

BTSA WORKSHOP ELA/LITERACY 11.18.13

Emy Lopez-Phillips, BTSA Consultant
Pamela McGee, Director of ELA and History/Social Studies

Logistics

- Lunch today will be at 12:00 noon on your own.
- You will have a “home” group today, but we will also do activities through which you will interact with others throughout the sessions. Please expect to move sometimes.
- We will take a morning break, but please use the restroom as you need to, and if you receive an urgent call, please take it outside. In the afternoon, we will do a stretch break.
- There is a Parking Lot in the back. If you have a question which you don’t feel comfortable asking during the session, write it on a Post-It and place there.
- Your table tent serves as one of your feedback opportunities today (along with the Parking Lot and an online evaluation)—please complete it at the end of the session.

Checking for Understanding: CCSS

- Using a sticky dots at your table, please place your dot along the continuum at the back of the room.

Level 1	Level 2	Level 3	Level 4

Objectives

At the end of the session, participants will . . .

- Be able to articulate the big “shifts” in CCSS instruction;
- Begin understanding of a systematic process for thematic unit and lesson design which integrates cross-curricular and technology learning;
- Learn about, practice, and model teaching effective strategies.






Table Tent/ Daily Feedback Form

- Fold lengthwise (hotdog style), with the print on the INSIDE
- In the center, please list your NAME and school
- In the corners, please list the grade you teach; your favorite subjects (or subjects you teach, if not in a self-contained classroom); a book, film, or restaurant you are recommending; and a symbol which represents you.



Agenda

- Social Contract
- Icebreaker: Dance Card
- Beginning with the End in Mind: Assessments
- Demo CCSS Lesson
- Lesson Design Template
- Focused Notetaking & Information Literacy
- Planning
- Evaluations



Social Contract/Norms (p. 4 in packet)

What will it take for you to feel comfortable here?

- How would you like to be treated/spoken to in these sessions?
- How would you like to treat/speak to others?
- What are some group norms we should set for our time together?

Please sign our Social Contract at the break

Websites We Will Use Today

- <https://todaysmeet.com/ELABTSA> Today's Meet Discussion Channel
- http://ell.stanford.edu/teaching_resources/ela (Persuasion Across Time and Space Units)
- <http://www.cde.ca.gov/re/cc/elaresources.asp> Common Core State Standards, March 2013 version)
- <http://goo.gl/8lEng1> (Evaluation)



Stages of Community

Stage 1	Stage 2	Stage 3	Stage 4
Low risk/High comfort	Moderate risk/Moderate comfort	High risk/Low comfort	High risk/Little comfort
Large group, short conversations	Pair/Share conversations	Small group sharing	Individual sharing with large group

CCSS GOALS for LEARNING

**CAREER Ready
and
COLLEGE Ready
and
LIFE Ready**

Icebreaker—Dance Card

- You will need your Dance Card and a writing implement;
- You may only have one partner from your current table;
- Circulate around the room to fill the spaces on your Dance Card, introducing yourself to those you will dance with today;
- Remember: if you are MY Tango partner, I must be YOURS as well ☺



College and Career Ready Students

Demonstrate Independence

Build Strong Content Knowledge

RESPOND TO THE VARYING DEMANDS OF AUDIENCE, TASK, PURPOSE, AND DISCIPLINE

Comprehend as well as critique

Value Evidence

Use technology and digital media strategically and capably

Come to understand other perspectives and cultures

College and Career Readiness Standards

- In 2009, the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) committed to developing a set of standards that would help prepare students for success in college and career.
- In September 2009, College and Career Readiness standards were released.
- This work became the foundation for the Common Core.
- This CCR Anchor Standard emphasis makes applied academics courses increasingly important.



Instructional Shifts in ELA/ Literacy

- Building knowledge through **content-rich nonfiction** and **informational texts**
- Reading and writing grounded in **evidence from text**
- Regular practice with **complex text** and its **academic vocabulary**



The College and Career Readiness Anchor Standards

College and Career Readiness Anchor Standards

There are 10 anchor standards in the College and Career Readiness Standards. They are organized into three domains: Reading, Writing, and Speaking & Listening. Each domain has a set of anchor standards that describe the skills and knowledge students should have at the end of high school. The anchor standards are organized into four categories: Reading, Writing, Speaking & Listening, and Language.

