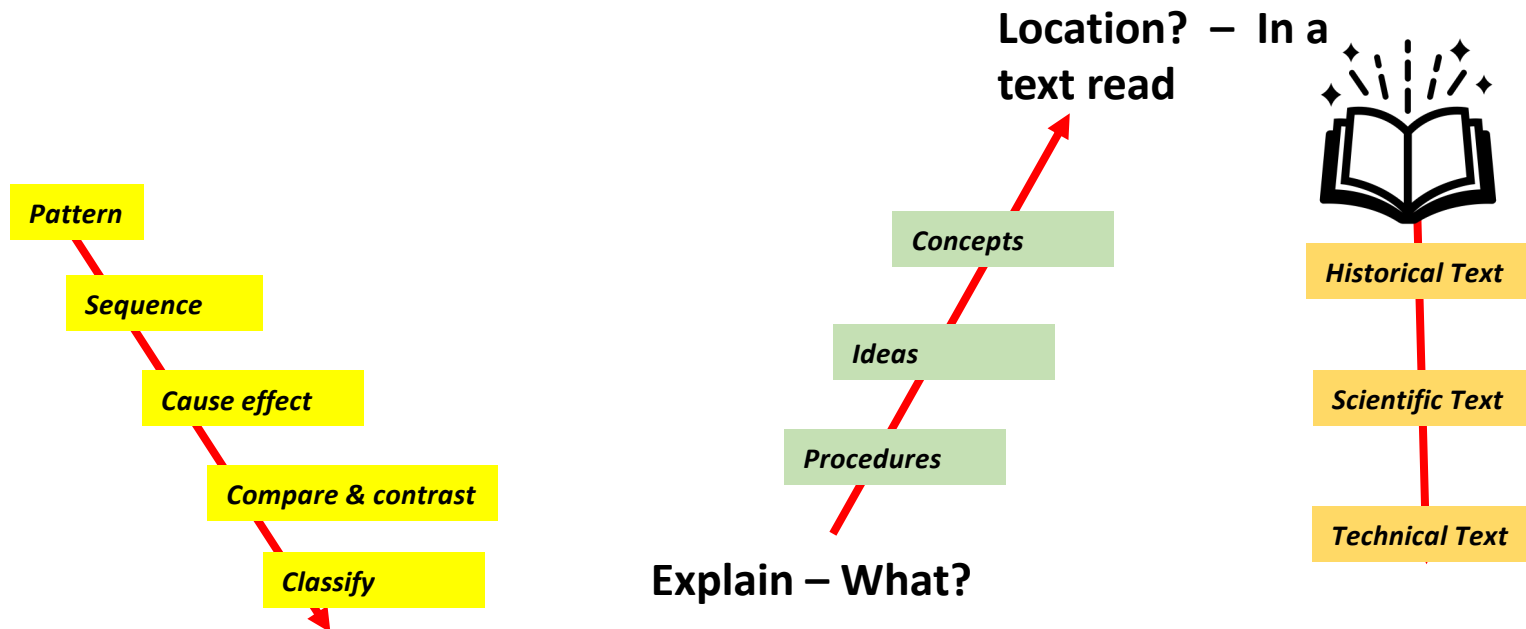


*Compare
and
contrast*

*the most important
points and key
details presented*

*in two texts
on the same
topic.*

Analysis




Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Developing students' ability to process.

Standard	Cognitive / process verbs	What Information needs to be processed	Scope of the information			
<i>Compare and contrast the most important points and key details presented in two texts on the same topic.</i>	Compare and contrast	<i>the most important points and key details presented in two texts on the same topic.</i>	What makes a point important?	Unit 1	Unit 2	Unit 3
			What makes a detail key details?		Where can they be found?	
Tools that will be used for getting evidence of learning.			What are the specifications of the texts?			
What tools will be used?						

Developing students' ability to process.

Standard	Cognitive / process verbs	What Information needs to be processed	Scope of the information			
<i>Identify words and phrases [that suggest feelings or appeal to the senses] in stories or poems.</i>	Identify	words and phrases [that suggest feelings or appeal to the senses] in stories or poems.	Which words and phrases will the students learn?	Unit 1	Unit 2	Unit 3
				Where can they be found?		
Tools that will be used for getting evidence of learning.			What are the specifications of the stories and poems?			
What tools will be used?						

