0:19

Good morning, and welcome to Day two of our Standards Institute.

0:25

As we go through, I want to thank you so much for going through the survey yesterday. We are using those results, and it helps inform our practice, so I want to thank you for taking your time to do that.

0:41

I also want to direct you to the live binder. Today, we're focused on LA today. So as we go through, we have some things already loaded in the live binder.

0:54

I hope will be helpful to you as we go through going to the table of contents, and you'll see it under the use of language.

1:08

So, just as we're getting ready to present today, I want you to take a little time, see what's there, those of you who like to be prepared, and have all your tabs open, I'm often guilty of that myself, as I'm sure you can see. So go ahead and take a moment to do that.

1:25

Today, we'll be doing, too presentations from the just sweet Florida team.

1:31

The first will be rhetoric, and I'll be presenting that one, Again, I'm Rebecca made, I'm the Executive Director of Just Read Florida. Then we'll be looking at literary periods, and that will be from Carrie Sweet.

1:43

Remember Reading Specialist, myself as well, and then after that, we're going to take some time and look at the ELA organizations through the state.

1:55

And they're going to share with us, what they do, and how they can be of help to you in your schools.

2:02

There will be time throughout the day, as you can see on the agenda, for planning within your groups. So, let's go ahead.

2:13

I can get started with the use of rhetoric.

2:25

OK, so rhetoric is one of the elements of the best standards that's new, or at least unusual in the way that we have it.

2:35

Um, highlighted previously, rhetoric was introduced at the ninth grade level. We now have been introduced to the sixth grade level. That's because we want students to be aware of what rhetoric is and how to incorporate it in their communications as they're learning to do those communications.

2:56

So, as we go through today, we'll be looking at, um, the way that rhetoric is positioned within the standards.

3:05

What exactly is it? And within that, looking at both the appeals and the devices, and how those go hand in hand. I know many people, when they think of the term rhetoric, initially, are thinking of those appeals, but it really is the the interplay of devices meant to further appeals.

3:26

Then why is Fredrik and important, considering how much we plan on talking about it, there should be a reason for that.

3:33

And rhetoric is going to help us with understanding, purpose. But it's also going to help us, without reading, writing, connection, that's so important.

3:43

We'll look at examples of stacking with rhetoric. And again, stacking is the idea of not teaching standards in isolation, but using them together.

3:52

because the language arts are integrated, they work together.

3:56

And rhetoric is a great way to bridge any perceived difference distances between reading and writing.

4:05

Then we'll look at some available resources.

4:10

So our standards progression, looking at the benchmarks for rhetoric, and rhetoric is 3.4, and that it's our 3.4 that are, just means it's within our reading strand.

4:23

That's three means it's within our standard of reading across genres, because rhetoric can be used both in literary text and informational text.

4:35

Then the for reference is the actual benchmark number.

4:40

So understanding rhetoric, you'll see, is introduced in the sixth grade.

4:45

Now elements of rhetoric are introduced earlier with our figurative language in elementary, and you'll see that there's a sort of A transition from using figurative language.

5:01

It works as figurative language to really using it as a rhetorical device. It's the same, it's the same device, it's the same piece, but students get more sophisticated in their writing. You'll see that what they've learned in elementary, they're able to apply a secondary with a greater lens towards rhetoric.

5:20

So, in sixth grade, we're just identifying rhetorical appeals text. And we're starting with the three that most people are familiar with, or go further in depth on those in just a moment, and then in seventh grade, where explain the meaning, or the significance of those devices in a text. So looking at the rhetorical devices, send a text. So again, those are figurative language pieces.

5:49

When we look at the standards, we'll be looking at some of the progression of how those work.

5:58

If you would take a moment, um, I sometimes like to have the full standards in front of me, and I don't know how many of you do. If you don't, they're available on sea poems, but also to just read Florida site.

6:15

You can go right to this little part right here, the best standards and just re Florida site is available on ... dot org.

6:25

So, if you go to Academics, just read Florida, gets it to this place, then you can pull them up.

6:36

And sometimes, I think that's an easier way to start because then you can see the full, um, clarification for each grade as we go through.

6:50

So, just those of you who'd like to have all your resources around you, you can go ahead and take a moment and do that.

7:01

OK, in looking at Rhetorics and I want to take just a moment and we're going to identify various rhetorical devices that we see within this particular piece. You'll see it, sir.

7:18

Um, a segment or selection from Julius Caesar, it's from Mark Anthony's, a eulogy on Julius Caesar.

7:28

And within the live binary, you'll see friends, Romans countrymen.

7:36

And it looks something like this.

7:38

Oh, and so many of you who are there already, If you would want you to take a moment and sort of using the comment tool, identify areas that you see where you see rhetorical devices, we also have rhetorical devices within the live binder and you can find them just for future reference, you can find them on page 177 of the standards package.

8:05

So, wants to just take a few minutes, Feel free to look them over.

8:15

And mark those devices that you see.

8:48

OK, I see some of you starting, and we'll give it a few minutes there. It is a rhetorical device rich text.

9:35

OK?

9:58

OK, and one thing I might suggest as we go through, is looking at the rhetorical devices, seeing specifically if you see ones, you can identify with them there.

10:13

Um, I know there's an example of an autonomy. Of course, several of you have hit on the highlight.

10:20

I think there's.

10:26

Are we seeing rhetorical questions?

10:30

As an entity.

10:35

Yes.

10:36

Absolutely.

10:50

As, are they all all honorable men, right? With the repetition, right?

10:56

Did this in Caesar seem ambitious as he expecting a reply?

11:18

OK, oh, well, we'll probably call it right about They're seeing a lot of the really good ones that are in here.

11:25

And then, certainly the idea that ambition should be made of sterner stuff when he asked gift.

11:32

Caesar seemed ambitious, and then he said when the poor of Christ Jesus up Caesar have wept. So it's the idea that he's creating an ironic sense.

11:44

He's seeming to agree with the people who have really murdered Caesar. Would instead he's creating this sense of irony.

11:56

I bring up this example specifically, um, for a few reasons.

12:03

one is to highlight the reason that we put, um, rhetoric within reading and crush on rights.

12:12

And a lot of that is, oh, yeah, they're coming up with such good ones, still.

12:20

Oh, a lot of that is, because in the original and the Standards, the best standards are replacing.

12:30

Rhetoric was only mentioned within the informational text. Right? I mean, we're seeing so many great examples here.

12:38

As rhetorical devices, certainly of appeals, when you look at the speeches that are embedded within Shakespeare's Plays the speeches, through a lot of permanent novels, you see examples of rhetoric and to cut off.

12:58

This whole chain of literature and writing from being examined, from a perspective of Rhetoric, seemed fatuous. and so, we're not doing it.

13:11

We think it's important that students understand that rhetoric is craft, right?

13:18

And that happens across the board, and certainly, characters, when they're speaking to other characters, who are trying to make a point in good writing, does that. And they use rhetorical appeals and rhetorical devices, particularly when writing about political figures.

13:37

He, just one more time.

13:44

And, again, the lend me, your ears would be the ....

13:54

OK, so, as I said, we have it where it's across genres, but we also have it in the communication strand as well. We don't want students just to be able to pick out rhetoric and writing, but we want them to be able to incorporate it into their own writing.

14:10

It begins at sixth grade and again, it's building on that figurative language. So we've already had students looking at ways in which they can use language at a non literal level.

14:21

They're using it to imply other meanings, They're using it to add layers of meaning, and rhetoric is going to build upon that.

14:32

So what is rhetoric? Rhetoric is the art of speaking and writing effectively.

14:37

It's also the skill, an effective use of speech and the type of or mode of language or speech. So essentially, it's that author's craft.

14:50

It isn't relegated to reading.

14:54

We want students to use that same craft and to see themselves as authors. We want them to be able to incorporate it within their writing.

15:03

And there's a disconnect if you say students are going to start serious writing.

15:08

And they're going to be writing in earnest second third grade, fourth grade, fifth grade, sixth grade, seventh grade, eighth grade. And then a ninth grade will tell them about the art of writing.

15:22

I think you can see the problem there. So what we're doing is, we're laying the groundwork and elementary six grade. We've already had some of that groundwork. And we're saying, here are the hallmarks of great writing.

15:35

Use These texts, his mentor text. You, too are a writer. You, too, can use these techniques.

15:44

Which, again, brings us to sixth grade, where we're introducing that.

15:48

In sixth grade, that's where students identify the three appeals, with which most people are familiar.

15:54

And those are generally conflated with the entire idea of Rodrik, but as we'll see shortly, rhetoric is more than appeals. But they're looking at, Because it has some faces in a text right.

16:08

And they're being able to identify that we're going with identification because it it is a skill to recognize what's inferred.

16:24

Or what's implied that the readers inferring it.

16:27

So an author typically doesn't say, I am going to appeal to your sense of reason.

16:34

Please listen to me, and so it's requiring in France for students to be able to do it so I don't be thrown by the verb of identify.

16:44

I know sometimes we see identify and we're concerned, um, but this is requiring a higher level skill because they are doing that and fencing.

16:58

Then in 10th grade, that's when we add cameras and that's a first level of appeal.

17:05

It's not one that has typically been introduced, but it is one where it says, sense of urgency. High risk means.

17:17

we have to do this thing because this is the right time to do it. It's imperative that we act now. It's an urgency that emergency is the basis of that appeal.

17:31

Then looking at devices, in seventh grade, the rhetorical devices that students will be responsible for, our metaphor, simile, alliteration, ..., personification, Hyperbole, Illusion.

17:45

And those are ones that they've already covered largely with their figurative language piece.

17:52

And then we're adding to that irony and rhetorical questioning.

17:57

So you'll see that there is a cheer progression.

18:01

As we go through, I've sort of highlighted the ones that are added as we build.

18:07

So, again, a strong basis with the figurative language, a lot of that, they've already picked up in elementary, some of that's been added, too, but they're trying to use those techniques they had at one time. Now with a greater sense of purpose.

18:30

And again, we build through the progression, typically you're just adding one purr and the idea is not to overwhelm students.

18:42

I'm sure that if you were to checkout rhetorical devices, you would see that the Greeks had a lot of free time and there are a lot of things identified, this rhetorical devices. And, and so many of them are things we do every day and yet we're just not aware that there's a name for it. What we've done is we've taken the ones that students are less likely to encounter in their work, and most likely to benefit from, including in their own work.

19:18

So, why teach Fredrick?

19:20

Why is the teaching of rhetoric important?

19:26

Rhetoric connects purpose to the act of writing, and awareness of rhetoric helps to build discernment and the audience.

19:34

If I know what the tricks of the trade are, when I'm reading, I have that sense of discernment actually discriminate.

19:42

When I'm seeing texts that well reasoned, or when I'm slightly being manipulated by the rhetoric, those things aren't always mutually exclusive. But it helps you, and for me what I'm responding to, am I responding to the technique or to the quality of the argument?

20:00

Knowing the techniques of rhetoric be more effective communicators, right?

20:06

If you're aware of these things, if you have these shortcuts, this Toolbox, these are things that you can rely on in your own communication.

20:15

And a lot of times, we do it by year, lifebuoy here, really effective communicators.

20:22

We understand that they're effective, but we may not always know what specifically they're using. And this gives us a sense of what those things are.

20:32

And then it gives the reader, the listener, a more thorough understanding of the levels of meaning within a piece. I mean, this is particularly true of irony. It's particularly true of some of the other examples that we've looked at.

20:48

If you look at the rhetorical device, uh, page.

20:57

Where highlighting the rhetorical question or the use of words to express something different?

21:04

The inverted relationship between the syntactic elements of parallel phases, those rely on an understanding of those multiple meanings, if I didn't know what the author is trying to accomplish, those things with tasks, right by.

21:29

Then building an understanding of purpose, before we get to this part that I want to take just a moment.

21:40

And direct you to our Padlet, where we have rhetorical appeals, we've sort of lay those out, and we've talked about them, and I would like for us to just take a moment, and we do. Are there any questions about the Appeal's, specifically?

22:06

If you do have questions, feel free to put them in the question box.

22:10

If not, If you'll take a moment and give examples of texts that are appropriate to each of the appeals.

22:25

So of kilter, Logic Logos, if those of you feel based on ethics, if you would, go ahead and add on the Padlet examples for each of those.

23:36

I like, \*\*\*\*. I'm seeing a good mix.