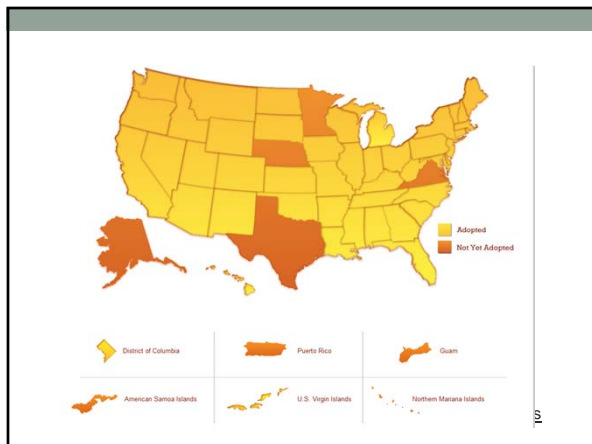
Anchor Standard	Anchor Standard	Anchor Standard
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	1. Write arguments to support claims with clear reasons and relevant evidence.	1. Engage in collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly.
2. Analyze how major characters develop and interact over the course of a text.	2. Analyze how an individual's choices and actions are influenced by the context.	2. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
3. Analyze the main theme and attitudes that are developed over the course of a text and how they are conveyed through language.	3. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	3. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
4. Analyze how an individual's choices and actions are influenced by the context.	4. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	4. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
5. Analyze the main theme and attitudes that are developed over the course of a text and how they are conveyed through language.	5. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	5. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
6. Analyze how an individual's choices and actions are influenced by the context.	6. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	6. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
7. Analyze the main theme and attitudes that are developed over the course of a text and how they are conveyed through language.	7. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	7. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
8. Analyze how an individual's choices and actions are influenced by the context.	8. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	8. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
9. Analyze the main theme and attitudes that are developed over the course of a text and how they are conveyed through language.	9. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	9. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.
10. Analyze how an individual's choices and actions are influenced by the context.	10. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.	10. Analyze how a speaker's words, gestures, voice, or expressions create an effect and enhance the message in a range of media, including digital media.

- These standards are the underlying foundation for all of the ELA Common Core State Standards.
- They fall into four categories:
 - Reading
 - Writing
 - Speaking & Listening
 - Language

Fundamental Differences in Literacy Standards

- Literacy across-the-curriculum
- Spotlight on text complexity
- New grounding in informational texts (from 50:50 to 75:25 across the student's day)
- Writing about texts (drawing evidence from texts)
- Particular emphasis on marshaling arguments
- Conducting short, focused research projects
- Focus on academic vocabulary
- Evidence, evidence, evidence!

S. Pimentel, Primary Author CCSS



Analysis of a 6-12 ELA Standard

- Reading Standards are separated for **Informational Text** and for **Literature**:
 - Each of these divisions are further separated into
 - *Key Ideas and Details*,
 - *Craft and Structure*,
 - *Integration of Knowledge and Ideas*, and
 - *Range of Reading (Level and Complexity of Text)*

Text Complexity Defined by Three Factors

1. **Quantitative measures:** word length, word frequency, word difficulty, sentence length, text length and cohesion
2. **Qualitative measures:** levels of meaning, structure, language conventionality and clarity, and knowledge demands measured by an attentive reader
3. **Reader and Task considerations:** background knowledge, interests, motivation, "grade levels of content," assigned tasks



Writing Types and Purposes

NAEP Writing Framework Foundation
Purposes for and Recommended Writing Types

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress*. <http://www.nagb.org/publications/frameworks/writing-2011.doc>

Analysis of a 6-12 ELA Standard

- Writing Standards address three Text Types
 - Narratives
 - Informational/Explanatory (Expository) pieces
 - Arguments
- Writing Standards are further separated into these categories:
 - Text Types and Purposes
 - Production and Distribution of Writing
 - Research to Build and Present Knowledge
 - Range of Writing



The Three Text (Writing) Types

- **Narrative:** Narrative writing conveys experience, either real or imaginary, and uses time as its deep structure. It can be used for many purposes, such as to inform, instruct, persuade, or entertain.
 - In English language arts, students produce narratives that take the form of creative fictional stories, memoirs, anecdotes, and autobiographies.
 - In history/social studies, students write narrative accounts about individuals and/or construct event models of what happened.
 - In science, students write narrative descriptions of the step-by-step procedures they follow in their investigations so that others can replicate their procedures and (perhaps) reach the same results.