 Education For a LIFETIME

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Tools

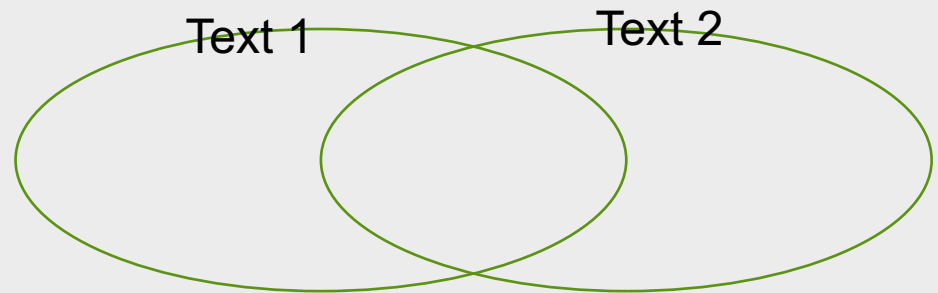
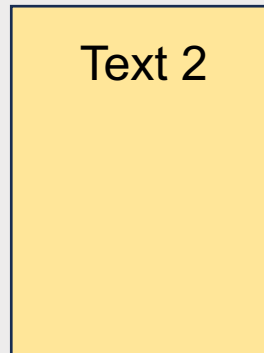
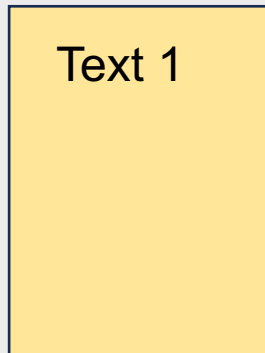
TOOLS

Compare and contrast the most important points and key details presented in two texts on the same topic.

Instructions:

Write the most important points and the key details from the two texts in the Venn diagram. Use **red for the important points and **blue** for the key details.**

Tell each other in pairs the similarities and differences using the notes in your Venn diagram



TOOLS

Identify words and phrases [that suggest feelings or appeal to the senses] in stories or poems.

Poem 1

Instructions:

Write words from the poem that have to with:

1. Anger: _____
2. Frustration: _____
3. Greed: _____
4. Love: _____
5. Revenge: _____

Connecting Standards

Connecting Standards

Determine the main idea of a text; *What is the difference between identify and determine? What would a response look like?*

Explain how the main ideas are supported by key details; *What is the meaning of explain? What would an explanation entail?*

Describe the relationship between a series of historical events, scientific ideas or concepts, *What is the meaning of describe? What constitutes a description?*

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. *What is the meaning of analyze? What do you expect to see a student doing that demonstrates analyze?*

Connections between Standards

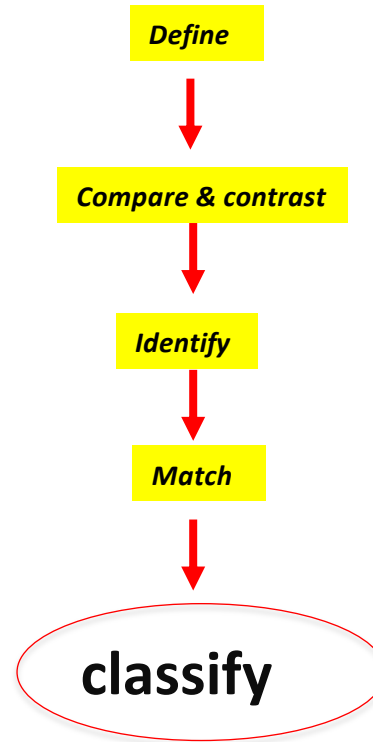
*In order to explain, you
needed to learn to
analyze.*

Analyze indicates breaking something down, showing how the parts are connected and how these connections contribute to an overall purpose.

Explain entails telling how you went about conducting the analysis.

