The School District of Lee County

Curriculum Advisory Committee
May 15, 2017
6:00 p.m. – Training Room D
Meeting Minutes

Mission Statement:
To advise the School Board by recommending approaches to obtaining improved student achievement for all students through a coherent, rigorous academic course of study that provides the tools necessary to succeed in today's society. Emphasis will be placed on the dynamic development of a K-12 curriculum within a safe environment leading to both career and technical majors, the methods of instruction used to implement it, and the assessments of its effectiveness, together with a complementary professional development program to support it.

Committee Members Present: Joseph Camputaro, Matthew Fredrickson, April Ketron, Dr. Kelly Lavis, Evelyn Murphy, Suzi Simone, Dr. Larry Tihen, Karen Watson, Stephen Whitener, Sandra Wright

Committee Members Absent: Elizabeth Blundo (excused), Thomas Busatta (unexcused) Hilda Lewin (excused), Melissa Knablin-Liebal (unexcused) John Steakley (excused) Judy Wilkerson (excused)

School Board Liaison Present: Steven Teuber

Staff Members Present: Brandy Macchia and Melissa Robery

Recording Secretary: Jamie Fowler

Presenters: Brandy Macchia and Melissa Robery

Guest: None

Welcome and Introduction of Members

The meeting was called to order by April Ketron at 6:01pm welcoming all committee members.

Review of Mission Statement and Purpose of Committee

April Ketron reviewed the mission statement and reminded everyone of the purpose of the committee.

Reading & approval of the March 20, 2017 agenda

There was a motion to approve the agenda as presented by Dr. Kelly Lavis, seconded by Stephen Whitener and all voted to approve.

Reading and Approval of the February 27, 2017 minutes

There was a motion to approve the minutes as presented by Dr. Kelly Lavis, seconded by Suzi Simone and all voted to approve.

The School District of Lee County

Curriculum Advisory Committee
May 15, 2017
6:00 p.m. – Training Room D
Meeting Minutes

Board Member Report

Vision 2020 was developed as a goal for the year 2020, but it doesn't stop there. The Board spent a day with the Superintended in Broward County to discuss the plan and focus of moving forward as a district.

The Legislature budget process has gotten worse. The Board has put together a letter signed and approved by Dr Adkins that was given to Governor Scott to explain how the budget process with the Legislature has gotten worse.

Standards for Excellence

Melissa Robery and Brandy Macchia presented a power point on the ELA Standards for Excellence.

Our state follows the state standards. For every grade level there are a multitude of standards, which can make it challenging for teachers to cover within a school year.

Dr. Adkins came to Melissa Robery and Brandy Macchia about a vision for Standards for Excellence.

The Standards for Excellence were created to narrow the focus for our teachers and provide a resource to support the development of comprehensive and effective instructional practices.

The resources will serve as a framework for outlining the connections between the Standards for Excellence and the supporting standards.

The process started with a consultant, college representatives and a group of about 80 to 100 teachers, PreK – 12, it was a very valuable process and gave the opportunity to work with several different teacher groups. Each group contributed source documents that were foundational to the Standards for Excellence.

VAM (Value Added Model) is part of how a teacher is evaluated, it is half of the overall evaluation by the State and it is based on student assessment data.

A document was created to show the most important pieces. It gives a breakdown of the foundational, critical, and supportive standards.

Mrs. Robery and Mrs. Macchia will work with the IT Department to make everything electronic. The goal is when you click on a standard, it would take you to the next teacher resource.

Training has started with ELA Elementary and Secondary teachers and the goal is to start implementation next school year and continue to build out resources.

The Math & Science K -12 standards are currently being developed.

The School District of Lee County

Curriculum Advisory Committee
May 15, 2017
6:00 p.m. – Training Room D
Meeting Minutes

Dr. Larry Tihen suggested *System Analysist and Restructuring* be added to the list of continued development and support.

Public Comment Guidelines

A motion to have public comment at the end of the meeting with a limit to 3 minutes per person and all comments must be curriculum related made by Dr. Kelly Lavis, seconded by Stephen Whitener.