Writing Standards

"The Common Core Standards require students to show that they can analyze and synthesize sources and present careful analysis, well defended claims and clear information."

"...the writing standards...require students to draw evidence from a text or texts to support analysis, reflection or research."



Source: Draft Publisher's Criteria for the Common Core State Standards in ELA & Literacy, Grades 4-12

The Three Text (Writing) Types

- **Informational/Explanatory:** Informational/Explanatory writing conveys information accurately to increase a reader's knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.
 - Types (What are the different types of poetry?) and components (What are the parts of a motor?);
 - Size, function, or behavior (How big is the United States? What is an X-ray used for? How do penguins find food?);
 - How things work (How does the legislative branch of government function?); and
 - Why things happen (Why do some authors blend genres?). To produce this kind of writing, students draw from what they already know and from primary and secondary sources.

The Three Text (Writing) Types

- **Argument:** Arguments are used for many purposes - to change the reader's point of view, to bring about some action on the reader's part, or to ask the reader to accept the writer's explanation or evaluation of a concept, issue, or problem. An argument is a reasoned, logical way of demonstrating that the writer's position, belief, or conclusion is valid.
 - In **English language arts**, students make claims about the worth or meaning of a literary work or works, defending their interpretations or judgments with evidence from the text(s) they are writing about.
 - In **history/social studies**, students analyze evidence from multiple primary and secondary sources to advance a claim.
 - In **science & technical subjects**, students make claims in the form of statements or conclusions that answer questions or address problems.
- In grades K-5, the term "opinion" is used to refer to this developing form of argument.

Language Standards

"...gain adequate mastery of the essential 'rules' of standard written and spoken English."

"...learn how to approach language as a matter of craft so they can communicate clearly and powerfully."

Source: Draft Publisher's Criteria for the Common Core State Standards in ELA & Literacy, Grades 4-12

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of **discipline-specific tasks, purposes, and audiences.** (2-12.W.10)



Literacy in History/Social Studies, Science, and Technical Subjects

- Builds upon the same anchor standards for **reading and writing**
- Includes a focus on **discipline-specific vocabulary**
- Acknowledges the **unique text structures** found in informational text
- Focuses on expectation that students will develop **content knowledge AND informational/technical writing skills**

Analysis of a 6-12 ELA Standard

- Other types of standards your students are responsible for mastering:
 - Speaking and Listening
 - Language
- Technology and Cross-Curricular integration into ELA is expected daily.



Literacy Standards

It is important to note that the 6-12 LITERACY standards in history/ social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to SUPPLEMENT them!

Technical Subjects

Technical subjects – A course devoted to a practical study, such as engineering, technology, design, business, or other workforce-related subject; a technical aspect of a wider field of study, such as art or music

Source: Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects: Appendix A

Appendix A

Research Supporting Key Elements of the ELA Standards Including:

- Complexity of Texts
- Foundational Skills
- Writing
- Speaking and Listening
- Language
- Glossary of Key Terms

Reality Check: Increase Teacher Collaboration

- **Interdisciplinary planning**
 - Allows for multiple points of access to subject matter
 - Deepens student understanding of content
 - Ensures adequate reading and writing of informational text

Appendix B: Text Exemplars

- Includes examples by grade level with sample performance tasks
- Stories, poetry, drama, and informational text
- Gives teachers an idea of achievement expectations for each grade level
- Includes examples for History/Social Studies, Science, and Technical Subjects



Meeting English Learners' Needs

- Approximately 25% of California students are English learners.
- Many CCSS support English language development.
- The CCSS set rigorous grade-level expectations.
- They assert that all students should be held to the same high expectations.

Appendix C: Samples of Student Writing

- Samples of student writing for each grade level with annotation describing what the writer did well.