23:39

Uh, hmm, between literary pieces and informational text.

23:55

So far, we have steered clear from ethos, I'm sure we're just warming up, I'm sure it's just a matter of time.

24:04

There we go.

24:18

Oh, interesting.

25:02

OK, and we're gonna keep these out, so this is something that we can refer back to, certainly, um, but I do like that we have a sense of some of the examples with the the ethos, certainly an appeal to another party's sense of ethics. slate.

25:23

You should do this because the narrative of the life of Frederick Douglass and American Save does play heavily on ethics within the narrative.

25:35

Doctor King's, I have a dream speech as an appeal to the emotions.

25:40

And he said there are elements of it that also may fit into the ethical appeal. And that's the great thing, is that really good authors aren't necessarily limited. Hey, it's wonderful chess.

25:53

As benchmarks should be used, that we can take these appeals and essentially stack them or build upon them. And we can do that in a few different ways.

26:04

We can do that in a sense of, Well, here's my appeal to logic, but perhaps you're not a logical person, so here's my appeal to your ethics, and if that doesn't work, here's my appeal to your emotions, right, without being, um, as direct as all of that, Right?

26:23

Making sure that we have, that Set's, Cairo's and the global warming, one is particularly good here. It's an evening where you have to act because you will lose the opportunity to act, right? So wherever there is that sense of urgency, admin are particularly aware of this because they're going out of business sale.

26:48

That's an appeal to your sense of urgency, whether or not that's actually happening. So these are things that we encounter routinely.

27:01

Oh, the empty pot.

27:04

I do love that one.

27:13

Right?

27:14

And much of aristotles writing does fall fall into the appeal to logic.

27:22

But, um, he's also got an entire town on ethics as well.

27:28

So, a lot of zhi nature of rhetoric and, um, the categorization comes from that time period of classical Greece.

27:51

Yes, commercials asking for money for starving children. Also the the ones where they're going to use a nice, the pets, or the shelter animals.

28:01

If you don't hurry up, those are absolutely based on urgency.

28:09

OK, so getting into Rhetoric is building an understanding of purpose, was to take a moment and look at our authors' purpose benchmark so it clearly goes all the way.

28:28

It clearly goes all the way down, but we're going to start with sixth grade because that's when we're talking about rhetoric.

28:34

But students are starting to build and primary the sense of author's purpose.

28:41

So, in sixth grade, we're analyzing the author's purpose and multiple accounts of the same event or topic.

28:48

And one thing that that's, um, she need to do is when you're looking at their purpose, is to then look at the appeals that they may be making within that text, that those appeals are going to let us know what their purpose actually is.

29:07

Then explain how an author establishes achieves purpose to addiction and syntax.

29:14

Dick Tenon syntax are the hallmarks of rhetoric, right, our word choice.

29:21

The way in which we position the words, um, all of that is building on that skill as a writer, the art of writing.

29:30

And then explain how an author established chase and purpose through rhetorical appeals, Sandra or Figurative Language. This is when we're applying, and you'll see the progression. In sixth grade, we learn to the appeals, right there, the three that they're going to use primarily.

29:45

We introduced kyra's intent.

29:48

Since sixth grade, we learned the appeals in seventh grade, We got some of those devices under our belt and we learned about the language, right? So we have the devices.

30:01

We've learned that some of the figurative language we learned in elementary can be used for charcoal devices. So an eighth grade, we're putting all of those things together, and looking how we're using that to achieve purpose.

30:13

Yeah.

30:15

And again, we go from there to analyzing it, so first, we explain them, we analyze, and then we're looking at it to examine authors choices. We're doing that in historical American speeches and assets, and I do want to give a clarification on this.

30:34

When it says historical American speeches and essays, that doesn't mean foundational documents necessarily. It doesn't mean that they all have to be from the colonial period, or they have to be related to early government. It's those American speeches, and essays, of historical significance.

30:57

And you'll see that, that goes all the way up. And 10th grade. It's American and allowance. That's the only make the transition to classical. And then 12th, we're evaluating this choices. How well is the author achieving what we think the author is trying to achieve?

31:15

And a lot of that's going to be, How well are they using?

31:19

Uh, the craft of rhetoric.

31:25

Then we look at our other purpose for teaching rhetoric, and that's connecting the reading and writing.

31:31

When you look at argumentative writing.

31:36

If you write to argue a position, supporting at least one fame and rebutting, at least one camera fame with logical reasoning. Credible evidence from multiple sources elaboration, Using a logical organizational structure.

31:50

That part of using the logical reasoning, a lot of that goes into our appeal, Right?

31:57

Our appeal to Logic to Logos, And when we're doing that, we have that appeal to further that appeal, we're very often using those rhetorical devices.

32:07

So same ones that we talked about, you'll see that as that moves up, that elaboration very often can be use of examples that are achieved through rhetoric, uh, the tone appropriate to task.

32:24

Using that tone, it could be examples such as, um, hmm.

32:36

Inverting the relationship between the parallel phases, right? Cache, miss, it could be.

32:44

Now, there are two ways to pronounce as we did in the Rhetorical Device section put specifically pronunciation guides.

32:53

Say it would have this, But, a set of 10, ah, Again, practice. Practice to get better with some of these. Some of the roll off the tongue, some of them are very familiar with to us.

33:09

This I was just going to take a little more working on, especially if we learned it wrong or to isolated practice, or self being self taught. But I think it's well worth it. I know that very often before. I present something. I do that.

33:26

I'll Google pronunciations. Make sure. and so that's something that we're teaching students these terms. We want to make sure that we're teaching them correctly.

33:40

OK, and, again, these, it plays both to tone.

33:44

And using, uh, Purposeful Transitions, those aren't going to be where you want to make sure that students are using and using, well, these rhetorical devices.

34:01

And then we can also use rhetoric to improve writing.

34:06

Knowing your audience, we talked about this all the time, we've talked about this within writing instruction before, but knowing your audience helps you to craft that argument.

34:18

Even when you are writing expository text, understanding your art, your audience is going to let you know what facts are important to them.

34:28

What structures might be important for you to include? And having that sense of rhetoric, I think it's important.

34:36

Too often, students and someone says, Well, um, when we draft something, that's it, we're done.

34:44

And we'll make small, minor changes.

34:47

I think that students are always enthralled to see the changes that other authors make to their work to improve that sense of rhetoric. I think what's particularly helpful there.

35:00

And the Library Congress has a Wonderful If you go LLC dot gov as a wonderful series of documents that you can find in various forms of draft. There are certain authors who are well known for this and makes a great exercise, particularly in.

35:17

The middle grades would be taking an example of an author's work and looking at the changes that they made to make it more effective.

35:27

And why they made those changes, and even getting students used to the idea.

35:33

It's not a mastery standard until 11th and 12th grade, but getting them used to the idea of evaluating those choices.

35:43

The initial, um, oh, I see that they made this change, and I don't like this change and being able to articulate why they don't like it, or why, why they do like it.

35:57

Those are things. Tau is particularly good for this.

36:02

Poe would continue to edit a work well, after he had published it.

36:07

So some of his earlier poetry particularly has several different versions Walt Whitman to notorious for or, um, skill Then I guess notorious isn't the word.

36:19

F ed, that's a practice that we want to encourage But I was going back and re editing and re-editing and trying to improve the impact of incorporating quite a few of these rhetorical devices. So I think getting students used to the idea that it's not a market failure on the first draft to have to revise. We always wanted to improve.

36:41

And it's not done until it's done at the first work, That's a draft, and that's part of the journey.

36:51

And, I think, getting to that happier, understanding that it's not bad and good, but it's good, and better, or good, better, best, that we can always be improving our writing, especially if we focus more on who the audience is, who we're writing to, who were making those appeals to.

37:18

Which brings us then to stacking.

37:22

And within stacking, I just have to make sure, I do apologize, I've had a hair trigger on my.

37:31

Um, Mousepad today, and so, when I go over, it's sometimes Chumps one.

37:37

So, I just wanted to make sure, but stacking is that idea of not teaching benchmarks in isolation but of using them together.

37:48

So, in the first example, sixth grade, I'm tracking the development of an argument by identifying the types of reasoning, right?

37:57

And then I'm using the rhetorical benchmark with it, identifying rhetorical appeals and the text.

38:05

Because if I'm looking at the argument, the argument typically, has to contain an appeal in it.

38:11

And if I can do that, if I can check the argument and identify the appeal, I'll be in a better position to identify those two reasoning needs.

38:22

Right? And I think that that brings me one step closer than the author's purpose.

38:28

If I, if I understand the argument, by understanding the types of reasoning, I know how they're appealing.

38:35

I'm going to know more about alters purposes as well.

38:38

In seventh grade, we have comparing and contrasting authors with differing perspectives adjust the same or related topics and themes.

38:47

Then explain the meaning and significance of rhetorical devices in a text.

38:52

This is where you have two authors, ostensibly or trying to describe the same thing or trying to, uh, go towards the same theme.

39:03

How are they doing that differently? What mechanisms are they using within their writing? What techniques are they using that are different? And that's when we're looking at the rhetorical devices.

39:15

Are they using, um.

39:19

Things that are more related to irony or trying contrasts are they using repetition or are they using things that tend to make audience members more likely to agree with them?

39:35

So, I think a lot can be said with that, because then it make students more aware of their personal choices that they make in their own writing. If we're all writing to the same prompt, What am I doing to distinguish my work from the work of others? How am I making that different as I go forward?

39:54

And is that part of my personal style?

39:56

Is that part of the, the task at hand? I think that that's where you help students also to develop that voice within their writing.

40:09

Then looking at 11th grade.

40:11

We have compare and contrast how contemporaneous authors adjust related topics, comparing the authors use of reasoning in analyzing the text within the context of the time period As, um, it's got more depth to it, but it's very similar to the one before. And then waiting an author's use of rhetoric and text.

40:32

So before we were comparing them, and now we're evaluating, we're looking at how the authors are using it, and are they using it effectively as one of her. Perhaps using it more effectively than the other. And then running an analysis of complex text using logical organization. And a tone of voice appropriate to the task, demonstrate an understanding of the subject and putting these three together.

41:00

And, of course, when you're putting them together, we have to be doing instruction on all three.

41:07

We don't just focus on that reading standard, unhooked the writing solves itself. So when you do stack, we're talking about the comparison and contrast, we're looking at the evaluation, We're making sure that they understand the rhetorical devices.

41:22

But we're also making sure that the students are understanding what's appropriate to this task, how they can be addressing that audience in a way that's going to be most effective for them. And then demonstrate an understanding of that subject.

41:39

So in that way, we're able to take these three different benchmarks and put them together to build a greater depth of understanding.

41:52

Then I have the few resources that I want us to take a moment and look at.

41:59

And we've got CommonLit has an influential speeches tech set.

42:12

Now I will give you some caveats and needs to be mindful of, and part of that is in looking at and the speeches go by the lexile, Um, sometimes they're a bit off with their grade level, right? So I would, I would go to Lexile, that's a more meaningful number for you.

42:36

Sometimes they tend to be a little low.

42:41

And the grade level that they assigned to a particular work are.

42:43

Sometimes there's just more likely to be a mismatch if you go by grade and if you go within the Lexile level.

42:55

And they have quite a variety.

42:57

Those of you who've used commonly before, know that they're discussing questions and questions, but then the tags and vocabulary sections that they have.

43:06

Another resource.

43:12

Is there argument, bias and persuasion tech set?

43:21

Again, there is some overlap, but some of these are slightly different, and, again, the focus here is on making this and influential speeches.

43:34

And, again, you'll see it spans quite at times spanned several different time periods.

43:44

And many of these are also included on our, um, our book list.

43:54

But if you're building tech sets as well, these are good ones to include that worked well with some of the taxpayer I have on our websites.

44:06

And this is an example, as I was talking about, with identifying those authors who do a lot of changing of their work at something that I think it's helpful for students to see, that not everybody gets it right on the first try.

44:22

And it, I think, helps build an understanding of what it means to be an author and to write. And hopefully that's the lens through which our students see themselves.

44:34

So we have the evolution of Walt Whitman.

44:37

So, Captain my Captain, it's got his corrections and it goes through and as far discusses how it goes, again, wittman tau, there there are few others and we can post them as they come up if y'all are aware of authors and they don't necessarily have to be poets who do significant changes. Looking to see what this changes mean. Another great resource also on the library, Congress, is looking at our founding document and the changes that are made and why they are made.