Public Comment

None.

Topic Suggestions for 2017-2018

- Dr. Richard Itzen – Testing and Data
- Follow up to Standards for Excellence and school feedback
- New Bonita High School and their career and technical program
- Teaching outside the classroom and parent engagement
- School attendance and grades

April Ketron is also going to try and look for recommendations from the Board.

Good of the Order

Motion to end the meeting at 7:33pm made Dr. Kelly Lavis by seconded by Evelyn Murphy and all voted to adjourn.

Lee County Standards for Excellence

Curriculum Advisory Committee Meeting

May15, 2017

LEE COUNTY STANDARDS FOR EXCELLENCE

The Lee County Standards for Excellence will provide instructional focus and support for educators to develop effective and comprehensive instructional practices.

This resource will serve as a framework outlining connections between the Standards for Excellence and supporting standards. The <u>supporting standards</u> are essential tools for teaching the Standards for Excellence to mastery.

LEE COUNTY STANDARDS FOR EXCELLENCE

- These Standards are the product of the work of a teacher consortium with representatives from all grade levels across the district.
- They provided input and ideas that structured and shaped the direction and decisions of the project
- Each group contributed source documents that were foundational to the establishment of the Standards for Excellence.
- Additional reviews were provided by post-secondary educators and members of the community.

LEE COUNTY STANDARDS FOR EXCELLENCE

The team of educators who worked collaboratively to select the Standards for Excellence and create this guide used multiple sources and criteria when identifying the Standards for Excellence at each grade level, including:

- Depth of Knowledge
- Cognitive Complexity
- Hess Cognitive Rigor Matrix
- Assessment Item Analyses
- College and Career Readiness Research
- Achievement Level Descriptors
- Research of other State and District progressions

LEE COUNTY STANDARDS FOR EXCELLENCE

Continued development and support includes:

1. Additional Teacher Resources
2. Professional Development for Administrators and Teachers
3. Targeted report to support progress monitoring

2ND GRADE ELA STANDARDS FOR EXCELLENCE

Standards for Excellence	Sample Outcomes
Read with sufficient accuracy and fluency to support comprehension.	• Read second grade text orally with automaticity and expression, self-correcting when needed; retell or explain what was read.
Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	• Explain how words add meaning to a text.
Compare and contrast two or more versions of the same story by different authors or from different cultures.	• Understand the customs and beliefs of different cultures by identifying similarities and differences in the way they present the same story.
Describe how an author uses reasons to support specific points in a text.	• Understand how an author strengthens their points with reasons.
Compare and contrast the most important points presented by two texts on the same topic.	• Understand how different texts can vary the significance of information by highlighting different points.
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.	• Write and support your opinion, including a clear introduction, body, and closing.

5TH GRADE ELA STANDARDS FOR EXCELLENCE

Standards for Excellence	Sample Outcomes
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	• Recognize differences and similarities in people's point of view.
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	• Understand how something that is presented can impact feelings and the message received.
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	• Recognize similar content in different publications.
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	• Speak publicly citing sources. • Write to explain using sources.
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	• Write in a cohesive and appropriate manner on a given topic or subject.
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	• Conduct research on a given topic using multiple sources.
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	• Research, report, and publically speak in a clear and concise manner using applicable facts to present an opinion or to explain a topic.

7TH GRADE ELA STANDARDS FOR EXCELLENCE

Standards for Excellence	Sample Outcomes
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	• Evaluate how a change or omission of figurative language impacts meaning or tone. • Students can manipulate meaning or tone in text by changing words and phrases.
Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.	• Determine a medium that best represents a chosen text when alternatives appear to be equal. Students can support their conclusion with reasons and evidence.
Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	• Research and argue opposing claims with reasoning and evidence.
Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	• Evaluate multiple sources to identify how omitting facts can alter ideas or interpretations of a topic.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Communicate thoughts, ideas, information, and messages in writing appropriate to task, audience, and purpose.
Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Students can use textual evidence to support analysis, reflection, and research.