Crisscrossing Standards

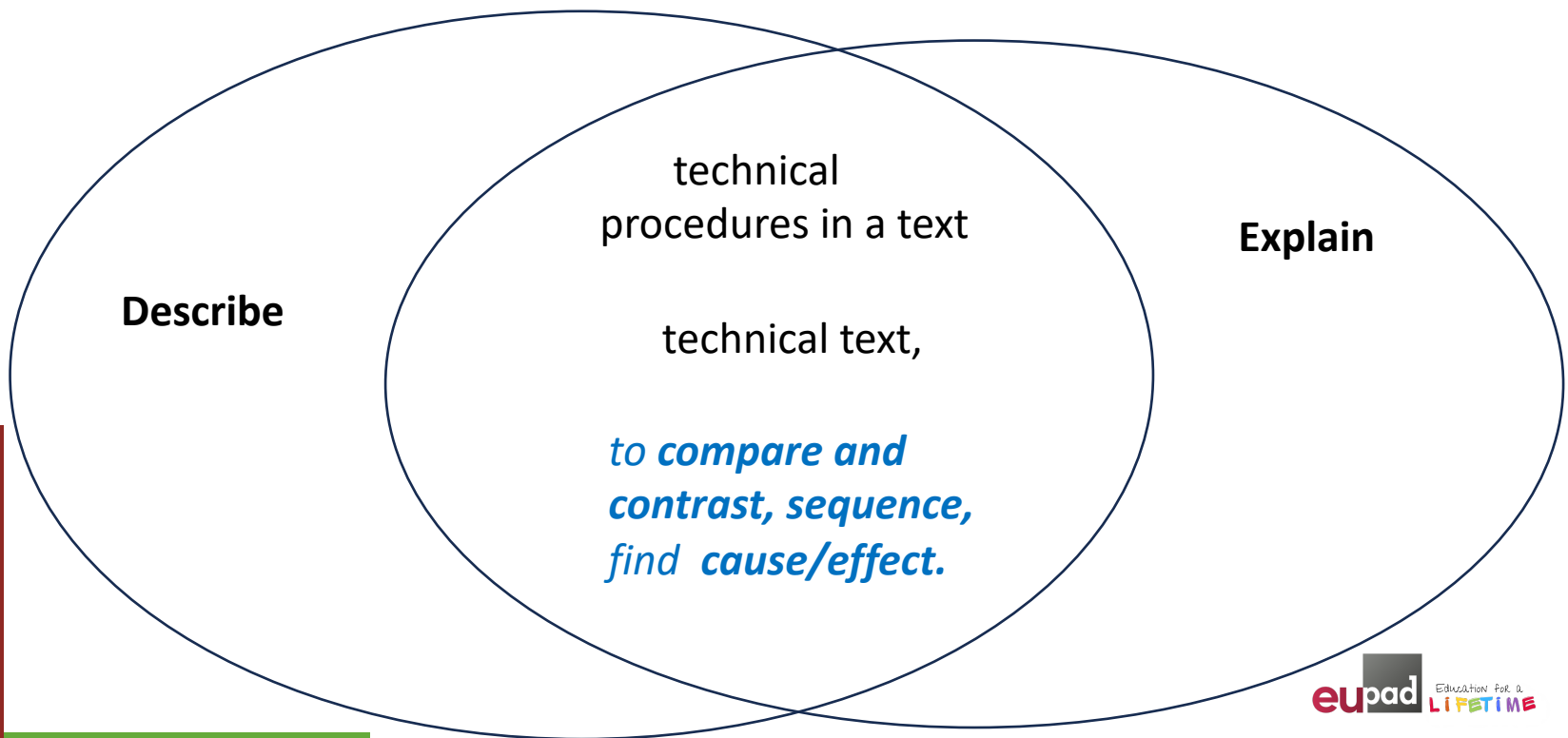
*Remember, in order to
classify, you would need
to*



Crisscrossing Standards

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.



Crisscrossing Standards

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

*To describe relationship, you may need to **compare and contrast, sequence, find cause/effect.***

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

*To explain events, you may need to **compare and contrast, sequence, find cause/effect.***