45:13

And very often, I think that falls into the rhetorical realm.

45:21

Then, Project Gutenberg.

45:25

I know many of you are familiar with this, but those of you who aren't, um, I hope that you'll find it helpful, and, for some reason.

45:44

There we go.

45:46

Some reason it was too small.

45:49

But look at Project Gutenberg.

45:53

You can find many of the speeches, um, all of the works for Tim Public Domain that we reference quite a bit, can be found on this site.

46:04

So looking at those pieces, bite from Shakespearean plays, looking at the Greek philosophers, take on rhetoric, a lot of that information you can find here.

46:20

I'm going to revisit.

46:31

I'm revisiting the pad that to see.

46:34

oh my goodness, a modest proposal.

46:37

Yes, indeed.

46:38

I think if anything, too, Maurice ...

46:41

is one of my favorite examples of rhetoric. It's especially of irony, but it's also one of my favorite examples.

46:51

And we'll talk about this later today, of the importance of historical background knowledge.

46:59

Um, because if you don't having an understanding of irony and if you don't have an understanding of the political backdrop against which it was written, you might think that he's actually suggesting that people eat Irish children, um, context is everything, yes. But now they're amazing and its appeal to logic. Logic to the point of the ridiculous.

47:33

So if you, if you have any questions Oh, let's go is another great website, absolutely.

47:40

Absolutely, and I've heard that new zella is improving and adding more literary text as well.

47:49

But they also have the device.

47:52

They have the information on text and speeches there, as well.

47:55

C-SPAN is another good site as well.

48:01

She spent it has a lot of places where you can pull up both video, Erin's, text of speeches. And remember, rhetoric from our definition isn't just that writing piece.

48:17

It is, It is incredibly important. It's a communication piece. So it's how you're speaking. It's how you're sharing that information. Things it.

48:30

Speakers do like dramatic pause is not the one I had a moment ago, but pauses that are on purpose.

48:39

Things where are you hearing a lot of the sound parts?

48:45

Rhetoric like the ...

48:48

or the alliteration, the assonance incontinence those things our best done out loud.

48:56

And I think we get a better sense of the the author's purpose, if we hear politicians, pastor's people who speak regularly.

49:07

For purpose and persuasion.

49:09

They have a lot of these devices naturally, that they, they've honed it to a certain point, and they're able to use them in ways that make their audience more likely to listen to them, because they have that level of engagement. Rhetoric helps with engagement. It also helps with the ideas flow.

49:30

Very often when you read writing, that you don't feel is effective but you can't put your finger on it. It's because the art of writing as, and there, and they may have their perfectly correct sentences, they may have those elements to be that far as well. But if the art of writing isn't there, that's something that we notice.

49:50

We can't always articulate it, but we do notice it.

49:57

Do we have any other questions on, on that particular piece?

50:04

OK, I do want to draw our attention.

50:09

Um, back to the live binder for just a moment.

50:28

OK, if you go to the Table of contents part, you'll see there's a Padlet for questions.

50:39

And as we go through, you'll see that there is a place for general best standards questions, math questions, ELA questions, sessions' specific questions, fanning ideas.

50:59

And so on. Do feel free, we're going to check these regularly. So do feel free.

51:06

You can get to the Padlet by going directly here, and you're a table of contents.

51:14

Going to pad that for questions.

51:19

That's for the one fer questions.

51:22

If you want to go to the other palettes, the ones that we've been doing, within this session, you would go down to the use of language, rhetoric and the best standards.

51:35

And you can hit that padma at night. That's there.

51:53

OK, Get back to my path!

52:07

Yes, there will be an implementation guide. We're currently working on it.

52:12

Um, it is a work in progress, but we are hopeful.

52:18

Our initial goal was far earlier than now but as you know, certain things have intervened Pandemic's, so we are aiming at the beginning of the calendar year.

52:31

Hopefully we'll have it there.

52:35

I do not have an ETA for the test item specs.

52:38

I know that one thing that we're working with TDC is, um, to see the extent to which we can address.

52:47

a lot of what's typically addressed within the tests item specs within our implementation guide as well.

52:52

Um, the test time specs are written specifically for, um, test creators, right?

53:01

And as such, sometimes they include and stretch all information.

53:09

And sometimes, they don't.

53:11

All of the information is for the test developers.

53:13

Sometimes that's helpful for us from an instructional basis, but our goal is to include enough information within the implementation guide. That is instructional based, that teachers won't be in the same position. We've been in for quite some time, relying on that.

53:33

The test time specs, give us that information.

53:55

Their expectation with it, with the text is the F third of a grade level, but first, be incorporated into instruction. So in that sense, they are required. There is no requirement of specific text.

54:12

Also, certain titles can be substituted.

54:16

So if I lose I sort of identified that number that's roughly a third.

54:21

Within my grade level, I can use some of the civic spotless Ted to add to that one third, I can it says civics books as well.

54:36

Aila Requirements for Others, subject area teachers.

54:45

As that question gets finished, I'll ask it, and then answer the, I'll answer it.

54:53

Now, whether or not you make this switch to the new standards, is I call that schools and districts are making.

55:03

I will say, what I would do, as I would take a moment, I would look at vertical fanning right?

55:11

And I would see, based on the standards, what content demands will I have when we implement it, that I won't be able to accomplish within a year?

55:24

I think some of these pieces with Roderick, certainly.

55:29

And that's why we included it, which in this case, it's because gear, middle school teachers, for the most part, haven't been teaching rhetoric as such.

55:41

And because it's not been in the standards, and so your students will need to have some sort of background as they go forward.

55:50

So, I would, I don't know that I would switch to the new standards as students will be assessed on the old standards. Next year, we're switching.

56:00

We R&D going K two, ah, for the, um, K two full implementation, and then 6, 12 implementing, and the electives.

56:12

We're hoping now give some teachers, uh, a chance, yeah, familiarize themselves with the new standards, but that that's a call for individual districts or charters to make is whether or not they they make the full switch.

56:29

I will say that we in the just refer to Office, are happy to help and support those decisions that you make, to make sure that you're ready for implementation, and if that's implementing early, Or if that's sitting down with you all and going over text sets and how to create those things, we're more than willing to do that.

56:53

OK, I will say that most of today's session will be geared primarily towards upper grades, and there's there are a few reasons for that.

57:02

We will touch on elementary roles within building. Like, in this example, we're talking about figurative language.

57:10

Students really need to have that basis, and that mastery, because they're going to be building on it, constantly each subsequent year, our winter literacy institute, which we're hoping to have in February, but, which we don't yet have completely, um, so labs, as it were, that's going to focus on K two.

57:32

And part of that is because so much of K two, with phonemic awareness and phonics begs for more of a face-to-face.

57:42

If we can do it, If we can't do it face-to-face, regardless, that's what our minds our literacy focus, will be, But we're hoping, by having it later, we would have more of a chance to do that.

57:54

And so, look at some best practice within that.

58:01

OK?

58:09

OK, so.

58:14

working the ELA standards into post-secondary content area, or subject area teachers, one thing I would definitely look at are the ELA expectations.

58:29

Those are those six, I did have the other finger up six ALA expectations, which stretch over all four of our strands. I would definitely look at that, and I would look at the Communication Standards.

58:45

Depending on your subject area.

58:48

The, the graph that we've talked about may or may not be helpful with rhetoric, if you're teaching science.

58:57

While there, some of my favorite naturalists writers are scientists and there's a certain cadence with which a lot of them, right, that I very much enjoy.

59:09

Very often, there is a need to not engage in um, oh, somebody's embroidery, right? Bright area of Language that science requires a certain directness.

59:25

And to that extent, the rhetoric part wouldn't be helpful.

59:28

But certainly, the communication sections on reasoning, improving, writing, add, details, those sorts of things. And the other ELA expectations would be helpful to incorporate into your courses.

59:47

I know that they are and the process of putting some of those, I think, specifically the ease into courses as we speak.

1:00:00

Know, tomorrow's MAF session does include an elementary piece.

1:00:17

OK, when we were selecting text for the Texas, diversity was a consideration.

1:00:25

We had several considerations we brought in, um, quite a few experts.

1:00:32

We had Florida University and College professors add to the list, but we also had the books vetted.

1:00:43

So as we're going through, that was part of the process that we went through. So we got texts that were suggested, selected.

1:00:55

We took \*\*\*\*, all of the texts and included on this master list.

1:01:02

We also known we were seeking feedback.

1:01:05

Many of you participated with the incredible feedback. We got suggestions from there, as well.

1:01:12

And then we went through the text, and we sort of had it, a group that made a recommendation, and then that recommendation was passed on to senior leadership.

1:01:31

OK, we do have the Great Van Lexile levels with N, our standards and I'm hoping I'm going in the right direction, are very your eyes.

1:01:42

So you don't get Seasick.

1:01:45

But it's in this section, and I highly recommend appendix B I could just use benchmark so close.

1:02:00

OK.

1:02:08

OK, here we are.

1:02:10

says, On page 148 where we talk about, one What is a text? And that's the idea that text is anything that conveys a set of meanings to the person who examines it. So, it's anything that has to be interpreted for meaning. And then, we have our lexile levels.

1:02:28

In our chart, we also have those paired with the flash Kincaid, which is used by Word.

1:02:33

So when you're cutting and pasting into word, you can get the idea of the readability.

1:02:52

I've seen Kevin answered all the questions and double checking.

1:02:59

Oh, OK!

1:03:03

Yes, you can absolutely go ahead and start incorporating this text. And one thing that we're planning with Jessica Florida, is book chats. Where we'll go over the books and sort of tie them to standards, will be doing it. And I'm podcast format, and we're trying to get that off the ground. I think that too, will happen in the new calendar year.

1:03:22

So, when we do that, we'll share that information.

1:03:25

Again, when we're sharing things, We'll share it probably right here on our jetstream Florida site under Florida's best standards, English language arts, and that's where we would put the podcast information.

1:03:37

For those of you who are reading contacts, we would also send that out to you for something like this, where we want everyone to be able to take advantage. We would send it out to people who've attended our Institutes, and that includes you as of yesterday and today.

1:04:01

OK, well, professional learning only be provided to districts virtually, I hope not.

1:04:07

We did have regional trainings that we had planned but we've had to postpone not completely canceled those.

1:04:17

Is our goal two provide learning in the way that people learn best.

1:04:24

And I think sometimes being in that setting where you can go hands-on ask the questions, do something that sparking that doesn't work as well, on, um, formats where we can't interact as much, if we do have to do trainings in that way, though.

1:04:47

And go regional, we will be looking at things like breakout rooms, breakout sessions, at least where we can get more interaction, and have things on a slightly smaller scale when we do that.

1:04:58

But our our fervent wish is to be able to do face-to-face training as soon as we're mapped.

1:05:13

Yes, There will be training to address how these can be integrated into the new reading endorsement competency requirements for teacher training.

1:05:21

We also, we were able to get permission to do and institutes of higher ed conference, later this year. We don't have that scheduled yet. We want to get ideas as to good timing for that.

1:05:35

But we definitely want to include, um, all right, Institutes of higher ed, N, and our implementation, because you do the teacher training.

1:05:47

And it would be lovely if teachers were able to hit the ground running, and have a greater sense of what those changes, particularly in the foundational skills, but what does changes mean to our teacher prep programs? So. Excellent question, We are actually super excited about being able to do this conference, And, you know, we'll be getting information on that.

1:06:16

Um, yes, well, I don't know that I can do it quickly.

1:06:20

I know that I can try, oh, and I'm already going into your, going into your failing time. I don't want to do that. I think I have a bit of leeway.

1:06:32

So I'm going to give myself two more minutes.

1:06:33

But at the top of the, at the other end of the planning, we can adjust somewhere that.

1:06:40

So if, if, during your planning things come up, you absolutely can go ahead and put further questions in, and before we start the next session or revisit questions, let me go ahead and do that.

1:06:56

Well, I've approved that one, so let me go ahead and hit it and then do the other one.

1:07:00

So, this schiff's freely, I don't know so much that we have, schiff's, I know that we've moved things, and we've put a greater emphasis.

1:07:13

Aye.

1:07:14

Our big purpose is for, I guess, if you're talking shift and thinking, are It's like a sea change for us, though, is to realize that we're not going to silo off the language arts. They are integrated, when we use a, we use them all, let it go.