Student Sample: Grade 9, Argument

This argument was written in response to a classroom assignment. The students were asked to compare a book they read on their own to a movie about the same story and to prove which was better. Students had six weeks to read and one and a half weeks to write, both in and out of class.

The True Meaning of Friendship

John Boyne's story, *The Boy in the Striped Pajamas*, tells the tale of an incredible friendship between two eight-year old boys during the Holocaust. One of the boys is Bruno, the son of an important German commander who is put in charge of Auschwitz Camp, and the other is Shmuel, a Jewish boy inside the camp. Throughout the story their forbidden friendship grows, and the two boys unknowingly break the incredible racial boundaries of the time. They remain best friends until Bruno goes under the fence to help Shmuel find his father when they are both killed in the gas showers of the camp. By comparing and contrasting supporting characters, irony, and the themes in the movie and the book, it is clear that the movie, *The Boy in the Striped Pajamas* (Mark Herman, 2008) is not nearly as good as the novel of the same title.

Standards, Assessments, and Pacing Guides, Oh My!

• Quickwrite:

Describe the types of assessments (formative or summative) your students take now for your class(es). What kinds of final products do they submit?

- Find your **TANGO** partner and share.

Starting with the End in Mind

- Learning Objective: Participants will analyze a Performance Task from SBAC and identify key characteristics that will impact their approach to instructional design in relation to CCSS. Teams will post their findings via Today'sMeet.
- EQ: How will teaching and learning change as a result of the shift to SBAC and CCSS?



California Joins SMARTER Balanced Assessment Consortium

- On June 9, 2011 California joined the SMARTER Balanced Assessment Consortium (SBAC)
 - Memorandum of Understanding signed by Superintendent Torlakson, Governor Brown, and State Board of Education President Micheal Kirst
 - Governing state role
 - Decision-making capacity

Key Features of Smarter Balanced Assessment System

- Interim, summative, and formative assessment practices and tools
- Variety of item types
 - Selected Response
 - Constructed Response
 - Extended Response
 - Performance Tasks
- Technology
- Adaptive testing
- More powerful reporting
- Digital library of resources and tools for educators



SBAC Landscape

- 27 states representing 43% of K-12 students

- 21 governing, 6 advisory states



Important Activities

- Designing and developing new item types and new ways of scoring
- Developing technologies to deliver, score and present results
- Piloting and field testing (pilot now available!!)
- Active involvement of educators in development



Performance Tasks

- Measure complex assessment targets
- Demonstrate ability to think and reason
- Call for use of higher-order skills
- Produce fully developed writing or speeches
- Provide evidence of college and career readiness



Examination of a Performance Task: T-Chart

- Label the right side “Teachers must design instruction which . . .” On this side, list what teachers need to include in instruction for students to achieve that level of mastery.
- Share both lists with your *Paso Doble* dance partner. Add any student skills or teacher skills to your list.
- Share with whole group.



Design of Performance Tasks

Emphasis on stimuli related to science, history, and social studies.

Use 1-2 Stimuli for Grade 3. Use up to 5 stimuli for high school.

Components of a Performance Task

Stimulus	Information Processing	Product/Performance
<ul style="list-style-type: none"> • Readings • Video clips • Audio clips • Graphs, charts, other visuals • Research topic/issue/ problem • etc. 	<ul style="list-style-type: none"> • Research questions • Comprehension questions • Simulated Internet search • etc. 	<ul style="list-style-type: none"> • Essay, report, story, script • Speech with/without graphics, other media • Responses to embedded constructed response questions. • etc.

Examination of a Sample Performance Task

- How are Performance Tasks different from our past/current testing model?
- Please respond individually via TodaysMeet at <http://todaysmeet.com/ELABTSA>



Examination of a Sample Performance Task

- Independently review the Performance Task for your grade span (4, 6 or 11). Highlight, underline, or annotate in the margins the skills, strategies, and actions students are being asked to do to complete this Performance Task.
- Use one of your green T-Charts and label one side “Students must be able to . . .” On this side, list what skills students need to be able to do in this PT.