11TH & 12TH GRADES ELA STANDARDS FOR EXCELLENCE

Standards for Excellence	Sample Outcomes
Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.	• With any text, determine the meaning and tone through word choice, and predict what would happen if they changed the word choice to impact the meaning and tone.
Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.	• Decide the best interpretation and support this with evidence.
Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	• Delineate and evaluate arguments and reasoning in order to refute or defend a writer's claim.
Analyze seventeenth-, eighteenth-, and nineteenth century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	• Investigate the differing conventions of language and structure evident in a variety of time periods in order to decide which pieces best exemplify that time frame.
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Write clearly and coherently, taking into consideration the task, purpose, and audience.
Draw evidence from literary or informational texts to support analysis, reflection, and research.	• Use textual evidence to support analysis, reflection, and research.

Lee County Standards for Excellence   English Language Arts   Grade 2

Standard for Excellence
LAFS.2.RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Supporting Standards					
FOUNDATIONAL SKILLS		LITERATURE			SPEAKING & LISTENING
Phonics & Word Recognition	Fluency	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Comprehension & Collaboration
LAFS.2.RF.3.3	*LAFS.2.RF.4.4	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.1.3	**LAFS.2.RL.2.4*** • **Knowledge of Language** LAFS.2.L.2.3 • **Vocabulary Acquisition & Use** LAFS.2.L.3.4 LAFS.2.L.3.5 LAFS.2.L.3.6 LAFS.2.RL.2.5 LAFS.2.RL.2.6	LAFS.2.RL.3.7 • **Comprehension & Collaboration** LAFS.2.SL.1.2	LAFS.2.SL.1.1

Standard for Excellence
LAFS.2.RL.3.9 Compare and contrast two or more versions of the same story by different authors or from different cultures.

Supporting Standards					
FOUNDATIONAL SKILLS		LITERATURE			SPEAKING & LISTENING
Phonics & Word Recognition	Fluency	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Comprehension & Collaboration
LAFS.2.RF.3.3	*LAFS.2.RF.4.4	LAFS.2.RL.1.1 LAFS.2.RL.1.2 LAFS.2.RL.1.3	*LAFS.2.RL.2.4 • **Knowledge of Language** LAFS.2.L.2.3 • **Vocabulary Acquisition & Use** LAFS.2.L.3.4 LAFS.2.L.3.5 LAFS.2.L.3.6 LAFS.2.RL.2.5 LAFS.2.RL.2.6	LAFS.2.RL.3.7 • **Comprehension & Collaboration** LAFS.2.SL.1.2 **LAFS.2.RL.3.9***	LAFS.2.SL.1.1

Lee County Standards for Excellence   English Language Arts   Grade 5

Standard for Excellence					
LAFS.5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.					
Supporting Standards					
FOUNDATIONAL SKILLS		LITERATURE			SPEAKING & LISTENING
Phonics & Word Recognition	Fluency	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Comprehension & Collaboration

LAFS.5.RF.3.3	LAFS.5.RF.4.4	LAFS.5.RL.1.1
		LAFS.5.RL.1.2
		LAFS.5.RL.1.3
			LAFS.5.RL.2.4
			• Knowledge of Language
			  LAFS.5.L.2.3
			• Vocabulary Acquisition & Use
			  LAFS.5.L.3.4
			  LAFS.5.L.3.5
			  LAFS.5.L.3.6
			LAFS.5.RL.2.5
			LAFS.5.RL.2.6
				LAFS.5.RL.3.7*
				• Comprehension & Collaboration
				  LAFS.5.SL.1.2
					LAFS.5.SL.1.1

Standard for Excellence					
LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.					
Supporting Standards					
FOUNDATIONAL SKILLS		LITERATURE			SPEAKING & LISTENING
Phonics & Word Recognition	Fluency	Key Ideas & Details	Craft & Structure	Integration of Knowledge & Ideas	Comprehension & Collaboration

LAFS.5.RF.3.3	LAFS.5.RF.4.4	LAFS.5.RL.1.1
		LAFS.5.RL.1.2
		LAFS.5.RL.1.3
			LAFS.5.RL.2.4
			• Knowledge of Language
			  LAFS.5.L.2.3
			• Vocabulary Acquisition & Use
			  LAFS.5.L.3.4
			  LAFS.5.L.3.5
			  LAFS.5.L.3.6
				LAFS.5.RL.3.9*	LAFS.5.SL.1.1

Lee County Standards for Excellence
English Language Arts
Grade 7

Standard for Excellence
LAFS.7.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific stanza of a poem or section of a story drama.