1:07:34

When we read, were appreciating things, all, let it go when we're writing, we're breathing together everything that we've been reading, and thinking, and hearing, and things that we've shared, and things we've gotten from conversation.

1:07:48

So that's why it was so important for us. To have the four strands, as opposed to seven.

1:07:55

At one time, within just, we were being told that nine was a good idea.

1:08:01

And no, no, so I think the expectations are really, sort of a signifier of this, that these are things that stretch through all the strands.

1:08:16

And we're avoiding repetition by creating low categories and having to have evidence for writing and evidence for reading. Now we have evidence.

1:08:26

We have evidence, We know what evidence is, and if we see it in reading, or if we do it in our writing, we do, it are speaking in our list, saying, it's still evidence, and we're recognizing it is what it is. I know, just because we often get asked, I'm gonna go ahead and cut it off at the pass, We will not be doing a crosswalk.

1:08:47

There are a few reasons for that.

1:08:49

one, I don't think it works well.

1:08:52

I think that there's such a significant change, and in places that, to do a one-on-one, a 1 to 1 wouldn't be accurate.

1:09:01

But also see the depth to which we go with some of our standards and the precision that we use, don't align and don't match two.

1:09:15

the way of thinking in the, in the previous set. So I definitely.

1:09:22

Thinking that that's what we're going to.

1:09:24

I know, in our switch, from the standards that we had used that, from 19 99, on, before we went to Common Core, when we had coming forward, we have the chefs, right? We had this three chefs.

1:09:42

But I think that with our re-imagining, we're changing that focus.

1:09:48

And looking at that bigger picture, so, and I will definitely talk more about this, but not right now.

1:09:57

I'll get back to the other questions, but we have more to do, and I do want y'all to be able to get to the point of going to your groups, so you will have a certain amount of time to go over, planning questions, Oh, sorry, They're about to appear, Um, and as you do that, I think you'll have, well, we'll put the time up as well for that.

1:10:27

Then we'll go into literary periods and some of the other pieces.

1:10:34

Enjoy training with your teams.

1:21:37

Well, as you can see from the poll, we are split exactly 50, 50.

1:21:43

So we will split the difference and spend another five minute with planning session and then go ahead and get started on our next session. And then anything that you do not finish, you can bleed over into Session B.

1:26:04

Welcome back. I hope that your planning went well.

1:26:19

Sorry, I'll give us just a second to share the PowerPoint.

1:26:24

Say it.

1:26:26

Hopefully, I found better today. I'm definitely feeling better, so hopefully you understand me.

1:26:32

Much better.

1:26:35

OK, and you should be able to see the PowerPoint Yes.

1:26:40

Millimeter, OK, excellent.

1:26:43

So, um, Again, I hope you enjoyed your training, and those of you who are at least working with the team were able to Come up with some good Conversations.

1:26:56

I will say that we did have a few questions about people who teach primarily primary grades or who aren't exactly sure that the presentation that we're doing will apply to you.

1:27:13

If that's the case, make a decision that works best for you. I will say that we'll be going over literary periods. We'll be talking about how to incorporate background knowledge and the importance of the texts that you're picking. So, that's definitely one thing that.

1:27:36

So it's definitely one thing that we should be able to touch on again, if you feel that that will apply to you, make a decision that works best with your time and your schedule OK.

1:27:48

Thank you.

1:27:49

We did have a few additional questions with the best Standards Institute, and we'll go back to these questions in just a moment, but I do want us to get to the literary period part, because I think that we'll touch on some of the questions that we've had, OK?

1:28:12

Which brings us then, to our literary periods, I carry sweatt.

1:28:20

So for this session, we're going to dive deeper into the reading strand, focusing on reading, prose, and poetry.

1:28:27

So within this reading strand again, you'll see that pinkish reddish color.

1:28:33

And that goes through our appendices.

1:28:35

Then you'll see under reading POWs and poetry, it's broken down to four benchmarks: your literary elements, theme, perspective at a point of view, and poetry. And one thing I want to note on the side, So when you look at our code, everything for reading, pose and poetry, start to the Y, So 1.1, 1.2, 1.3, 1.4, suddenly switch to informational text.

1:29:02

It will switch to 2.1, 2.2, then we're referring to reading across genres, those skills, figurative language, paraphrasing, summarizing, summarizing, That reading across genres is 3 3.13 point 2 3.3.

1:29:21

So that's another way to distinguish within the code where you're at in the standards document.

1:29:34

So this session we are going to dive deeper into the literary periods.

1:29:39

So why are the literary period's important?

1:29:42

Knowing the timeframe of when the text was written, gives us insight on why an author included certain content, his or her perspective, and also social issues during that time.

1:29:54

We really want to restore the contexts, because we encounter works from the time frame, we're reading them in, versus the timeframe. They were written then, So we're not examining the text.

1:30:06

From the time it was written, we're always looking at it from our personal view of how we see things in the modern world today.

1:30:18

So then here, you will see if that's something that's important to us, which is very important, in the best standards, to restore that content knowledge, that background knowledge, We have to teach those key features, that historical background of what happened during these literary periods.

1:30:35

So for the three on the screen, you will see these are grades 912.

1:30:39

And we hit on this yesterday, grades 9 12. The focus will be classical to Claudio early National.

1:30:47

However, they do range from classical all the way to contemporary, But we're going to really need to focus on those key features. So just looking at the classical, the emphasis on the relationship to man and the gods, the incorporation of met. These are all common features. Now, please keep in mind this is not an exhaustive list.

1:31:10

These are just examples of key features during that time period.

1:31:17

So as we go on, you see where the grades nightfall continues, but then you see here on the continuum, we pick up colonial and early national and sixth grade.

1:31:27

So starting in sixth grade and hopefully that will Tyler with your civics teachers, your American history in US history and middle school, really tie in with what they're teaching. So we're really focusing on those characteristics, features of that historical time period of colonial early national to contemporary.

1:31:49

And this just continues the continuum. It still takes 12, but again, the focus will be more 6, 8 here, because you will see later on that most of our 11th and 12th grade standards really focused on that classical time period down.

1:32:05

Rebecca, did you want to add anything to the continuum?

1:32:09

Know, I think that the point is that we start, like you said, from Colonial with middle school, and then we're able to go back further. And part of that has to do with some of that complexity in reading classical text. Although, there are some that we can read at the middle school level, the deeper texts that we would be reading.

1:32:31

For example, some of the original epics, they're going to have to build up to that level, and that's why we started them in ninth grade. Absolutely.

1:32:44

And then looking at secondary with our grades 6 through 12.

1:32:48

As they're going through this literary period's, it's important for them to see how the events and perspectives of that time period shaped the literature that they're reading.

1:32:59

And so, for example, in reading the print, machiavelli's, the print, you do get a sense.

1:33:07

And students can understand, on a very literal level, what he's saying within the taxi advice he's giving to what he terms, as the new prints, the person who's going to come along and not be a hereditary prince, but one who takes power.

1:33:24

In those descriptions, any students can understand that, though, without an understanding the contexts in which it appears without knowing about the marshes and their role within it, A lay during the Renaissance. And without knowing about the ... cheese and how he's trying to get in good with melted cheese.

1:33:44

So he's creating this document and not having a sense of knowing the political intrigues of the time.

1:33:54

There is a layer of meaning that's being lost.

1:33:59

Name peoples argue that much depends can be seen as ironic, whether or not you agree with that, you can't have that conversation without first knowing some of that background information.

1:34:10

Similarly, looking at Don quixote and knowing that time period, then it appears, it's one thing to read it and we've seen so many things based on Don quixote. It's easy to understand it, to be cliche, or not as original. But when you consider that, it's one of the first novels, modern novels and that completely turned on its head.

1:34:38

The, the romanced as it were being written at the time I dared to make some of those other statements where it's critical of the governments of Spain and corruption.

1:34:55

And, of course, surveys spent quite a bit of time in prison himself for taks irregularities.

1:35:02

You don't have to know the minutiae, but it does help too.

1:35:08

Understand more of that background, the more we help students understand, the more they get out of the texts that they're reading.

1:35:17

Which leads us to Gulliver S travels in the Jungle book.

1:35:22

I think many of us have read these.

1:35:24

I think many of us have even taught these and they can be taught in a very literal level. Well, I don't know if she would go there all level with Gulliver S travels, but they can be taught to younger students just on the basis of being a children's story with Gulliver S travels. That would almost have to be exclusive exclusively the part where it goes to liliput.

1:35:50

But the jungle books, The entire thing, for the most part, could be taught as just a children's book.

1:35:56

But when you understand, for example, the Jungle book is being written as a book of Fables.

1:36:02

And the importance of British colonialism in India, in reflecting the mannerisms of the animals and how some of that can have either a racial or political impact, then, there's so much more that you can get out of that particular text.

1:36:23

And the picture there is specifically Rikki Tikki Tavi If you were to consider that nag and nag ina against the backdrop of imperialist, India, then our colonial India, then you get the sense that, Maybe there's a deeper story here to be had.

1:36:44

With gulliver S travels, it's a scathing satire of political systems and corruption, and I think that that gets missed if we have some of that background.

1:37:01

We can revisit these texts when students have the capacity to see those details of them.

1:37:15

Which brings us to our literary period, graphic organizer.

1:37:18

Now, this is an organizer that will be within the, um, implementation guide, and it lays out a way in which you can help students do that research to get that information.

1:37:30

Whether it's research that you're presenting to them, or helping them to understand, to get a picture of the full area.

1:37:41

And I will add Rebecca to some of the resources that we'll be including.

1:37:45

For example, this one in our implementation guide were created by members of the, the teacher experts that were part of our standards team.

1:37:55

Actually created many of these documents along with ourselves, but this is one that I know our teacher experts created, so they were really teachers in the classroom. Thinking about your students, what they need now are very intentional.

1:38:09

Yeah, well, And I do want to point out, I'm so glad you said that, because this one is so purposeful.

1:38:14

When you see that universal themes section at the bottom, Universal themes is one that's introduced in sixth grade, and not, it is, I double checked, That's introduced in sixth grade, but not requiring mastery until night.

1:38:31

So, as they're going through, it's important for them to be thinking, you're doing that instruction, so that they can see how universal these seems actually are, and how they're included, several different literary periods.

1:38:49

So, I think that, that bears say. And we are so grateful for our teacher experts as well.

1:39:03

OK, OK!

1:39:10

So, now, we have a fun game for you, though, If you'll take your device, your phone and log on to ...

1:39:16

dot com or just type in Kahoot! In your search bar, you will get there.

1:39:23

This is going to really test your knowledge of literary periods.

1:39:27

It's going to ask you, when you login to type in your name or nickname you can put your initials or nickname whatever you would like.

1:39:34

Although Rebecca is showing us the quiz questions early, doesn't want to, she doesn't want.

1:39:42

We'll solve that entirely.

1:39:45

You have to show them the code, though.

1:39:52

I think if you go to Play, OK, please avert your eyes.

1:40:02

Oh, go to.

1:40:05

Either Teach or assign, I think you have to.

1:40:12

OK, get back to Teach.

1:40:14

We are sorry for the technical difficulties.

1:40:18

We were just happy that had open, that someone had done the first time we were doing, OK.

1:40:26

They've got a classic.

1:40:37

There we go.

1:40:38

10, 6, 3, 3, lunge, 5, 2 is 0, and we'll wait just a minute when we start seeing everybody's names pop up on the screen.

1:40:55

LA Rocks! Love that name.

1:40:58

Nice.

1:41:09

There must be a ..., Let's see that, even have math represented on here? Really is let. Love that.

1:41:20

You've missed your classroom. You can really see the kids personality, too.

1:41:27

OK.

1:41:33

I'll wait about NaN. Make sure our bodies are, we still have some loading.

1:41:40

Being roth's love to read. Nice.

1:41:46

Love it.

1:42:07

Pizza Monsour, pizza sounds good right now.

1:42:18

OK.

1:42:24

Of course, remember, we do have the literary period references within the Appendix B of your standards document.

1:42:35

So just n-case, I think it's OK to have resources handy.

1:42:43

Won't get you for cheating this time.

1:42:46

We've heard, well, we just had another one, and we've been around the same number for about.

1:42:53

It's OK start, hit start, and we can catch up as we need to.

1:43:36

Way to go, 25%. Got it correct. Nice.

1:43:46

Gladys is in the lead.

1:43:48

Let me Gladys, 30 points.