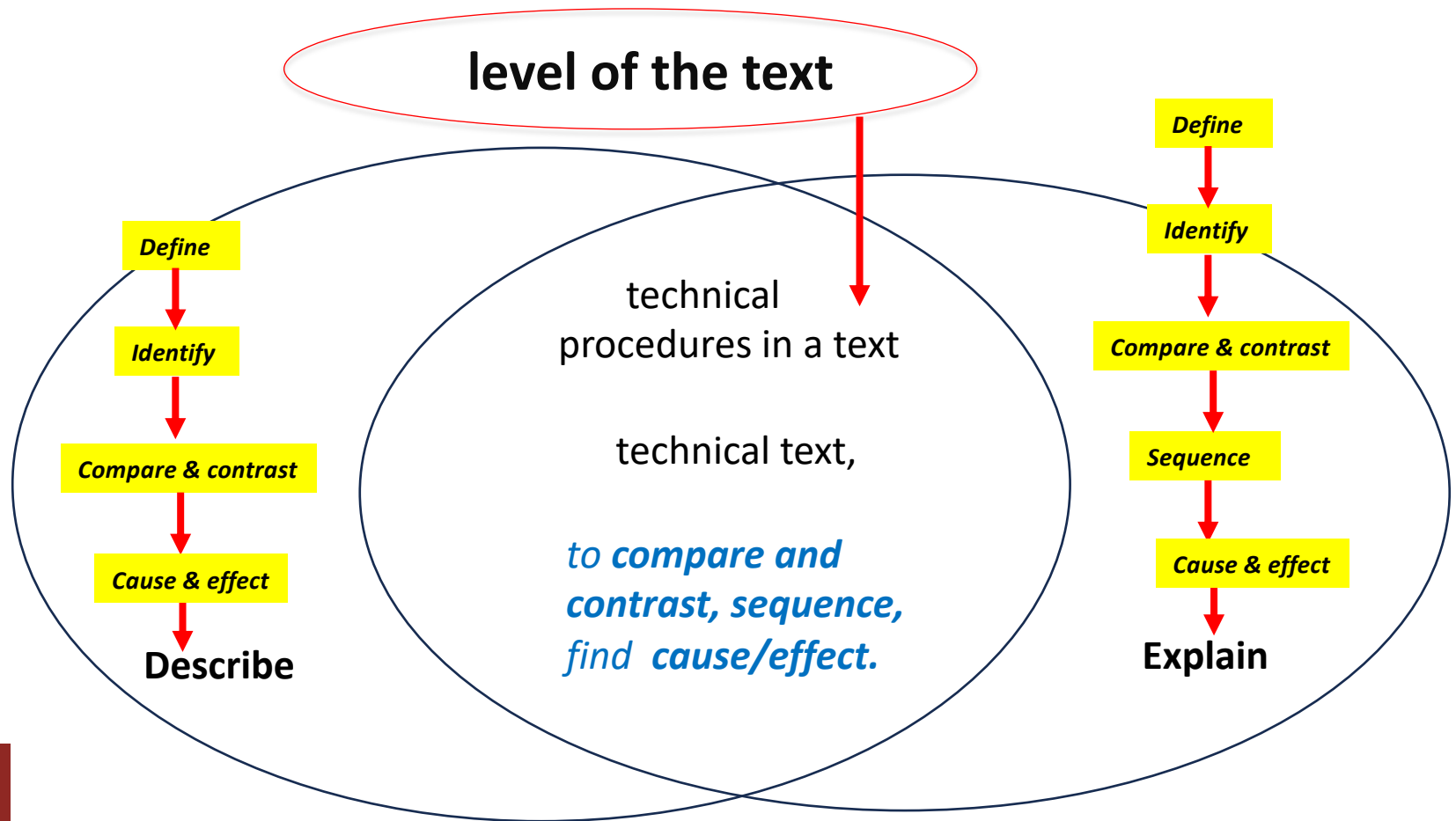
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

*To analyze events, you may need to **compare and contrast, sequence, find cause/effect.***

Each standard will have cognitive processes that may appear in other standards. Our role as educators is to develop the learners' processing abilities.

Differentiation

Differentiation



Achieve 3000 Examples



Cause & effect

BEFORE READING

What would you like to learn more about?

- ☐ Why is the planet getting warmer?
- ☐ What will happen after the ice melts?
- ☐ How will wildlife be affected by the melting ice?
- ☐ How will humans be affected by the melting ice?

Explain why you voted the way you did.

Achieve 3000 Lexile Level 980

Higher Lexile Level



TORONTO, Canada An enormous ice shelf has broken away from Ellesmere Island in the far northeastern corner of Canada. Scientists say that the loss of the ice shelf is the latest indication that warmer temperatures are changing the polar landscape.

The 4,500-year-old Markham Ice Shelf separated from the island in early August. The shelf, which at 19 square miles (about 49 square kilometers) is nearly the size of New York's Manhattan Island, is now adrift in the Arctic Ocean.

Achieve 3000 Lexile Level 400

Low Lexile Level



TORONTO, Canada Ice shelves are large pieces of ice. They float in cold ocean waters. They are also joined to land.

