

ELA Standards Review Work Group Meetings

Dates: June 8 & 9

Location: AmericInn/Ft. Pierre

Time: 8:30 a.m.- 4:00 p.m.

4:00-5:00 p.m. Table Lead Meeting

Welcome (June 8, 2016)

All k-12 educators were welcomed by Teresa Berndt, DOE Reading Specialist, and thanked by the department for the commitment each is making to the standards revision work over the summer months.

Objectives for the Morning

- Participate in small and large group activities for introductions and questioning strategies
- Understand the standards [review process](#) and timelines
- Review the [Quality Standards Checklist](#) that will guide the grade level discussions
- Visit the documents and resources in the shared Google Calendar that will be utilized in this work

Objectives for the Afternoon

To model the process initially, all k-12 grades were asked to review the exact same standard for their grade level in the Reading for Informational Text strand (RI.grade.3) was the selected standard to be reviewed. The review process was modeled with small grade-level discussions, reviewing two grade levels above and two grades below, comment review and discussions, and a vertical alignment k-12 for that standard. Consensus cards were used to indicate acceptance to changes made per grade and/or across all grade levels.

Review work in the Reading for Informational Text continued until all grade levels were able to complete the review process and gather for the k-12 vertical alignment. All changes to language, examples additions and/or omissions were shared and consensus cards were used to accept or continue conversations on the proposed changes. The only standard that was tabled was RI 10 for all grade levels. This standard's language impacts all k-12 grade levels and was deemed worthy of additional research and review of other states' standards to assist in decisions to clarify language such as scaffolding, mastering, and grade bands vs. specific grade level wording. K-12 grades gave consensus on the motion to table this for further discussion once research is gathered.

The afternoon was completed with the next set of standards addressed in Reading for Literacy. It was noted from the start that RL.10 would create the same questions and concerns as RI.10, so proposed language ideas were gathered for both these standards, but RL. 10 was also tabled for discussions until additional research and review of other states' standards could be collected to aide in decision making k-12.

End of the day reflections from participants and table leads provided positive feedback on the team building activities that provided team concepts/questioning strategies and assisted them in moving forward with the review work. Suggestions on pacing of the work were provided and the need to have grade band conversations prior to k-12 vertical alignment time.

Day Two June 9----

As suggested, grade level and then grade- band conversations occurred with focus on language progressions and consistency in language, examples (revisions and/or omissions) and the addition of an independent reading language within standards. A K-12 vertical alignment discussion followed and all of the Reading for Literacy standards were agreed upon, with the exception of RL.11 which was tabled for additional research on language k-12 impact.

The afternoon was devoted to the review of the k-5 Foundational Skills and 6-12 Literacy in History/Social Studies, Science, and Technical Subjects. Grade band discussions and comments were added during the review work, but there was not enough time to complete the k-12 vertical alignment until next time:

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Final reflections from participants and table leads indicated a sense of accomplishment in the work completed in the two day session. Reminders were addressed to gather resources/ research to support the RI/RL.10 standards language that would be discussed next time and to also gather any resources for the upcoming writing/language/speaking and listening standards.