1:43:51

Savvy TB, Math. three.

1:43:56

Be thrilled.

1:44:00

All right.

1:44:30

Other thoughts, 30%?

1:44:41

The late 1858 VJ and that Math Mathis. Danielson joining the scoreboard in the top five.

1:45:17

11, this one was a little more difficult, and I will say restoration isn't one of the more popular ones. Absolutely, and there is some overlap. But some of the other ones, I, I can tell the thinking on this, that a lot we're going to romantic.

1:45:35

So, as ever, it's also important to look at our errors and see what thinking we have.

1:45:43

Um, but absolutely.

1:45:45

And also, I'll point out for those who have not, use Kahoot! You get more points based on how fast you are. So the person who got the right answer the quickest will get more points than other people with the correct answer.

1:45:59

They also took the lead on up and KW there for the first time math is still at number three.

1:46:11

Bam. Do.

1:46:13

Or data, whichever one, their initials.

1:46:21

Mainly, Fitzgerald and Steinbeck.

1:46:31

And then, this one might be like the last one as well.

1:46:35

Carrion, I had to talk about this one.

1:46:39

Yeah, that's exactly, that's exactly because contemporary gives us that sense.

1:46:44

But there's this sort of narrow period right before the First Great War. And I'm not old enough to call it that. Going to the the end of the second one that carved out is that modernist period.

1:47:05

Danielsen, again, Math, Do, or do you KW and J, Well done? I think there might be one more. There's five questions.

1:47:18

What grade level do we start introducing characteristics of literary periods?

1:47:27

These answers are coming in quickly, that's a good sign.

1:47:41

Excellent.

1:47:43

So, let's see, who are our final winner is.

1:47:48

Third Place KW, Second, math: first place.

1:47:58

Danielsen, Awesome, congratulations. Oh, runners up our chain bama.

1:48:08

Very nice.

1:48:11

Right. Yeah.

1:48:13

Now to that point, um, part of that was to get us thinking about the time periods. Another thing that you would want to focus on are the characteristics of those time periods.

1:48:26

And do bring students' attention to the idea of overlap.

1:48:31

There is overlap between this period's because it's not that somebody comes out in a town crier and says, Now, we're just romantic. That's what we're doing. These are movements that take hold. And sometimes, you'll have someone writing within a period who doesn't fit that time period. Exactly. And a couple of things happen.

1:48:52

Either other people, then start writing the way that that person writes.

1:48:57

And we have the beginning of a new movement, right? Or, sometimes, that person's just an anachronism someone who's out of the period in which they're in. But they may be someone that other periods refer back to.

1:49:19

Sure.

1:49:23

All right.

1:49:25

So, for our elementary friends, like grades K five, they're going to be reading literature from all different time periods, but they're not going to dive into those characteristics, those time periods. But, the goal is to expose them to a variety, because we really want them well diverse, in literature from K 12, they should, from their K 12 time, in public education, in the state of Florida, They should have read books that represent all of the literary movements.

1:49:55

So, here are just a few examples from different periods, they would read K five, no.

1:50:02

Kindergarten, first grade, hop on pop, more going up to fifth grade, The Watsons go to Birmingham, and I am malala. So, just all of these different text.

1:50:14

So, we have a Padlet activity for our elementary.

1:50:18

High school can do this too, of course, but focusing on elementary.

1:50:23

So, what text could you use to build background around the various literary periods?

1:50:28

And that should be for grades K five, that must have been a myths type, so, think of it from K five, be sure to include text on there that are diverse, and represent a variety of perspectives. That is also very important. So, Rebecca is going to switch over to the Padlet.

1:50:46

If you just start listing those text, this will be a great resource for everyone this combination, then we can also share this later and send it out.

1:50:57

And, if at all possible, with the text, if you could indicate the grade level, that would be lovely.

1:51:09

And because there are so many periods, you is a two pager in our resource page or three pager. You may have to scroll a bit.

1:52:27

Rebecca, I guess that the panel that you are using is different from the one in the live Binder. If you could send me this link or share it with me, I can get it uploaded.

1:52:38

Oh, absolutely.

1:52:44

Eva, I can.

1:52:48

In the chat.

1:53:08

Thank you, Shannon.

1:53:22

Absolutely.

1:53:23

Within classical India, the Asaps Fables ad, still something we use regularly routinely for classical error.

1:53:35

The creation story isn't tricksters tales under Colonial and early national.

1:53:40

Carry on, mister Vogt Edge, which is actually on our list that builds that background knowledge about that period. And again, for these elementary tag, Sam has to be from that time period. They can be building background knowledge about that time period as well.

1:53:57

The Witcher, Blackbird Ton oh, the light, the Dragon.

1:54:04

Am fun of that.

1:54:06

Biographies of artists, absolutely.

1:54:09

Especially for that that Renaissance section.

1:54:15

Magic, TreeHouse.

1:54:19

Beowulf?

1:54:25

I think we have that with eighth grade all around us mm, it's in the upper grades rising.

1:54:35

Oh, and that's something to mention, as well, as a way to make some of these transit, complex text accessible to students, because this story, and I work well with them, as well, are those gray Illustrated Classics.

1:54:51

I know that before I read many of my favorite Karthik books and, especially the novel's, I first read the gray Illustrated Classics sort of, um, hmm, helped me along, so that was understanding the story, but that was written at my level.

1:55:16

There's also a few, because I know my daughter for all the Jane Austen ones that are the very beginning reader, worst floor, the pictures.

1:55:25

It's a little low board books that she loves to prejudice and everything. So they, they, you can find them at a very young age, of course. It's very, very basic.

1:55:36

But it gets them introduced Him, fosters the love for the reading.

1:55:42

Absolutely.

1:55:45

Crispin the paperback princess, the paperback princess.

1:55:50

These are great examples, Oliver.

1:55:56

Yes.

1:56:00

Yes, they did it.

1:56:04

And similarly, it would be great to his reader louts on our book list.

1:56:10

Yes.

1:56:16

The little yellow leaf.

1:56:19

I start very girl de reform and a Florida. But there's also on our list, one of my favorites.

1:56:34

American Boys.

1:56:38

And, again, I am malala.

1:56:41

Thank you for that correction. The sound, I appreciate that. I do apologize for saying that wrong.

1:56:47

Well, in the Odyssey, really, for for children one of those a bridge versions.

1:56:54

The Odyssey is an amazing story that builds I think, I have the interest and the not only graciela theology, but, um, well, it's the cyclops and things like that. And they said that sort of something.

1:57:10

And they get students interested in the long run and that classical literature, um, dollars, but less does much the same as well.

1:57:22

And that's written for younger students.

1:57:28

Chains forge an ashes.

1:57:37

Yeah.

1:57:40

OK, so you will certainly, get to just sit, there are stories that can be included.

1:57:47

when we're doing elementary. There are elements that you can include to sort of build that backgrounds that students are successful later.

1:57:57

I think that, that's one thing, and we've talked a few times about it. We will be talking about it over and over again, as we do implementation about how important vertical planning is. I know that sometimes, we feel that things may not apply to us.

1:58:15

All of us are working together from K, even pre K to 12. We have a role in making sure that that student is successful throughout their ELA career.

1:58:27

Everything that we can do working together to make sure that they have the basis on which the next grade builds, I think, is of vital importance. So looking and seeing what texts they'll be incorporating. And what you can do at your grade level to make them more successful in that endeavor.

1:58:48

Then one last piece and then we'll get back to the rest.

1:58:56

The other side, I do like Woodson.

1:59:00

Tom Square.

1:59:11

Book a boy.

1:59:24

So this is an example. We have this within the standards document. We talk about benchmark stacking in the overview.

1:59:31

We showed you a template of how you can design lessons.

1:59:36

This one just tells you, if you're going to choose a story from our reading list, our book list, we already have it divided up for you. The key standards that you could include, you don't have to. But there was a tie on perfectly.

1:59:52

Again, there are others that definitely would fit depending on how your instruction, wit. But we included just the main ones. So, definitely, just because there's a Nano dot, there, does not mean you cannot incorporate it, we just focused on the big picture items.

2:00:19

So one thing we noticed in the last set of standards was point of view and perspective.

2:00:24

We're very conflated, so we really wanted to distinguish those two terms within the best standards.

2:00:31

So point of view is who is telling the story.

2:00:36

First person, narrators the character relay in the events, I, me, myself, we, that second person.

2:00:44

Third person perspective goes into the character's attitude or belief.

2:00:50

So, great care was taken to really separate these two terms, and to put their precise meaning there.

2:01:03

Continue.

2:01:04

First perspective is the way we see things, when we look at them from a distance, and it allows us to appreciate their values. So, we have an exercise for you. I'm going to show you a picture now.

2:01:15

I'm going to give you about NaN to stay, and you can put it in the chat box of what you think this is a picture of.

2:01:23

Are the question box, I think, is where actually you have to type them in that?

2:01:36

See, quite a few people know what that is. We have some Eagle eyes. Yes. And I know it's funny, because I did this presentation to my mother, She's my guinea pig on everything, and she told me of Prague, I might not even greenlaw. Where did you get from?

2:01:52

But anyways, she was off, OK, so what is this?

2:01:56

Rebecca turn to slide.

2:01:59

I will, indeed. Sorry.

2:02:06

Story, you're good, so we have one more for you.

2:02:11

What is this, if you type it in the question box?

2:02:29

Oh, that's interesting.

2:02:40

Got a few different responses with that one, Yeah.

2:02:45

I can see where they get it.

2:02:47

I didn't see in that context.

2:02:53

OK, OK, it wasn't a flower.

2:03:02

So just to show us when we zoom out, and notice the perspective, we see things as a whole, And this is important to teach.

2:03:10

Even with our elementary kids, it's often said, our perspective is reality. And that's true. We filter our own perspective through everything, which is good, however, oftentimes we omit important information.

2:03:25

So if we're looking at other perspectives, we're not limiting ourselves to that so-called tunnel vision sometimes that we get and also TQ perspective, teaching how characters, think, act, bill, helps our students become critical thinkers, problem solving, software, it's it creates, teaches them tolerance, flexibility, empathy, all those skills culminate when teaching these different perspectives. I think it's a huge part of our standards and also part of character development I think ties in real well with that with the elementary school. Did you have anything to add to elementary Rebecca?

2:04:04

Now I think EEGs. Exactly what we had talked about is laying that groundwork.

2:04:11

And this is also a great place when you're talking about different perspectives, to bring in those diverse text, to really analyze, now, I might think, like this here, But in India, they think of it this way.

2:04:23

Or in China, they're doing this.

2:04:25

It really helps us grow together and understand each other, so you'll continue.

2:04:35

So now, for our upper grades I don't know if y'all heard of this competition, but it was between Shelley Smith to see who was the best poets.

2:04:46

They looked at this statute, Ottoman Deus, which is an alternative name for Ray Ozzie, the second to write a poem about it was published in 18 18, in lieu hunt's, the weekly magazine, the Examiner.

2:05:03

Now, they both published anonymously and the reason for that was Shelley, Weather, better known poet Smith.

2:05:12

Now, originally Smith did also Title his Poem ..., but then I switched to this really long title on a stupendous leg of granite discovered standing by itself in the deserts of Egypt with the inscription is search at ballou.

2:05:29

And other scholars still question why she would change his poem to that title. It's kind of interesting reading the different articles on that. So, with this activity, to the standards that are addressed here, we've pulled as the seventh grade standard, so analyzing the impact of for various poetic forms on meaning and style.

2:05:49

Then also, 3.3 is that why are we impose a poetry. That 3.3 that's reading a cross genre is when you see that first three, so compare and contrast how authors with differing perspectives address the same or related topics or themes.

2:06:09

So the first thing I want you to do in Nebraska True, is to read ..., Shelley, and we'll give you just a few minutes.

2:06:22

If you have trouble seeing it and need one of us to read it, if you will comment in the question box.

2:06:32

I think everyone should be able to see it on the PowerPoint, OK, it looks like we're good.

2:07:19

If we need a little more time, would you just quick comment in the question box? them all?

2:07:26

allow more time, I think everyone probably finished.

2:07:39

OK, it looks like we can go to the next one.

2:07:44

And now I want you to re smiths version.

2:08:47

And, again, I'm going to ask if we need a little more time.

2:09:03

It appears we're good to go.

