ELA/Literacy in Content Areas Webinar #1

Applying your learning of the Three ELA Shifts from this summer by examining a sample unit

Please open

https://todaysmeet.com/TQRP_CCSSLiteracy

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Agenda

- Celebrations from the summer

- Review of the 3 ELA Shifts

- Discuss an example unit

- Connect back to the Literacy Standards

- Get ready for text complexity next time

  - What will YOU bring?

- Post-webinar survey

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Celebrations from this summer - ANSWER ONE!

- The circle -- who/what completed your circle this summer?

- The triangle -- who/what moved you forward this summer?

- The square -- who/what connected all the dots this summer?

- The squiggly -- who/what changed your viewpoint this summer
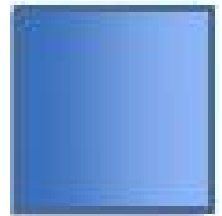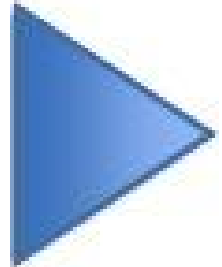
Review of the 3 ELA Shifts - TABOO - don't use those words!

- Today's Meet chat response -- "How would you describe Shift One in your own words?"
- Find a partner --"What words did your answers have in common?"

COMMON CORE SHIFTS FOR
ELA / LITERACY
STUDENT ACHIEVEMENT PARTNERS
ACHIEVETHECORE.ORG

1 Regular practice with **complex text** and its **academic language**

2 Reading, writing and speaking grounded in **evidence from text**, both literary and informational

3 **Building knowledge** through **content-rich nonfiction**

Review of the 3 ELA Shifts - TABOO - don't use those words!

- <u>Today's Meet chat response</u> -- "How would you describe Shift Two in your own words?"
- Find a partner -- "What words did your answers have in common?"

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Review of the 3 ELA Shifts - TABOO - don't use those words!

- <u>Today's Meet chat response</u> -- "How would you describe Shift Three in your own words?"
- Find a partner --"What words did your answers have in common?"

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See the Shifts in a Sample Unit -
http://www.oercommons.org/courses/omnivore-s-dilemma/view

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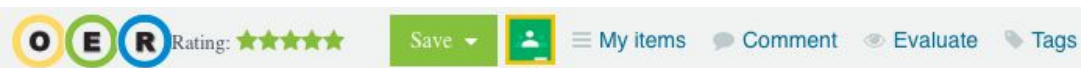
See the Shifts in a Sample Unit - Volunteers to Share Out
Prework doc

Finding the Shifts in this Unit

TASK DETAILS

Task Name: The Omnivore's Dilemma

Grade: 7

Subject: Literacy

Depth of Knowledge: 3

Task Description: This culminating task asks students to use textual evidence to write an essay analyzing how the author organized and developed his argument regarding the omnivore's dilemma in his chapter, "The Omnivore's Dilemma" from Michael Pollan's The Omnivore's Dilemma (Young Reader's Edition).

Standards:
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Taking it back to the summer - STANDARDS

Steps to using your standards

1. Find the standard
2. Deconstruct the standard
3. Write a learning objective
4. Design a summative assessment
5. Plan daily lessons, including finding the text
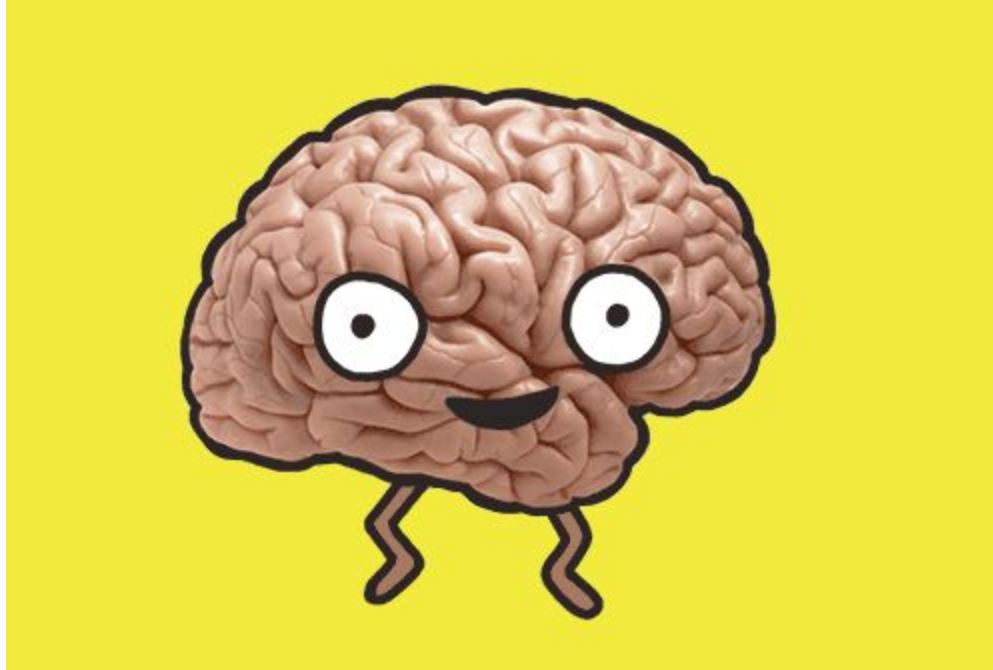6. Make changes based on formative feedback

Let's Practice with a Standard

- *RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

- Group discussion: What are the deconstructed parts to this standard?

What happens with the parts of the standard?

(1) Difference between explicit and inference
(2) Cite evidence of explicit
(3) Make inferences
(4) Cite the location and your inference

● Use these parts to write your specific learning targets (using the nouns and verbs).

● Examine your learning targets to determine how many lessons it will take to master those components.
   ○ Teacher-drive or student-drive?
   ○ Student prior knowledge?
   ○ Number of times revisited during the year?

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What is running through your brain right now?

http://i.giphy.com/l41m04gr7tRet7Uas.gif

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Next time -- let's focus on text complexity

● *Do you remember the 3 parts?*

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Next time -- let's focus on text complexity

- *For next time, please:*

  - *Pick a standard you'll be teaching in November (or that you would like to focus on when you do teach sample lessons/student teach)*

  - *Choose a text*

  - *Complete the quantitative analysis (ATOS)*

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