Supporting Standards	
Craft & Structure	**Vocabulary Acquisition & Use**
LAFS.7.RI.2.4* LAFS.7.RL.2.5	LAFS.7.L.3.4 LAFS.7.L.3.5 LAFS.7.L.3.6
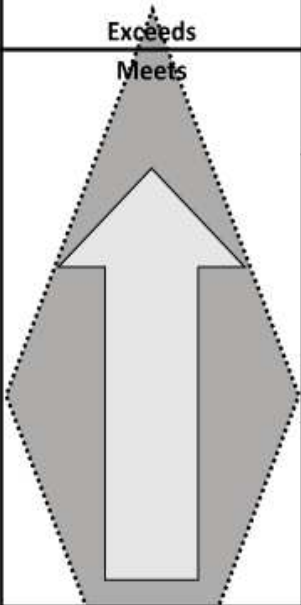
Standard for Excellence
LAFS.7.RL.3.7 - Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium.

Supporting Standards		
Key Ideas & Details	**Craft & Structure**	**Integration of Knowledge & Ideas**
LAFS.7.RL.1.2 LAFS.7.RL.1.3	LAFS.7.RI.2.4	**LAFS.7.RI.3.7***

Lee County Standards for Excellence
English Language Arts
Grades 11 & 12

Standard for Excellence
LAFS.1112.RL.2.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.

Supporting Standards	
Craft & Structure	**Vocabulary Acquisition & Use**
• LAFS.1112.RI.2.4 • LAFS.1112.RL.2.5	• LAFS.1112.L.3.4 • LAFS.1112.L.3.5 • LAFS.1112.L.3.6

Standard for Excellence		
LAFS.1112.RL.3.7 - Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.		
Supporting Standards		
Key Ideas & Details	**Craft & Structure**	**Integration of Knowledge & Ideas**
• LAFS.1112.RL.1.2 • LAFS.1112.RL.1.3	• LAFS.1112.RI.2.4	• **LAFS.1112.RI.3.7***
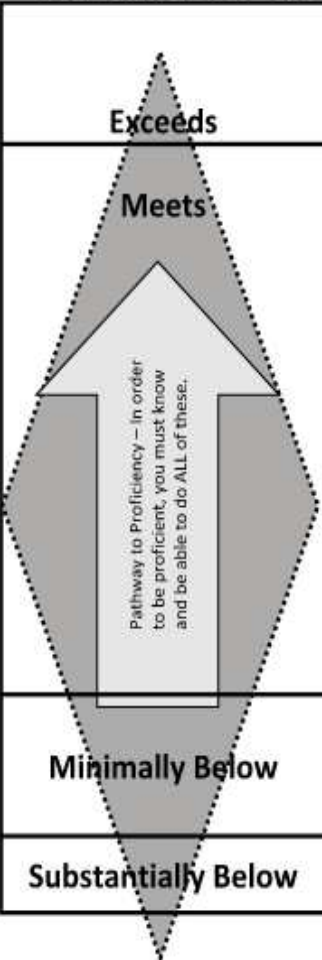
Standards for Excellence Diamond of Differentiation for LAFS.2.RL.2.4 (DoK 2)

Exceeds	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning across two stories, poems, or songs.
Meets	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Vocabulary	Skills (learning targets)
 ○ Phrase ○ Regular beats ○ Alliteration ○ Rhyme ○ Repeated lines ○ Repetition ○ Supply ○ Rhythm	 ○ Identify the words that rhyme in a poem. ○ Identify the words and phrases that are repeated. ○ Identify words that repeat the beginning consonant sound (alliteration). ○ Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