2:09:15

So now, based on these two pieces, the work around this statue, how are the authors, differences of perspectives, shown in their work? Rebecca, do we have a Padlet, or are we doing that in the question box. We're doing that in the question box, OK. So, if you write your answers in the question box.

2:10:05

For this piece of literature, this is for startup. grade are the benchmarks that we've pulled them for this.

2:10:15

And the question box we're referring to is the question box on your webinar.

2:10:20

It should be on the right side of your screen. It should be a little box. You can put question type and a question.

2:10:28

You can type your answer there.

2:10:33

Smith compares the laf Kingdom to the possibility that London will be also erased by time, whereas Shirley focuses on the power lost to a tyrant over time.

2:10:49

Rebecca, feel free to jump and write to it.

2:10:51

Absolutely Smiths makes a personal connection in comparison to modern London.

2:10:56

In my opinion, Shelley's work as a lot darker, less optimistic than smiths, right?

2:11:04

Because he's employing one of my favorite rhetorical devices irony.

2:11:20

But given you some time here, you're good.

2:11:25

Method of what the future may reveal about London, Shelley, adopts a more politically safe position and does not hurt of a connection to Great Britain.

2:11:41

I don't know if it's true for anyone else, but the smiths tongue reminds me a bit of some of the sentiment behind there will come, Saul frames, the poem, where nature reclaims things, spitz requires more background knowledge. Absolutely, there are more illusions within it.

2:12:02

Babylon London, the City Scott's students, may need that information beforehand.

2:12:15

That's very true. Romantic poets were often social critics.

2:12:26

Another reason why we have to have this background knowledge for our students and why we keep saying ELA is a content area.

2:12:35

We have content, we're not just a means to every other content. We have thousands of years of content.

2:12:42

Absolutely. And you'll hear us say that over and over again.

2:12:47

Shelley highlights the vulnerability of man.

2:13:15

Does the previous slides edits?

2:13:25

Oh, I see where it is.

2:13:27

Yeah, this is romantic, thank you for the ketch.

2:13:31

Then the standards are Seminar one point for analyzing the impact of various poetic forms on meaning and style. And seven R zero point three point three. Compare contrast how authors with differing perspective, address topics and themes.

2:13:52

The question is, who won the poetry competition, and Shelley did win.

2:13:59

Yes, and Shelley is the one that gets anthology, ... for that text.

2:14:15

OK, I think we can continue on.

2:14:18

I think you're right.

2:14:22

OK, which brings us then to, Um, and I think one of the ways to show that the literary period is, with the previous tax, where we were showing authors from the same period, sort of highlight, we were looking at those things that they didn't come in, and things that they did differently. I think that that does give you a sense within the literary period.

2:14:45

Another thing is to compare the same topic being cheated by different literary periods.

2:14:52

So, and looking at and Tiffany, we have integrity by Sophocles, um, and that's the play written in the classical literary period and then we have taken me by ..., which is written during the French resistance of the \*\*\*\* occupation.

2:15:13

So, and looking at those, I think, it would certainly be considered modernist.

2:15:20

So, and locate those two are within the contemporary period, because there are some of that overlap.

2:15:26

So, there are different periods, and there are some things that they do differently.

2:15:33

They're using the surroundings of their time period.

2:15:37

But, what's helpful, I think, for students to see, is it that central conflict that's saying the same?

2:15:45

The conflict within both is based on the Greek myths.

2:15:49

Wear and tear is given the right to bury her brother ...

2:15:55

who fought on the side not favored by crayon.

2:16:00

And, when she died, there were two brothers. one was allowed to be very nice. This was not. So, she's insisting and breaking the edict from king Freon, to bury her brother by spreading ...

2:16:17

and tree on his issue, the CDX.

2:16:23

So, the idea is, even when the government is doing something, is that, what is your role as a person, when you come against that from a moral obligation standpoint?

2:16:37

So, that's Universal.

2:16:40

exists in both of those time periods, but the way in which they handle it is determined by the historical context in which they're writing.

2:16:49

So, with him and Tiffany, you have the scene with the SEER who predicts that crayon is going to die. And then he's going to die.

2:17:05

Um, at the hand of someone that's going to change his family forever or his son, his Senate is going to pass.

2:17:15

And part of that works because you have, within that society, you have a fatalism. You have the idea of oracles.

2:17:26

So that works for that time period, where everything is controlled by these gods.

2:17:32

And there's not much you can do as a person against that. So when you do something, is it worth that changing, or is it not? You also have characters. There's sort of two dimensional stand ins.

2:17:45

So integrity isn't ..., we all know and ticket a story. But we're not looking at the emotion, we're not looking at fully formed characters.

2:17:54

But that's different when you bring it into the antiquity by the week because in this one, you do get a sense of characters. Say are fleshed out. You are given character motivations.

2:18:09

If everything is dictated by the God's character, motivation, doesn't matter as much, but within the, um, first part of the 20th century, we're looking at character motivation. We've gone through psychology. We, as a society and a community, know that people do things for reasons.

2:18:28

And so that's added into this new approach before you have these nameless, faceless, chorus members while they, they have faces, but they're all faces with a particular emotion on them as they wear the mask, um, signaling what that emotion is supposed to be within the, um, and Tiffani, there was written that the later version.

2:18:58

The course actually has a role, and they they have a persona adopted.

2:19:04

You have been nursed characters, so that you can see interplay between and tyranny and the other characters characters that were silent and not given a voice in the first. Now have things to say, because we're reacting to their emotions. So, those are ways in which they're different.

2:19:25

I think it's important for students to see that even when we're looking at these topics that are the same, these characters are the same. They have the same names, they're going through the same concept.

2:19:35

But the nature of the period in which they're being written about bleeds into the text and becomes representative of that time period.

2:19:47

So, one thing that we are working on, developing, this is actually within our buckfast, I believe it's at the ninth grade level, but we do have texts that we're identifying that students can sort of do this work with, and part of the PD that we'll be offering as we roll out is helping teachers go through and do some of this. Critical looking at literary periods.

2:20:18

So, are there any questions?

2:20:22

We want to turn it back to the Padlet, Rebecca for the questions.

2:20:26

Absolutely.

2:20:37

And in just a moment, I'll be able to scroll, I'm sure of it, I do see the question about math. I can't answer that. It is for K 12, for math, tomorrow.

2:20:50

For all grade bands, OK, mmm hmm.

2:20:56

I'm going to refresh and it might let me Scroll again.

2:21:10

OK, maybe not.

2:21:15

It is.

2:21:21

Yes, we can do that this afternoon. We can go in and post the questions and we'll have the pad lit up for the remainder of the Institute.

2:21:30

Civics literacy, BA.

2:21:35

If you want to finish that question, I will address where that might be going.

2:21:40

I'm not sure, but in our item specs for our textbook Adoption, they are required to use 30% approximately 30% of our titles in those instructional materials. That does include both the LA.

2:21:56

Book List in the Civic Book Lists to the esthetics Book List is definitely a part of our LA standards benchmark Package should be used.

2:22:06

Absolutely. And, oh, you got no, go ahead.

2:22:11

Our width Winter Literacy Institute will be strictly focused on elementary.

2:22:18

And even deeper indicate to sit that will be the first grade ban to start implementing these new standards, right. And our summer literacy institute will be K 12. But, there were definitely be sessions that are strictly elementary within that.

2:22:38

Yes.

2:22:41

You know what, I'm gonna let you answer the questions that. We don't have that.

2:22:44

Is that, does that work Works for me, jump on top of each other. The lessons and see palms will be updated right?

2:22:52

Now, we're identifying priorities within that because one thing we want to do is also make sure that those tutorials are made to reflect their current standards.

2:23:15

I think that you can certainly The question is, what if you have a curriculum that you love that doesn't handle all the standards, Uh.

2:23:25

They doesn't have all the text included, says, be required to assess this in order to be able to handle the testing. Will these specific books, the reference? I'm not.

2:23:36

one third is both for instruction, and while I don't know that it's in stone yet, some of the discussions regarding one third for assessment as well. Um, I think certainly, knowing those literary periods and knowing the elements that are included, that's especially true. If you look at ninth grade, with the Epic poetry.

2:24:01

For that standard, to be looked at, you would have to be familiar with it at least how Epic Poetry works, and some of the primary examples of that.

2:24:11

Also, many of the texts, as we had discussed before, are available through Project Gutenberg. So, I don't think there's any reason that you can't supplement some of the curriculum that you're currently using with those resources.

2:24:32

I think that we can make some of the graphic organizers available, we can go through. Carrie will make a time this afternoon and look at some of those options.

2:24:48

Yes, Rebecca. I think we can definitely put the literary period graphic organizer. I can go ahead and send that to Shannon to get that uploaded for you guys. Absolutely. And they said big idea. And the question is, will there be anything provided specifically for intensive reading courses related to the new standards.

2:25:05

And absolutely, Within this intensive being courses, you'll have these secondary foundational skills for this training courses, 6 through 12. And that's something that we know that we'll have to do professional development with.

2:25:23

So I know that that's one of our focus.

2:25:27

one of our foci our focus, is, as we go forward, both Karen and I said, that's very important.

2:25:35

When we first started right, the standards that this, the first section that we hashed out was the need for secondary Foundational skills for those students who are intensive reading.

2:25:50

Yes, there will be additional pity for elementary to help them vertically see how it will tie to secondary requirements. Also, on an earlier presentation, I put a call out to districts.

2:26:02

I'm asking them to invite us and we will work with your district to do vertical planning. That's absolutely something that we'd like to help with and help build the structures for. Also, we have our state reach on literacy directors, who will be within your regions, and that's something that they're perfectly suited to do as well and we'll be sending more information to districts out on that as that process gets finalized.

2:26:34

Will then a big question stems provided for the new standards? I believe that there will I can't give you a timetable on that.

2:26:41

Some of that will depend on as the text specs arrived upon understanding how they're dividing up the task demands. So, I don't know that it will be in the first iteration of the Standards Implementation Guide.

2:26:56

I can tell you that we see the Standards Implementation Guide is a living document, one that we'll be adding to and updating throughout. We're looking at an initial three year cycle of updates, hoping to include student work, so that you can get a sense of the writing standards and how the Rubric and requirements apply to those.

2:27:27

I think, as I said before, that that's completely up to you and your time that you have invested.

2:27:36

I know that everyone is very busy, and if you don't feel something is applying to you, I cannot stress enough how important that vertical planning portion is.

2:27:53

Civics literacy is handled in the social size classes within the middle grades. And there is a civics test, typically given in seventh grade.

2:28:09

So, part of the reason we've included those books within our civic spotless so that they can be done through a partnership with LA and social studies.

2:28:23

But yes, sir is civics course that teaches specifically civics.

2:28:34

And I think, I think those are all the questions.

2:28:41

I want to thank you so much for participating with us.

2:28:45

We have another training session, and we'll put the questions up.

2:28:58

And you can find the questions in the live binder, as well as your handout sessions.

2:29:04

We'll start again at 11 10.

2:29:08

Thank you.

2:40:25

Hi everyone, my name is Dave and Shelley. And in addition to being the secondary ELA curriculum supervisor for Broward County Public Schools, they also have the distinct privilege of serving as the President for the Florida Council Language Arts supervisors, or class. Or organization would consist of K 12 district curriculum supervisors and directors from across all Florida school districts, who specialize in English language arts, reading, and literacy development.

2:40:51

Our goal as an organization, is to unite all 67 Florida school districts to learn together, share together, and build together in an effort to create a cohesive and statewide view of language arts and reading instruction for all Florida educators.

2:41:07

Class works hand in hand with the Department of Education, and, specifically, the wonderful folks at ..., Florida. Our members often volunteer to serve on state committees, educational panels, assessment range finding groups, and state research groups.

2:41:22

Our collaboration and partnership that just Suite Florida and the Department of Education, has led to some powerful changes and improvements in literacy education in the state.

2:41:31

Our main work occurs during the two state conferences that take place each spring and fall in Orlando.

2:41:38

These themed educational gatherings focused on pedagogy, curriculum development, instructional resources, state educational statues and implementation, assessment, and networking.

2:41:50

We bring in state and national experts and speakers to inform us on the latest in these areas and to share their expertise across the K 12 educational spectrum.

2:41:59

We also serve as a platform for our friends in the Department of Education and just sweet Florida to impart important information, explanations, and insight into the state of literacy instruction and assessment.