Meaning: Text Dependent Questions and Tasks

- Can be addressed only through careful scrutiny of the text and do not rely on outside information
- Students draw evidence from the text and explain the evidence (orally and in writing)
- Students demonstrate understanding of what is read before engaging opinions, evaluations, or interpretations

BREAK



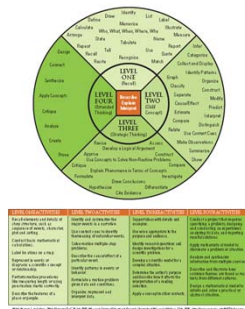
Unit / Lesson Template

- Learning Objective: Participants will recognize the skills that are identified by CCSS within a lesson on clean water.
- EQ: Using the CCSS, what are the key elements and skills necessary to develop a lesson (or unit) on the topic (theme) of clean water?



Norman Webb's Depth of Knowledge Chart

DEPTH OF KNOWLEDGE (DOK) LEVELS



Why are we using Webb's DOK instead of Bloom's or Costa's? Webb's DOK correlates directly to assessment outcomes (measuring how students are demonstrating each level).

Quick-write



- Take five minutes to respond to the following question:
- *What is your favorite advertisement? What makes it particularly effective or persuasive?*



Depth of Knowledge

- **Level 1 Recall**
 - Recall of a fact, information, or procedure
- **Level 2 Skill/Concept**
 - Use information or conceptual knowledge, two or more steps, etc.
- **Level 3 Strategic Thinking**
 - Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer
- **Level 4 Extended Thinking**
 - Requires an investigation, time to think and process multiple conditions of the problem.

Round Robin

- In groups of four, please share out your quick-write.
- Each speaker has two minutes to talk.
- Listeners should not interrupt the speaker.



Debrief

- What are some qualities of an effective advertisement?
- What is the purpose of advertisements?
- <http://www.youtube.com/watch?v=ljeg-jeTUBs>
- <http://www.youtube.com/watch?v=kWBhP0EQ1IA>
- <http://www.youtube.com/watch?v=kWBhP0EQ1IA>

Can You Live with Dirty Water?

- http://www.worldvision.com.au/Issues/WaterSanitationHygiene/WhatsOurResponse/Can_you_live_with_dirty_water.aspx

Handouts 1 & 2

- Using your Dance Card, find your *Waltz* partner. Find another pair of *Waltz* partners to make a table of four.
- Please take some time to read (but not complete) Handouts 1 & 2 (pp. 12-13).
- Independently, complete the “Opinion Before Lesson” section of Handout 1.
- With your “Face-to-Face” partner, using the “statement frames” on Handout 2, discuss your opinions on Handout 1 (Opinion Before Lesson).
- Whole group share out.



Handout 3: Video Response

- Complete only the “First Viewing” portion of Handout 3 (p. 14).
- As a table answer the following questions:
 - What is happening in the video?
 - What is the message?
 - Why do you suppose the maker of the video decided not to use words?



Handout 3: Video Response

- Scan Handout 3 (p. 14).
- What do you notice?
- What will you be expected to do? Why do you think that?
- Let's watch the video “Can You Live with Dirty Water?”



Can You Live with Dirty Water?

- http://www.worldvision.com.au/Issues/WaterSanitationHygiene/WhatsOurResponse/Can_you_live_with_dirty_water.aspx

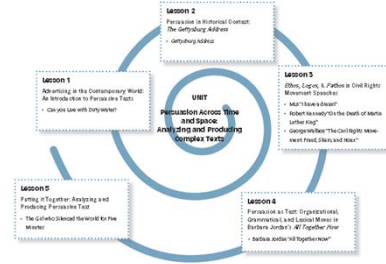


T-Chart Correlation

- Please take the time to review the "T-Chart" you created for the Performance Task and identify, by ★ starring or ✓ checking off the skills, what you just practiced through completing Handouts 1 & 3.



Persuasion Across Time and Space



Understanding Language | http://ell.stanford.edu/teaching_resources/ela

Adjusting for Grade Levels & Content

- Turn and talk to a table partner about how this lesson could be used with one or more of the following groups:
 - Students in grades K-5
 - Students in grades 9-12
 - As a science lesson
 - As a history/civics lesson
 - As an ethics lesson

Post your shared thoughts on Today's Meet: <https://todaysmeet.com/ELABTSA>

Lunch

12:00 LUNCH
Please return and be ready to begin at 1:00 p.m.



