

6-12 ELA Work Group Public Hearing Report

10.27.14

Statement of WG Objective: To develop Missouri ELA standards for grades 6-12.

Description of WG Organization: Liaison; 17 appointed members, 16 who have attended

Progress report describing consensus of the WG regarding what has been accomplished:

- Established meeting and voting protocols
- Developed and reached consensus on graduate outcomes related to ELA
- Reviewed standards from Massachusetts, South Carolina, Indiana, and Missouri to determine what we like and dislike
- Identified general organizational features for new standards
- Voted to use the Missouri Show-Me Content Standards for ELA (not the Missouri Learning Standards aka CCSS) as the foundation for standard development
- Developed and reached consensus on ELA strands, clusters, and potential standards (see attached)

Remaining Steps to Completion:

- Develop the vertical progression of standards aligned to strands/clusters/potential standards
- Collaborate with K-5 ELA work group to ensure vertical alignment
- Develop guiding principles, glossary, narrative

Identification of obstacles to overcome or tools/information required to assure success:

- Reimbursement of costs to committee members (parking, lodging, meals, mileage, substitute reimbursement, consulting fees, etc.)
- Ability to print documents

Any other issues important to the particular WG:

- As we work to develop these new standards, we are adhering to the following:
 - Missouri Department of Higher Education Curriculum Alignment Initiative
 - Career Ready Practices
 - Missouri Show-Me Content Standards for ELA
 - National Council of Teachers of English (NCTE)
- We are also consulting the following states' standards (thus far): Minnesota, Georgia, California, Texas, South Carolina, Massachusetts, Indiana, and Missouri

House Bill 1490

English language arts

Work Group

Progress Reports

October 27, 2014



Writing and Researching: Students will access and use information from multiple sources to write for varied purposes and audiences.

Conduct Short or Extended Research:

- Formulate open-ended questions to drive research
- Locate relevant, credible, and reliable sources
- Use a standard citation system to avoid plagiarism

Draft and Produce Writing

- Use a writing process
- Apply writing conventions
- Organize writing effectively
- Elaborate using sufficient relevant details (including the integration of information from sources)
- Use appropriate style and voice
- Use technology in the writing process in individual or shared writing

Produce Writing of Various Types:

- Write narrative text
- Write informational texts
- Write arguments
- Write analyses
- Write text that integrates rhetorical modes

* Writing on demand - add to narrative

Reading Nonfiction Texts: Students will read and comprehend a variety of nonfiction texts in print and nonprint formats appropriate for the grade level.

**Cluster #1: Comprehend and Interpret Text
(Approaching the Text as a Reader)**

- Cite relevant, text-based evidence to demonstrate understanding
- Determine word meaning in context (including content-specific words, domain-specific words and jargon)
- Determine author's purpose and identify main idea or claim
- Summarize text, recognizing significant details and drawing logical inferences
- Interpret visual elements of text and draw conclusions from them (when applicable)

**Cluster #2: Analyze Craft and Structure
(Approaching the Text as a Writer)**

- Analyze text structure, including visual elements
- Analyze text for an author's viewpoint and how it is developed
- Analyze how tone, word choice, and syntax contribute to meaning
- Evaluate an author's reasoning for relevance, validity, and logic
- Evaluate an author's evidence for credibility and reliability
- Analyze how rhetorical devices and features contribute to meaning

**Cluster #3: Synthesize Ideas from Multiple Texts
(Approaching the Text as a Researcher)**

- Compare/contrast texts in different formats and media
- Explain relationships among texts that address similar themes/topics
- Analyze how the historical and/or cultural context informs the text

Speaking and Listening clusters

Listening:

- active listening
- evaluate a presentation for effectiveness and/or bias
- listening comprehension
- note-taking
- interpret information presented in diverse media
- reflective listening

Collaborating and discussing:

- appreciate differing viewpoints in discussion
- respect an opposing viewpoint
- establish procedures for collegial conversations
- engage in a variety of collaborative discussions
- contribute to discussions through relevant questioning and elaboration
- summarize/paraphrase the viewpoint(s) of others before presenting one's own
- consensus building

Presenting:

- verbal communication skills
- nonverbal communication skills
- awareness of audience -- adapt language for the audience, context, purpose
- strategic use of diverse media to enhance presentations
- develop skills necessary to deliver well-organized presentations for a variety of purposes (including but not limited to persuasive, informative, argument, etc.)