2:42:10

Florida, Our conferences serve as tremendous networking opportunities, and gifts, supervisors, and directors from throughout the state the chance to sit face to face, and work on solutions to problems found in all of our districts. This hive type work allows all involved to benefit from the resources and creativity found across Florida, in all of our classrooms and district offices. What benefits one district benefits all districts?

2:42:37

So that's a brief look into the Florida Council of Language Arts Supervisors. We are truly a Class Act. Good morning. My name is Whitney Honesty. I am the Secondary Literacy Facilitator for providing public schools, and I am honored to speak to you today. As President of Reading Supervisors of Florida, I would like to start by thanking the gesture for the team for including our organization in today's session. Reading Supervisors, the Florida was established over 50 years ago, with the primary goal of establishing a statewide voice and network of collaboration for reading supervisors across the state Are focus is on promoting and supporting quality reading instruction and quality reading intervention. We currently have members from about two thirds of our Florida District, the school districts from the Panhandle to the Southern Tip of the State.

2:43:36

We also have members from other statewide literacy organizations and several Institutes of Higher Education. Our goal, one day, is to have numbers representing every single district in our state, as well as every Institute of Higher Education that supports teacher preparation, especially in the field of reading. More voices working together to make a difference for our schools. Our teachers and our children, can only be a good thing. Our mission is to provide, or share professional development opportunities, professional development, resources, and to help each other keep apprised of current research in the area of literacy. As: well as help each other navigate reading legislation from Year to Year provide a platform for regular communication and exchange of professional ideas throughout the State.

2:44:30

While we have partnered with many organizations through our 50 years, we have most closely aligned with the Florida Literacy Association, especially back with the beginning of Florida Reading Association. You're actually a sunlight group of them at one time, and the Florida Council of Language Arts Supervisors class, as many districts have different organizations. You'll notice that sometimes, the ELA supervisor and the reading supervisor, actually, the same person, so, some of our districts have one person who's represented in both organizations, and other districts, are larger, and have a larger team. And so, we might have several different numbers from a single district, and reading supervisors.

2:45:16

Class, and reading supervisors, very often in the spring, will meet together. Because, so many of our roles overlap with each other. So, we do everything we can to keep in close contact with each other. Other organizations, we work closely with the past three years. Our Florida Literacy Coaches Association, rel south-east, SNF CRR, just read Florida, the Florida Department Office of Education Office of Assessment, UCF US, use USF, and the University of West Florida. We value these collaborations, particularly when it comes to implementing reading legislation and keeping informed of current research and reading. We took a look forward to working very closely with all of these groups, and more as we begin to implement the best standards over the next couple of years. So, how can you join us?

2:46:09

We welcome K 12 Reading and or ELA supervisors from all of our districts ..., knowing each district has organized just a little bit differently than it, since anyone who has oversight or management of the K 12 Reading Plan.

2:46:24

If your role at an IHG or a state organization involves leading, reading, teacher preparation, reading research, or literacy coach development, or organization would love to have you join us, there is no membership fee to join. Although, there are times where our meetings will have a minimal admission fee to cover the cost of the hosting of the event. You can find us on Facebook at Meeting Supervisors of Florida. Or you can e-mail me Augustine Dart, Whitney ..., schools dot org to join our mailing list. two of our Board members, Jackie carry from Pinellas and Patty McKnight from Santa Rosa are joining your call today, and may answer any questions that you might have. We hope to hear from you.

2:47:10

Take care. Best wishes.

2:47:13

On a safe school re-opening.

2:47:20

Welcome. My name is Melissa Alonzo Testing and I am the President of the Florida Literacy Coaches Association. We are honored to be part of your training today and to share with you a little bit about our organization and how it can help you.

2:47:35

As the leader of Florida Literacy Coaches Association, I follow a legacy of wonderful presidents before me, doctor Enrique ...

2:47:44

from UCF, Kevin Smith, Laurie Lee, just to name a few. And our organization is thrilled to support literacy coaching across the state of Florida.

2:47:56

one of our moments and points of pride as LCA was asked to provide membership to serve on the Florida's Best Standards Committee.

2:48:04

And we were honored to serve and we had six members join the work, revising, and working towards the best standards for our students in literacy.

2:48:16

In addition to supporting the standards work, we also collaborate with other state organizations in literacy, which lead The State of Florida.

2:48:25

We partner with our Council of Language Arts Supervisors, Florida Literacy Association, Reading Supervisors, Florida, and just read Florida.

2:48:34

And we are honored that Florida DOE has asked us to join in this endeavor with you today.

2:48:40

We offer coaching symposiums for professional development and we've partnered along with SLA, and we've provided trainings during the fall along the conference as well as at class at UCF. But we also will be adding some Zoom sessions to be able to support our virtual PD learning environment.

2:48:58

We connect coaches across the state of Florida. We recognize that sometimes coaching can feel very isolated when you're the only coach in your building. So, how can we connect other literacy coaches across the state and within your district to support your work?

2:49:13

We also connect Florida coaches across the nation. Instructional coaching is hot, and it's happening everywhere. So, we ask you to join our Facebook page, Florida Literacy Coaches Association, and soon we'll be adding our newest Twitter page, as well as a website for you to be able to connect with each other.

2:49:32

We also connect with leading experts. We bring in a variety of speakers to our symposiums to talk with you about coaching and literacy together. Doctor Adrea Cline just lead our last discussion in November, on Differentiating, and Personalizing, Learning, a challenge for Coaches. We also will be seeking our instructional leaders and coaching and our experts to join us at ... this year to provide you with the latest and greatest in coaching, especially in this virtual world.

2:50:01

So how can SLC support you? Well, one is we share evidence based models of coaching, research and practice. Many of you are building your reading plans and you're looking for ways to support your coaching model and we definitely can provide you with that support. We also can support you with standards based planning, assessment, and instruction. And we definitely can support you with ongoing professional development. Not only for coaches, for teachers, site based leaders, as well as district district leaders.

2:50:30

How can you learn more about ...? Well, you can e-mail me at this e-mail, you can follow us on Facebook, and you can get ready to join our new Twitter page, and our ... website, which will have all of our membership information.

2:50:44

We're very excited about the direction of literacy in Florida, and we are excited to participate as a partner with you in learning and coaching. I hope to hear from you soon. And joint LCA.

2:51:08

F CTE is the only statewide affiliate organization of the National Council of Teachers of English.

2:51:15

Yeah.

2:51:19

We're a collegial community dedicated to the ongoing improvement of a professional practice.

2:51:25

For the benefit of, all of Florida's K through 12 ELA students, since the signing of executive order 9932, that mandated the elimination of common core language in Florida's ELA standards. CTE has been a part of the process FCT E Applauds, the willingness of Governor DeSantis and Commissioner Corcoran to include professional organizations from around the state.

2:51:53

To be a part of the review process, by seeking out teacher experts in content area specialists, they ensure that these standards were going to reflect the needs of today's students in today's classrooms.

2:52:05

The goal has been simple since day one. To create the best standards in the nation, while keeping the students first.

2:52:13

This is exactly what we, as a standards review team did.

2:52:17

And CTE is proud to have had six representatives in this process. Organizations like F CTE played an integral role in making the standards revision process as open as possible.

2:52:29

Our membership has been outspoken from the beginning about ensuring these standards provide clear and precise language for teachers. Lobbying developmentally appropriate.

2:52:40

As the standard spiral from one grade level to the next, it has been imperative that there'd be no gaps in learning And the best way to do that was to ensure that these standards were seen by as many people as possible.

2:52:53

This amount of public feedback was unprecedented for the process like this.

2:52:57

The dough truly allowed for people to be heard.

2:53:01

Because of public feedback, we knew what was important for the students of Florida.

2:53:06

We heard deep convictions from kindergarten teachers about what our youngest students should be doing.

2:53:13

We listened.

2:53:15

We heard elementary teachers from across the state, advocating for our struggling readers.

2:53:20

We listened.

2:53:22

Teachers, parents, principals, school board members, superintendents, professors, and other stakeholders all want it to be heard.

2:53:31

I can assure you, we listen.

2:53:34

It has taken us countless hours, and over one million comments made by stakeholders through e-mail.

2:53:40

Ed Credible, the listening tour, and, in person, for us to arrive at the standards we have today.

2:53:46

As a result, an independent review from Johns Hopkins argues, and it's an essential elements. The best standards are the strongest in ELA, currently in use in the United States.

2:54:03

After Governor Santas approved these standards, FCT committed to working with just read in the Department of Education to ensure that the rollout of these standards is as successful as possible.

2:54:16

F CTP remains committed to Florida's teachers and students by continuing its involvement with this project and planning for our upcoming 2021 Professional Development Institute, F C T, as committed to focusing on Florida's new best standards for English language arts.

2:54:36

Whether face-to-face or virtual, our keynote speakers and workshop sessions will be focused on and forming floridas teachers about the new standards and how they compare and contrast with the previous standards.

2:54:49

Helping teachers build stacks and lesson plans based on the new standards, and exploring the book lists and companion texts that work well with the new standards.

2:55:07

FCT will leverage insights from our representative members of the Development Committee to provide practical knowledge and content to our p.d.i. participants.

2:55:18

In addition, F CTE is already using its website and its social media platforms, such as Facebook and Twitter, to provide teachers with various forms of ongoing professional support.

2:55:31

These are just a few of the ways FCT exhibits its dedication to the ongoing improvement of professional practice for the benefit of all of Florida's K through 12 ELL students.

2:55:44

Since its inception over 90 years ago, F CTE has provided a platform for learning, doing, and growing through professional publications, Hmm.

2:56:02

Annual conferences, hmm.

2:56:24

And, opportunities for networking for individual and collective growth. For fight wars for pre service, early career, and experienced teachers.

2:56:40

And awards for students across the state.

2:56:59

Membership includes a discounted registration to our annual p.d.i..

2:57:09

And access to other professional development opportunities.

2:57:20

Florida students deserve teachers who are involved in research, personal, and professional growth, and initiatives that generate success in English language arts.

2:57:33

F CTE is the state's professional home for English Language Arts educators.

2:57:39

We are here for you.

2:57:47

Greetings and welcome.

2:57:49

My name is Kevin Smith, and I'm the President of the Florida Literacy Association and a Senior Research Associate at the Florida Center for Reading Research and the Regional Educational Laboratory south-east at Florida State University.

2:58:01

I want to start by thanking the Florida Department of Education for their work on the Florida best ELA standards, and for hosting this assembly.

2:58:10

I want to also say that the Florida Literacy Association is working to implement some online training that will be based on the standards, and we're excited to partner with the Florida Department of Education, all of you, on implementation of the standards.

2:58:26

I also want to take a moment to thank you all for your hard work.

2:58:29

And I know that we're in unprecedented times and I know how difficult it has been as a former teacher, teacher leader, instructional coach, and member of the Florida Department of Education.

2:58:42

The challenges that you all faced in both the ending of the or a year and gearing up to start the next year, and my thoughts are with you all, as we work through this situation in any way that we can.

2:58:55

To start with, I want to share that the Florida Literacy Association is creating several resources that will be helpful for Implementation of the Standards.

2:59:03

First, we have several publications that will be coming out in the next year for our members.

2:59:07

And you can join a FL A reads dot org.

2:59:11

For our $30 membership, you'll not only receive all of our publications, but we're also planning to host a series of online professional development institutes for teachers, teacher leaders, and district leaders over the course of the 2020, 21 school year in lieu of our annual conference, which is normally held in the fall.

2:59:30

So, again, we'll have lots of resources for you.

2:59:34

Our annual membership is $30, and everything that we plan to share will be included in our annual membership fee.

2:59:41

So, again, thank you for considering the Florida Literacy Association as an organization that may provide support as you're working to implement the standards separately for the Florida Center for Reading Research. We have just revamped our website.

2:59:54

Many of you may be familiar with the Student Center activities, which, again, we're very pleased to support, and we created for the teachers in Florida initially. But everywhere I go across the United States, that seems to be the first thing that people know about the Florida Center for Reading Research is our students interactivity. So those are still available, again, ... dot org.

3:00:13

Again, we have revamped our website and we have other over 600 resources that are available for you there and many will be easily searched now through our re-organizes website.

3:00:24

And we're pleased to be able to provide those at no cost for schools and districts in Florida and across the United States. Separately, on the Regional Educational Laboratory south-east, we developed several tools that are also aligned with the standards and may be beneficial for you.

