



FLAME MID-YEAR MEETING

February 6, 2013 • Chane Eplin

Florida Department of Education

COMMON CORE LITERACY STANDARDS UPDATE



COMMON CORE LITERACY STANDARDS

- Some, not all, will be added to the World Languages Course Descriptions grades 6-12.
- Currently, there are no plans to add the literacy standards to the elementary level course descriptions.
- The 2011 World Languages Standards **will not** change. The additions are to the course descriptions **ONLY**.



HOW WILL THE NEW COURSE DESCRIPTIONS LOOK?

- The “description” portion will look the same:

Modern World Languages

Course Title:	Russian 1 - Novice Low – Novice High
Course Number:	0707300
Credit:	1.00
Grade Level:	9-12
Course Level:	2

Major Concepts/Content:

Russian 1 introduces students to the target language and its culture. The student will develop communicative skills in all 3 modes of communication and cross-cultural understanding. Emphasis is placed on proficient communication in the language. An introduction to reading and writing is also included as well as culture, connections, comparisons, and communities.



HOW WILL THE NEW COURSE DESCRIPTIONS LOOK?

- The Common Core Literacy Standards will be included in the standards/benchmarks portion:

Standard 1:

Interpretive Listening: The student will be able to understand and interpret information, concepts, and ideas orally from culturally authentic sources on a variety of topics in the target language.

Benchmarks:

WL.K12.NM.1.1:

Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

WL.K12.NM.1.2:

Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities, and needs presented in a clear, slow, and repeated speech.

WL.K12.NM.1.3:

Demonstrate understanding of basic words and phrases in simple messages and announcements in familiar settings.

WL.K12.NM.1.4:

Demonstrate understanding of simple information supported by visuals through a variety of media.

WL.K12.NM.1.5:

Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

WL.K12.NM.1.6:

Follow short, simple directions.

WL.K12.NH.1.1:

Demonstrate understanding of familiar topics, and frequently used expressions-supported by a variety of actions.



NATIVE SPEAKERS COURSES

- The course descriptions for the following native speakers courses already include Language Arts benchmarks:
- **High School:**
 - Haitian Creole for Haitian Creole Speakers
 - Portuguese for Portuguese Speakers
 - Spanish for Spanish Speakers

Middle School:

- Spanish for Spanish Speakers
- Haitian Creole for Haitian Creole Speakers



NATIVE SPEAKERS COURSES

Modern World Languages

Course Title:	Portuguese for Portuguese Speakers 1 - Novice Low – Novice High
Course Number:	0713340
Credit:	1.00
Grade Level:	9-12
Course Level:	2

Major Concepts/Content:

The purpose of this course is to enable students whose heritage language is Portuguese to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Portuguese grammar. Language Arts Standards are also included in this course to enable students to become literate in the Portuguese language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

The specific Language Arts benchmarks which are to be incorporated are as follows:

[LACC.5.RI.1.3](#), [LACC.5.RI.2.4](#)

[LACC.4.RL.1.2](#), [LACC.4.RL.2.4](#)

[LACC.5.SL.1.2](#), [LACC.5.SL.1.3](#)

[LACC.3.W.1.2](#), [LACC.6.W.1.3d](#), [LACC.68.WHST.2.5](#), [LACC.8.W.1.2a](#)

The course content will reflect the cultural values of Portuguese language and societies.



WHICH STANDARDS WILL BE ADDED?

- Speaking and Listening Standards
 - Comprehension and Collaboration
 - Presentation of Knowledge and Ideas
- Literacy in History/Social Studies
 - Key Ideas and Details
- Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects
 - Text Types and Purposes



IN DETAIL: SPEAKING & LISTENING STANDARDS

Comprehension and Collaboration:

- 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9-10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - Come to discussion prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.



IN DETAIL: SPEAKING & LISTENING STANDARDS

Presentation of Knowledge and Ideas:

- 4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



IN DETAIL: LITERACY IN HISTORY/SOCIAL STUDIES

- 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.



IN DETAIL: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

○ Text Types and Purposes:

- 1. Write arguments focused on *discipline-specific content*.
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from or supports the argument presented.



IN DETAIL: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings) graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).



TIMELINE

- Estimated approval date of edited World Languages Course Descriptions: **Spring 2013**
- Estimated implementation date of edited World Languages Course Descriptions: **Fall 2013**



REMINDER....

- Integration **DOES NOT** imply that World Languages teachers are expected to teach Language Arts.
- It simply means that teachers will **collaborate** with each other as that is integral to the Common Core.



RACE TO THE TOP UPDATE

Spanish Assessment Specialist

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EOC ASSESSMENTS

- The Race to the Top End of Course Assessments for World Languages will **only** include the World Languages benchmarks.
- World Languages students **will not** be evaluated on other subject areas (including Language Arts).
- However, whatever evaluation model the district chooses to use (i.e. Daniels, Marzano) will also ask that they demonstrate how they **integrated** other subject areas.



QUESTIONS/SUGGESTIONS?

World Languages Contact Information

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- Note: All requests must be sent in writing.