Lunch is on your own

FCOE CCSS Lesson Template p.38)

FCOE ELA CCSS Lesson Template	
Lesson Author: _____	Grade Level: _____ Subject: _____
Unit Theme: _____	Lesson Title/Topic: _____
Essential Question(s): _____	Essential Question(s): _____
Lesson Objectives: _____	Essential Question(s): _____
Materials: _____	_____
Technology Skills: _____	Technology Skills: _____
Teaching Strategies: _____	Cross-Curricular Connections: _____
_____	_____
_____	_____
_____	_____

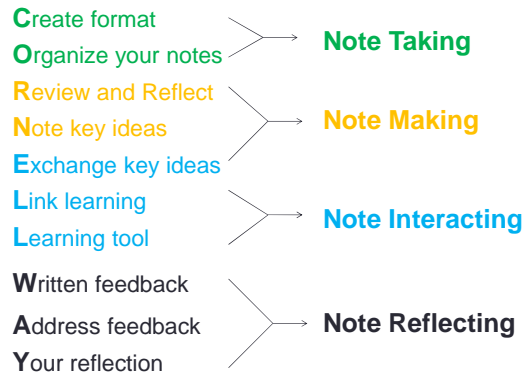
WELCOME BACK!

- Find your *Foxtrat* partner and share one "aha!" you've had today so far.
- Return to your **HOME** group.



Focused Notetaking & Information Literacy

- Learning Objective: Participants will be able to search for content, validate sources, explain the process to a partner and apply their content area while practicing focused notetaking.
- EQ: How do we facilitate students gaining digital literacy and record – keeping skills using online and written methods?



Foundational Skill--Notetaking

- Students in all grades will need to use high-level notetaking skills during research portions of Performance Tasks, and to meet the Research CCR Standards for Writing (“conduct short and sustained research . . . Gather relevant information from multiple sources . . . Draw evidence from texts to support analysis.”)
- Students must receive **explicit** instruction in and **regular** feedback on the process of notetaking, which Marzano, Pickering and Pollock identified as the second most important strategy to increase academic performance (*Classroom Instruction That Works, 2nd Ed. 2012*).

Focused Note-Taking

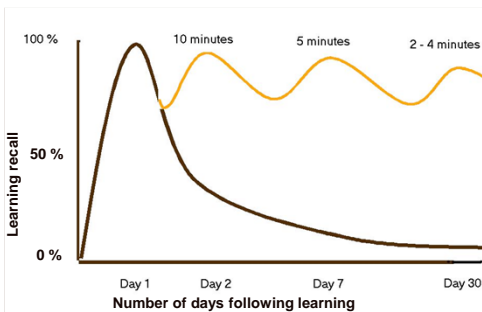
Topic: Common Core, Reading and Writing
Hint: Topic is not course name, but big idea/objective

Copy our Essential Question here...

1. EQs can come from Learning Objectives, Standards, Big Ideas
2. Focus student thought as teacher lectures, presents, etc.
3. Focuses composition of summary.



The Forgetting Curve



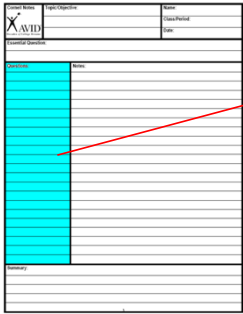
Focused Note-Taking

Record your learning in the 2/3 section here.



- Remember to:
1. Leave space.
 2. Abbreviate & paraphrase; don't try to write word for word.
 3. Draw pictures/diagrams to help remember.
 4. Refer to handout pages when you break from notes to record learning on handouts.



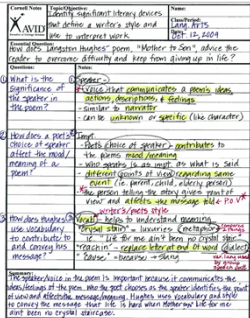
Focused Note-Taking




1. After the learning, review notes, revise them, and chunk into main ideas.
2. Come up with questions that will prompt the information on the right as an answer.
3. Try for some higher-order thinking (HOT) questions.