3:00:39

The first I'll briefly talk about is our Instruction Materials Rubric for K five Instruction Materials and intervention materials. And as we have an adoption going on, it may be helpful to use a rubric that's aligned with evidence based practices in reading and literacy for you to use as you're making decisions about which instruction materials to provide. That's available again for free on our website, rel south-east and it's available for free for you.

3:01:04

We also have a companion tool that makes it very easy for a facilitator to collect reviews from multiple participants and determine whether the reviews are in alignment or not. So again, it's all free and very easy to use separately, we have developed walkthroughs for K three literacy leaders and instructional coaches and others who may do walk throughs of the classroom. They're non evaluative.

3:01:27

We also have recently released a 412 walkthrough as well for literacy leaders.

3:01:32

So those are both free again and on our website.

3:01:35

The next piece I wanted to mention is we have a series of self study guides for intervention, so, looking at implementation of the intervention at K two level, at the 3 8 level, and then the high school level, so looking at literacy interventions.

3:01:49

There are wonderful questions, guiding questions to consider.

3:01:52

Also, sources of evidence to consider annotated bibliographies with all of these guides to show you how the evidence is linked to the areas that were selected for each of the gods.

3:02:03

Um, I also wanted to talk a little bit about some other materials that we have coming out.

3:02:08

We developed a PLC around the Foundational Reading Skills Practice Guide, from the What Works Clearinghouse and IES.

3:02:14

And that PLC is currently available. We have videos from Florida teachers showing how to implement some of the practices in the videos. And, again, these are clearly aligned with the standards. We also have developed a resource for teachers to use with parents, so that they can share activities and videos, what this might look like for parents to scaffold the same time, a type of activities at home. So, again, we have many different resources for you. We have a roadmap that's out there that displays all of these resources for you, and has easily clickable links.

3:02:45

We call that our CRR rel south-east literacy Roadmap.

3:02:49

And again, if you'd look that up, you'll be able to find all of the resources that I've shared for you, very easily organized and easy to find.

3:02:56

So, I just wanted to say thank you again all so much, and our thoughts are with you as you plan for both the implementation of the Florida LA Best Standards, and the beginning of the 20, 20, 21 school year.

3:03:14

Hello, my name is Enrique ..., I am the past Chair of the Florida Literacy Association, past President of the Florida Literacy Coaches Association, and as President of the Florida Lines for Arts Education, and the current Director of the Mortgage International Reading Center in the College of Community Innovation and Education, and at the University of Central Florida.

3:03:34

The Mortgage International Reading Center is a unique transdisciplinary professional learning center, focused on learning to read the world and the word associated with the Mortgage International Reading Center, or the Florida Literacy and International Reading flair.

3:03:47

Faculty Fellows, Fellows, are Research Scholars representing different State Universities in Florida.

3:03:54

From the University of Western Florida, we have doctor Susan James from Florida A&M University. We have doctor Sharon Davis from the University of North Florida.

3:04:03

We have doctor Lynette Williams from the University of Florida.

3:04:07

We have doctor Shah, who he fung from the University of South Florida saint Pete. We have doctor Lasagna Moore from Florida Atlantic University. We have doctor Deborah Harris from Florida International University. We have doctor Joyce Fine, and from the University of Central Florida, we have doctor ..., Doctor Mary Little, doctor ..., and myself.

3:04:29

Because of their national and international recognition, experience and expertise, the faculty fellows as an organization were invited by the Florida Department of Education to review and respond to the Florida Best Standards.

3:04:42

For more information on the UCF College of Community Innovation and Education, please contact us at WWW dot M IRC at UCF dot edu.

3:04:53

and that would be the e-mail address for the Mortgage International Reading Center For more information. Thank you.

3:05:03

Good morning, everyone, my name is Nina. Hang on with us. If there's not one, that's the Florida Diagnostic and Learning Resources Systems.

3:05:11

We're support project with the Bureau of Exceptional Education and Student Services of the Florida Department of Education.

3:05:18

We're happy to be able to collaborate with just re flow Office today to be able to share with you an overview of what ... provides, and how we can support you in your efforts to meet the new standards in working with students across the state.

3:05:32

one of the things I'd like to point out is the ease of accessing our resources through our website.

3:05:38

Our website is WWW dot F D L R S dot org. And let me go ahead and take you livestock and point out a few items.

3:05:47

When you go to our website, you'll be able to locate the center simply by clicking on, find the Center button, and it will pull up your listing of different districts, And you click on that district, and you will have the information that you need to access via the web via text, phone, or e-mail.

3:06:05

As you can see from the map, we've got 19 associate centers that are divided into five regions, region 1, 2, 3, 4, and five, and each one of our centers comprised of a manager, specialist in four main areas.

3:06:21

The four functions of fiddlers include, our Child Find Function, A, Parent Services function, H R D, or Professional Learning, and Technology.

3:06:31

Let me just share a little bit of information about what each one of them do. I function those individuals are responsible for the screening and referral, and connecting with evaluations for the little ones birth to five, so that we can ensure their start on, their educational journey is, a positive one.

3:06:48

We have our Past Services function, where they provide support, technical assistance, training, and information dissemination to parents, and communities and agencies.

3:07:00

Function provides in person and virtual trainings, professional learning in so many different areas from EEOC compliance, the Matrix and Quality IEPs, to differentiating instruction, differentiating reading instruction, math instruction, science instruction. He talks about Universal Design for Learning. We have lots of information on the combinations, and we know that if we make accommodations for students to best create positive learning environments, all students are going to benefit.

3:07:31

Then, we have our Technology function where they take a look at instructional and assistive technology on many of communication devices, all different tools and instruments to help support a universally designed learning environment.

3:07:45

So, all four functions are available to you with a variety of different resources, support, and expertise.

3:07:53

In addition to all the in person professional learning that you may take advantage of, we also have our beast portal to PDA.

3:08:01

PDAs, the Professional Development Alternative also Initiative.

3:08:05

It was rolled out way back in 2003 and it has grown tremendously over the years to provide a number of quality programs regarding facilitated and independent study online courses.

3:08:18

The facilitated courses consist of 60 hour 30, 20, and 10 our courses in the areas of assessment evaluation, classroom management, positive behavior supports, differentiating instruction, reading, math, and science, it has technology engaging the learner talks about assistive technology. We also have the foundations of EOC course and a number of different other courses.

3:08:44

In the foundations course, you're going to be getting an overview of exceptional student education components from the IEP and working with parents and families to instructional practices and strategies.

3:08:59

We also have what's called Independent Study Courses, and in those courses, they're typically with 10 or 20 hours, somehow few, and you focus on working through those independently.

3:09:11

You have objective assessments, and at the end of your studies, you will have a follow-up activity that you can choose from to be able to demonstrate mastery.

3:09:19

Again, a number of different topics that are covered, you've got physical education, the Arts, Music, Science, Math, English. So take a look at the ... Portal, corsets.

3:09:31

The easiest way to get there is if you go to our homepage, scroll down to the bottom, you'll see the icon right here that says ... Portal. Just click on that and it will take you right to that information that I just shared with you.

3:09:45

In addition, on the portal to the facilitated Independent Study Courses, you'll also find information regarding gifted endorsement courses and courses in the area of ASD endorsement.

3:09:56

There's also information on pre K endorsement courses.

3:09:59

So if you had to know your eyes yourself with the bees PDA, you certainly want to do that take advantage of it.

3:10:06

Individually, she's nice and service credits for renewing their certificates, developing their professional skills. It might be that they are working towards adding a certificate. So, there's a number of different reasons why you want to take advantage of these courses. There are free of charge and available to every Florida educator.

3:10:26

Each 1900 centers has a PDA co-ordinator on staff so call center asked to talk to them and they'll be happy to share that information with you.

3:10:36

In addition to those courses, we also have several subject exam courses. We have the elementary K 6, 1. And then we have four courses in middle grades, grades, English language arts, mathematics, science, and social sciences.

3:10:51

Individuals use these to enhance their knowledge of the content area that's covered in these certification areas. They also use it in preparing for certification exams. Lots of individuals' changed positions fast. They went from an elementary teacher to middle grades teacher, and they wanted to brush up on the content. And so, they take advantage of these courses. So please, make yourself aware of those, and take a look if they can benefit you.

3:11:18

In addition to the different courses, the online courses, and in person professional learning that we offer, we also have several products, two of them I wanted to showcase with you today when you're working with students with significant cognitive disabilities who are on the access points.

3:11:35

We've got two documents, A Guide for Effective Instruction, for Students with Significant Cognitive Disabilities, that's aligned with the ... a framework.

3:11:42

And then we have one that's aligned with the Danielson Framework.

3:11:45

So if you're working with students who have special needs and on the access Points you want to take a look at these two documents.

3:11:52

In addition, I'm really excited to share with you a new initiative exploring structured literacy facilitated PDA course.

3:12:01

And that, of course, is available across the state starting this month. And we work collaboratively with the ... Office, individuals at the beasts, and networks to be able to create a great photo facilitated course. They'll help you meet the requirements of legislation to obtain 40 hours a specific instruction in teaching me.

3:12:22

So check that out. if you haven't done so already. We had a train the trainer and this past spring and so many individuals across the stage will be conducting those courses. Again, call your sister Sarah asked for their PDA co-ordinator and then be able to share that information with you. We also about a year or so ago we did a train the trainer in making reading instruction explicit.

3:12:45

And that is an in person professional learning opportunity that's offered throughout each of your fiddlers centers, and we have several reading coaches go through that and become facilitators of that professional learning as well. So that's another excellent support, you, as you work to meet the goals that are set forth in the new standards.

3:13:04

So when you take a look at our website, just a couple of things I wanted to point out, I mentioned to find the center button, which is right here. You've got contact list if you want to contact in HRD personnel technology once you've got to keep also got the icon, at the bottom of the page. And then there's the sections for parents, for educators, and then under Network Resources, if you go there, that will bring up the different resources that we have available to you, flyers, information and what have you.

3:13:35

So we encourage you to please contact your local ..., may be of support to you. Whether with professional learning, virtual instruction, support, resources, or links are truly here to be of service to you. It's our pleasure to serve as a discretionary project of the Bureau to collaborate with a number of other discretionary projects and other bureaus, and to be able to partner with the ... staff.

3:14:00

We're all in this together, as we well know, and when we work together collectively, to best meet the needs of our students.

3:14:06

Everybody wins, So please take a moment to local center, and give us a call of assistance to can. Best wishes to you for a great year.

3:14:30

Thank you so much.

3:14:34

And next to personal, thank you to all of our organizations who have worked so hard to help us bring this to fruition. And we're very fortunate to have many of them currently on the line. So when you do your planning, and of course, the questions are on the screen there also at the bottom, underpinning LA on your live binder as you're answering the questions and going through.

3:15:00

If you come up with something that you need additional help with or that you think on the represent representatives of those organizations can help with, please send your question, and we'll meet back here at 11 55.

3:15:18

Thank you.

3:25:06

I hope they're your training session was helpful.

3:25:10

Um, as we go through, know that these resources are going to stay within the live binder, so you can go back to them and refer back to them, as you get closer to implementation and working with your planning on the everybody who was participating today.

3:25:30

And, again, another thank you to our ELA organizations, and this, the amount of support that they offer to districts and schools is, is really amazing. And we're so lucky to have them be a part of our team.

3:25:44

Tomorrow is going to be the MAF presentations and if you will go to our live binder once again.

3:25:56

I have Finder. We have an indication.

3:26:00

There we are.

3:26:03

We've just finished up day two. So, if you would go to the survey for day two, when you get a chance, we are, again, using this to improve and to inform our practice.

3:26:15

So any comments and survey information that you can share with us is helpful.

3:26:25

The pad for questions will be there will be check here this afternoon. We'll be adding the answers to the questions that we discussed today.

3:26:35

So know that they'll be there. They'll continue to be there through out.

3:26:39

The Institute will probably keep it up for a while longer after that.

3:26:43

So that as questions are posted, we can cut them, put the answers, and share that information.

3:26:53

So tomorrow, again, Bureau of Standards, Instructional Support, will be presenting that. Thank you so much for joining us. If you have any questions, we'll stay on for a little while longer, so be sure to put them in the box. Or again, those broader questions, be Sharper on the palate and we can answer them. This afternoon is, we're able to go over them. You'll have a lovely day.

3:27:17

Bye.