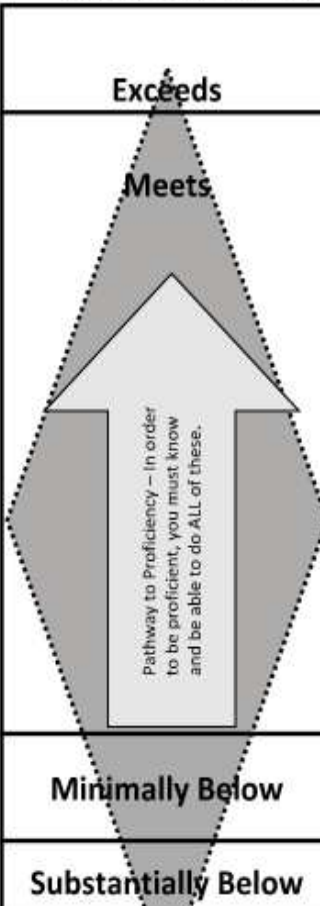|	
Minimally Below	Identify words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) that supply rhythm and meaning in a story, poem, or song.
Substantially Below	Identify words that supply rhythm and meaning in a story, poem, or song.

Standards for Excellence Diamond of Differentiation for LAFS.5.RL.3.7 (DoK 3)

Exceeds	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text; including how the experience of listening and viewing enhances or changes the reader's perception of the text.
Meets	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Vocabulary	**Skills (learning targets)**
○ Analyze ○ Visual ○ Multimedia ○ Contribute ○ Meaning ○ Tone ○ Beauty	○ Identify visual elements. ○ Identify multimedia elements. ○ Determine meaning, tone, and/or beauty of a text. ○ Explain how visual or multimedia elements affect meaning, tone, or beauty of a text.

Minimally Below	Explain how visual and multimedia elements contribute to what is conveyed by the words in a story.
Substantially Below	Explain how visual elements contribute to what is conveyed by the words in a story.

Standards for Excellence Diamond of Differentiation for LAFS.7.RL.2.4 (DoK 3)

Exceeds	Analyze the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and evaluate their effectiveness; analyze the influence of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.
Meets	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g. alliteration) on a specific stanza of a poem or section of a story drama.

Pathway to Proficiency – In order to be proficient, you must know and be able to do ALL of these.

Vocabulary	Skills (learning targets)
○ Analyze ○ Determine ○ Identify ○ Figurative ○ Connotative/Connotation ○ Impact ○ Tone ○ Verse ○ Stanza	○ Determine how rhymes and alliterations impact poems and drama. ○ Explain how an author's use of connotative meanings conveys an author's stance.

Minimally Below	Determine the meaning of words and phrases as they are used in a text, including figurative or connotative meanings; Understand the use of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story.
Substantially Below	Use SfE vertical progression across K-12 to determine student's current level of mastery, and provide scaffolded support.

Standards for Excellence Diamond of Differentiation for LAFS.1112.RL.2.4 (DoK 3)

Exceeds	Evaluate the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluate the author's use and refinement of key terms over the course of the text.
Meets	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Vocabulary	**Skills (learning targets)**
○ Analyze ○ Figurative ○ Connotative ○ Evaluate ○ Determine ○ Fresh	○ Analyze text for word choice and analyze how the use of language advances the plot or affects the tone or pacing. ○ Determine how word choice affects meaning and advances the plot. ○ Analyze how specific word choice creates fresh, engaging, and aesthetically pleasing text.

Minimally Below	With explicit textual support, determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
Substantially Below	Use SfE vertical progression across K-12 to determine student's current level of mastery, and provide scaffolded support.

Pathway to Proficiency – In order to be proficient, you must know and be able to do ALL of these.

LEE COUNTY STANDARDS FOR EXCELLENCE

Next Steps

LEE COUNTY STANDARDS FOR EXCELLENCE

Questions?