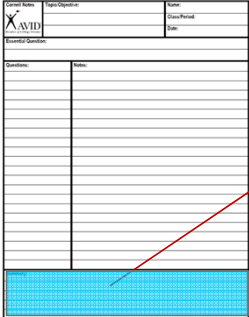
Focused Note-taking



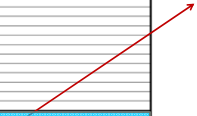

When all is said and done, notes look like this...



Focused Note-Taking



1. Answer your EQ in the first sentence(s).
2. Summarize and synthesize your learning that expresses your understanding by answering the questions you created on the left in the rest of the summary.

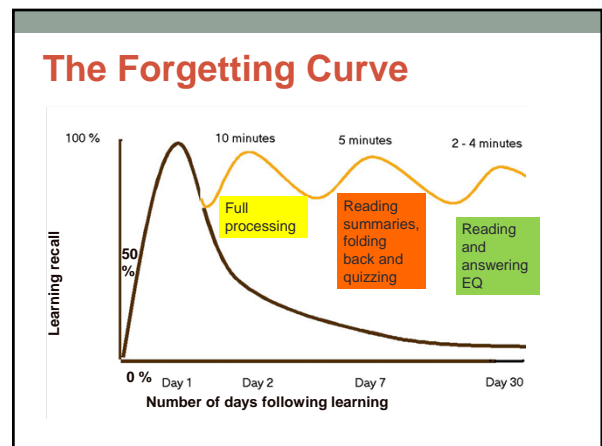



Processing Time for C-Notes

How long should it take for a student to review and revise notes, create questions, and write the summary each night they have made a record of their learning for each class?

Let's Practice


- Using the yellow Cornell Notes page, let's practice what students need to do once they take notes:
 - Chunk for main ideas;
 - Use one or more review marking strategies
 - Create questions for each chunk;
 - Write the summary, answering the Essential Question and questions in the margins to construct the summary.



Focused Note-taking

Context/View	Topic/Question	Notes
XAVID	Identify different library devices and define a writer's style and tone in different works.	Journalist 1991-1994
	How does "Garden Hobbies" poem "Mother to Son" advise the reader to overcome difficulty and keep from giving up in life?	
	What is the significance of the speaker in the poem?	Speaker - voice that communicates a personal view - similar to narratively - can be unknown or specific (like character)
	How does a poet's choice of speaker affect the mood/meaning of a poem?	Speaker - choice of speaker contributes to the poem mood/meaning - when speaking in 1st person, the what is said - different quotes of used representing same person (ie. parent, child, elderly person) - how person chooses the other's voice reveals view and attitude who message will be
	How does a poet's choice of speaker affect the mood/meaning of a poem?	Speaker - helps to understand meaning - helps to understand meaning - helps to understand meaning - helps to understand meaning
	How does a poet's choice of speaker affect the mood/meaning of a poem?	Speaker - helps to understand meaning - helps to understand meaning - helps to understand meaning - helps to understand meaning


When all is said and done, notes look like this...



Website (Source) Evaluation

- Who is in charge?
 - Read the About Us section, check credentials and expertise
- Is the information accurate?
 - Perform Link Google Search and see if info is current?
- What is the purpose of the website?
 - Is this a scholarly URL? Use Google Scholar or perform an advanced Google Search
 - http://interactives.mped.org/view_interactive.aspx?id=177&title

Visual Notetaking



With support of teacher modeling, primary grades students are able to draw what they hear as they listen to an informational text (R side), then pose questions about the reading (L side), and together with partners or whole class, write summaries (bottom of page).

Effective Searching Techniques





Advanced Search

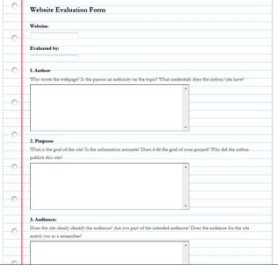
Stand on the shoulders of giants

Foundational Skill--Information Literacy


- Students will need to be able to analyze digital sources used in research for the following:
 - Quality;
 - Appropriateness/Usefulness; and
 - Legitimacy.
- Extensive practice will be important to making habits of **analysis** and **search** a part of a student's skill set.
- Students will need to perform these tasks **effectively** under **time constraints**.