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QUESTION 1

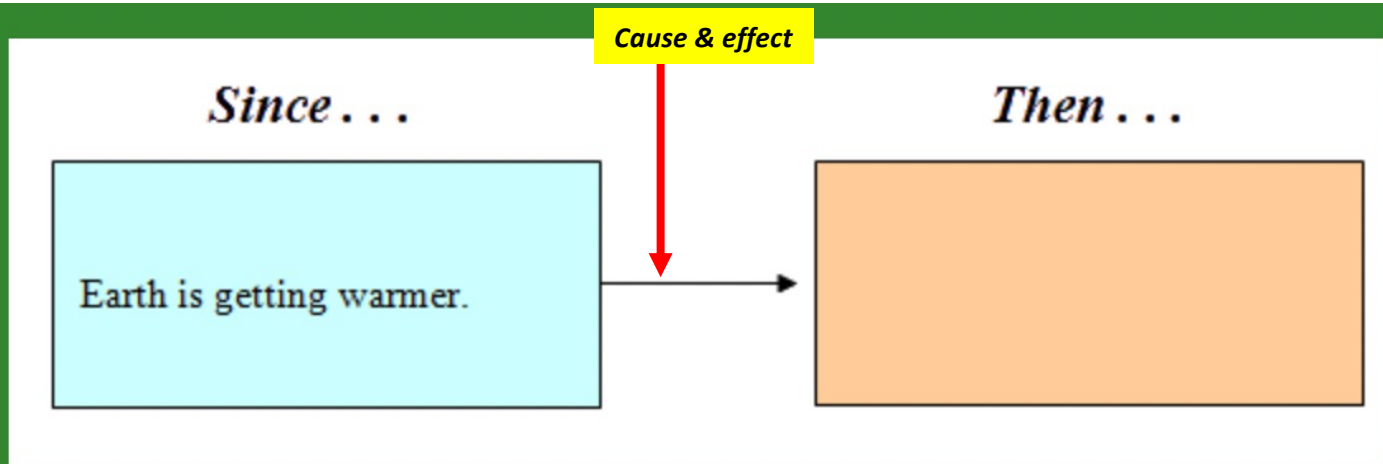
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Cause & effect

According to the article, what is one of the main reasons why ice shelves are breaking away from polar land masses?

- A. Warmer temperatures on the planet are causing the large ice shelves to shrink and break.
- B. New ecosystems have developed within the polar ice, causing cracks to form in its structure.
- C. Shipping routes in polar regions have experienced increasing traffic, which makes the ice unstable.
- D. Floating sea ice is colliding with ice shelves, causing them to break away from the Arctic landforms.

Achieve 3000 Lexile Level 400



Think about the news story. Which fits best in the empty box above?

- A. Many ice shelves are melting.
- B. Ice shelves float in cold ocean waters.
- C. Most ice shelves are very old.
- D. Ice shelves are pieces of ice joined to land.