Missouri ELA 6-12 Standards Committee
Desired Graduation Outcomes
(Drafted 9/23/14)

Students who graduate from Missouri's English Language Arts K-12 instructional program should demonstrate mastery of the following skills:

- Metacognitive Skills
 - Persevere in learning tasks that are cognitively challenging
 - Demonstrate self-awareness as a learner
 - Use problem-solving strategies to resolve real-world challenges
 - Actively participates as citizens in local/state/national/global communities
 - Demonstrate adaptability/flexibility in learning tasks
 - Exhibit leadership/initiative in learning tasks

- Reading Skills
 - Comprehend complex texts indicative of the reading demands required in college, the workforce, or civic life
 - Demonstrate stamina when required to read long or challenging texts
 - Utilize specific reading strategies for specific reading tasks/purposes
 - Analyze and interpret a wide range of literary genres, including fictional prose, literary nonfiction, poetry, and drama
 - Analyze and interpret informational texts that are similar to the types of reading demands required in college, the work force, or civic life
 - Analyze and interpret a wide variety of multimedia texts
 - Embody a love of literacy that will promote lifelong reading habits

- Analysis/Argumentation Skills
 - Think critically about complex questions, using evidence-based analysis to make claims and counterclaims
 - Synthesize the main ideas within a text or conversation
 - Demonstrate an appreciation for multiple viewpoints/perspectives
 - Identify bias when evaluating sources of information
 - Exhibit an understanding of "essential" literary/rhetorical techniques when analyzing literature, discussing how & why authors craft effective texts
 - Theme, Plot, Character, Setting, Figurative Language, Organizational Structure, Point of View, Medium/Genre

- Composition Skills
 - Communicate effectively through writing across a wide range of writing styles required in college, the workforce, or civic life, including narrative, informative, and argumentative writing
 - Demonstrate stamina when required to write sustained or sophisticated pieces

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- Utilize specific writing strategies for specific audiences and writing tasks
 - Organize writing in a logical and effective manner
 - Incorporate sufficient and meaningful details when writing
 - Create effective digital/multimedia texts using contemporary technology
 - Embody a love of composition that will promote lifelong writing habits
- Research Skills
- Find and evaluate sources of information when conducting short or sustained research projects to support relevant writing tasks
 - Demonstrate perseverance within the research process in order to fully investigate inquiries
 - Quote or paraphrase the ideas of others without plagiarizing their work
 - Cite sources appropriately using conventional methods
- Language Skills
- Develop a broad academic vocabulary
 - Use an understanding of the English language to help make sense of unknown words encountered while reading
 - Distinguish between using formal and informal language within various settings
 - Demonstrate mastery of “essential” conventions of Standard English in speaking and writing:
 - Sentence structure
 - Subject/verb agreement
 - Verb tense and consistency
 - Punctuation rules
- Speaking/Listening Skills
- Communicate effectively through formal and informal speaking within a variety of settings demanded within college, the workforce, and civic life, including presentations, collaborative discussions, and debates
 - Utilize effective verbal and nonverbal communication techniques
 - Demonstrate active listening skills
 - Speak collegially with others who may share a different viewpoint from your own
 - Take initiative in self-directing discussions and conversations with others

Language clusters

Language use:

- demonstrate command of conventions of standard English grammar and usage in speaking and writing
- distinguish between using formal and informal language within various settings (connotation, nuances, etc.)
- sentence structure
- punctuation
- correct use of verbs
- pronouns

Vocabulary:

- develop and use a broad, academic vocabulary in reading, writing, and speaking
- make sense of unknown words
- understand and use the vocabulary and concepts specific to the ELA domain

*NOTE: Add a statement about ELL students using their first language (see NCTE)

Reading Literary Texts: Students will read and comprehend a variety of literary texts in print and nonprint formats appropriate for the grade level.

**Cluster #1: Comprehend and Interpret Text
(Approaching the Text as a Reader)**

- Cite relevant, text-based evidence to demonstrate understanding
- Determine word meanings in context (literal and figurative)
- Determine author's purpose and identify the theme
- Summarize text, recognizing significant details and drawing logical inferences

**Cluster #2: Analyze Craft and Structure
(Approaching the Text as a Writer)**

- Analyze how the overall structure, including visual elements, contributes to the meaning of a text
- Analyze how narrative point of view contributes to meaning
- Analyze how tone, word choice, and syntax contribute to meaning
- Analyze how the interaction of plot, setting, and character contribute to meaning
- Analyze how literary devices contribute to meaning

**Cluster #3: Synthesize Ideas from Multiple Texts
(Approaching the Text as a Researcher)**

- Compare/contrast texts in different forms (genres/media)
- Explain relationships among texts that address similar themes/topics
- Analyze how the historical and/or cultural context informs the text