Evaluating Websites




Go to <http://goo.gl/vepklm> to evaluate a website from our list.



Information Literacy Debrief

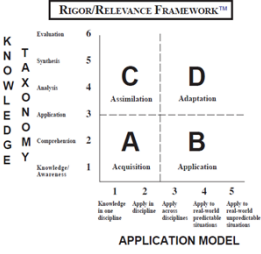
- Share with your quartet what you found in your search.
- What will be important to do in making students careful, conscientious, and competent consumers of digital and print media?
- Share your thoughts on Today'sMeet: <http://todaysmeet.com/ELABTSA>



Lesson Planning

- Turn to the last page in your packet.
- Draw a horizontal line across the page about halfway down to make four quadrants.
- Label the first quadrant "Research." What kind of research do your students need to do in your discipline?
- Label the second quadrant "Reading." What types of reading do your students need to do?
- Label the third quadrant "Issues." What are some issues/controversies/debates/conflicts in your discipline/field of study?
- Label the fourth quadrant "Products." What kind of authentic assessments/products involving research, reading, writing, and argumentation could your students engage in or produce?

Lesson Planning



Webb's Levels correspond roughly to the Rigor/Relevance Framework:

1. Quad A = Acquisition
2. Quad B = Application
3. Quad C = Assimilation
4. Quad D = Adaptation

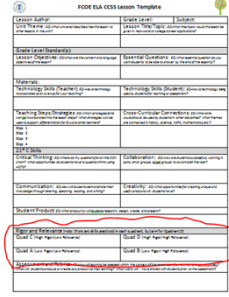
Webb's Levels correspond roughly to the Rigor/Relevance Framework:

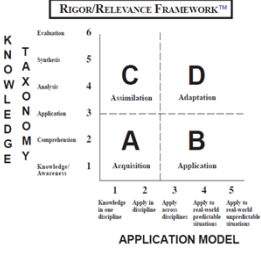
1. Quad A = Acquisition
2. Quad B = Application
3. Quad C = Assimilation
4. Quad D = Adaptation

Lesson Planning—30 minutes

- Find at least one other person in the room who teaches the same subject you do. Using a lesson coming up in the next month, use the lesson plan template to discuss and add the CCSS skills which are not yet fully developed for that lesson:
 - Connection to a larger theme
 - Technology Skills (Digital Literacy)
 - 4 C's
 - Cross-Curricular Connections
 - Research
 - Creative Product(s)


Lesson Planning





Planning—Lesson Design

- What skills/knowledge did we gain today?
- Which of these should be built into your lesson design?
- Using the Lesson Design Template (either hard copy or digital), begin filling in your lesson plan using the resources you brought.



Daily Feedback Card

- This is your opportunity to tell us immediately what you may need changed, continued, or clarified. If you want, you can respond to one of these **D-L-I-Q** questions:
 - What did you **DO** today?
 - What did you **LEARN** today?
 - What did you find **INTERESTING** today?
 - What **QUESTION(S)** do you have?
- *Please bus your table and leave your feedback cards—see you tomorrow!!*

Shortening a URL

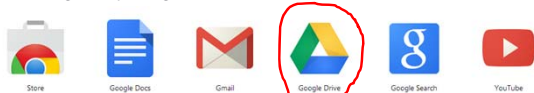
- You can use any URL shortening program (goo.gl; <https://bitly.com>; tinyurl.com; ow.ly; etc.)
- I like goo.gl, because it automatically keeps track of all the urls I have shortened.
- Practice together
- <http://goo.gl/bPMB9e>



EVALUATION

- Please go to <http://goo.gl/8lEnq1> and complete the evaluation

Creating a Google Form

1. Log into your gmail account;



2. Choose your Google Drive
3. From the Google Drive, click the **CREATE**  button.
4. Select "Form"
5. Begin entering your questions
6. Once you are finished entering questions, press 
7. You will be given a highlighted URL, and both the form and its associated spreadsheet (titled "Responses") will appear in your Google Drive