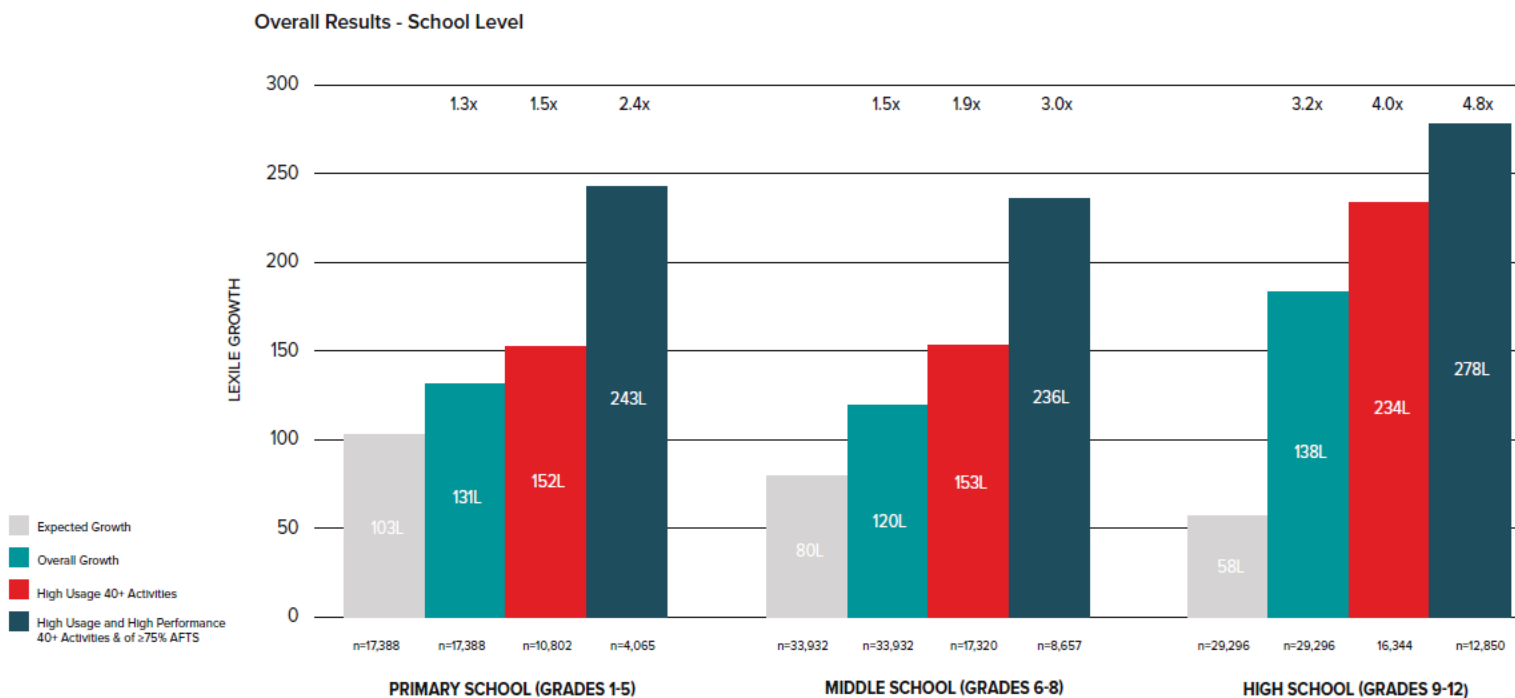
Your Take Away



Achieve3000®

Overall Results - School Level

Highly engaged learners attained at least 2.4X their expected reading growth across school levels.



Standards

The questions that need to be addressed when working with standards.

1. What is the information (input/content) that each learner will need to deal with?
2. What is the scope of the information (content) and how is it spread of an academic year?
3. What will each learner need to be able to do with this information; in other words, how will the learner process (using cognition) the input?
4. How will each learner learn to carry out the process?
5. How will each learner communicate to oneself and to others that they carried out the process on the information? Will they talk, write, carry out an action, and/or provide a drawing?

About



Eli Ghazel
Author, Speaker, Educator

Eli Ghazel has dedicated his career to innovation from the very beginning, striving to improve existing norms and systems. His numerous accomplishments in this field reflect his unwavering dedication. In his capacity as an author and editor of textbooks covering subjects such as English as a second language, Science, and Health, he collaborates with publishers and Ministries of Education. Eli has designed curricula and worked with numerous educators for Ministries of Education in the Middle East and Gulf. A lifelong learner himself, Eli Ghazel is committed to inspiring high-quality learning to enrich the future of students.

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Approach model A

<i>Steps to take</i>	<i>The Standard</i> <i>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade level topic or subject area.</i>
Look for the information (input/content) that each learner will need to deal with;	<u>general academic and domain-specific words and phrases in a text</u>
Map out the scope and specifications of the information (input/content) for the academic year.	<u>general academic and domain-specific words and phrases in a text</u> Which words and phrases? Make a list or note: <ul style="list-style-type: none"> • Where are they found in your materials, texts, units, etc. • How will these be spread over the academic year? • What are the specifications of the texts?
Find the ability will each learner achieve (processing skills) and write what they will learn to do?	<u>Determine the meaning</u> There are tens of methods to determine meaning in context. For example, if two words are separated by [,or] then the two words are similar in meaning. Tommy felt exasperated , or frustrated.
Design grade level and age-appropriate tools that will check abilities of the learner.	Instructions: Write the meaning of each bold word in each sentence below on the lines provided. 1. Give precise , or detailed instructions explaining how to take care of your pet tarantula. <i>Precise means</i> _____ .

Approach model B

Standard	Cognitive / process verbs	What Information needs to be processed	Scope of the information			
<i>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.</i>	<i>Compare and contrast</i> <i>In order to compare and contrast, the students will need to define what they are looking for, identify it in the texts and then compare and contrast.</i> <i>For example, they may look for: chronology, cause/effect, problem/solution)</i>	<i>the overall structure of events, ideas, concepts, or information in two or more texts.</i>	What are the specifications of the texts in terms of genre, text type, complexity and length? Which materials and units of study focus on: <i>chronology, cause/effect, problem/solution) ?</i>	Unit 1	Unit 2	Unit 3
				<i>Chronology pp 34 – 37; 78 – 79</i>		<i>Chronology pp 245 – 346;</i>
				On which pages or in selections can this information (content) be found?		
Tools that will be used for getting evidence of learning.						
Write the events from the two texts in a Venn diagram and then use it to tell your partner the similarities and different between the two texts.						

 Education for a **LIFETIME**