

# Fall ELA PLO

## Day 1

### Grades 6-8





**Welcome**

# Padlet

[www.tinyurl.com/mumidlands1and2](http://www.tinyurl.com/mumidlands1and2)



# Series “I Can” Statements

- 
- I can incorporate the Inquiry-Based Literacy Standards to guide student learning.
- I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.
  - I can model the use of the Fundamentals of Communication as I teach the Reading-Literary, Reading-Informational Text, Writing, and Communication Standards.
  - I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary, and Reading-Informational Text Standards.

**Where do I start?**



# Big Ideas



# ***SC College- and -Career Ready Standards for ELA***

**Writing**

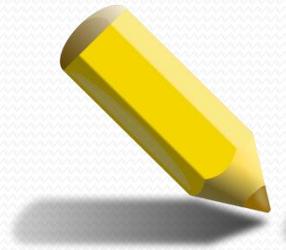
**Communication**



**Reading-  
Informational  
Texts**

**Reading-  
Literary  
Texts**

# Materials



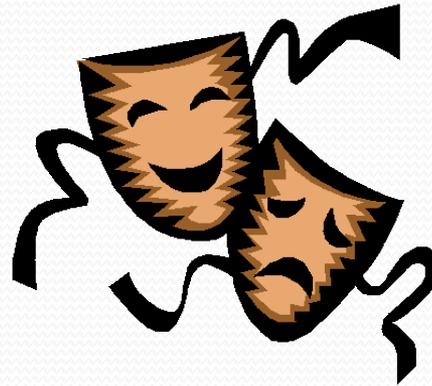
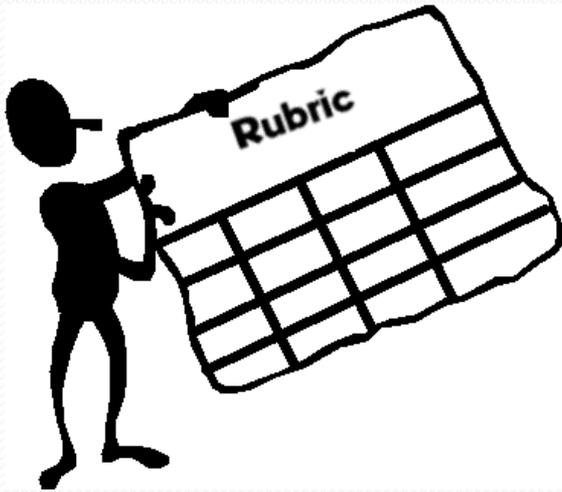
# Environment



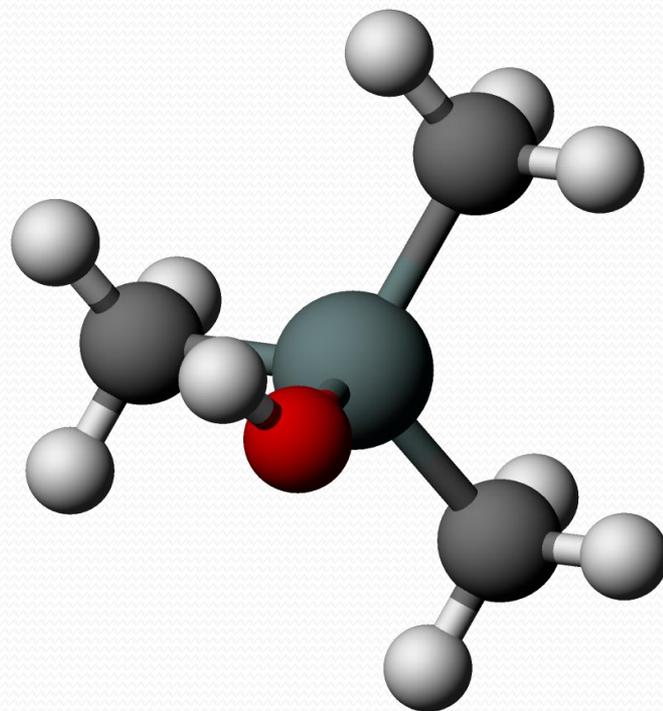
Source:

<http://www.extron.com/company/article.aspx?id=paintedhills> and  
<http://iserotope.com/tag/independent-reading/>

# Assessment



# Structure of the Standards



# Graphic Representation of the Organizational Structure

## Reading – Literary Text (RL)

### Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.  
 Teachers should continue to address earlier standards as they apply to more complex text.  
 Students are expected to build upon and continue applying concepts learned previously.

By the end of second grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: historical fiction, contemporary realistic fiction, picture books, folktales, fables, tall tales, and fantasy. In the category of literary nonfiction, they read autobiographical and biographical sketches. In the category of poetry, they read narrative, lyrical, and humorous poems and free verse.

### Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading, and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

### Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

KINDERGARTEN	GRADE ONE	GRADE TWO
1.1 Follow words from left to right, top to bottom, and front to back.	1.1 Recognize the distinguishing features of a word.	1.1 Students are expected to build upon and continue applying previous learning.
1.2 Recognize that spoken words are represented in written language by specific sequences of letters.	1.2 Students are expected to build upon and continue applying previous learning.	
1.3 Understand that words are separated by spaces in print.	1.3 Students are expected to build upon and continue applying previous learning.	
1.4 Recognize and name all upper- and lowercase letters of the alphabet.	1.4 Students are expected to build upon and continue applying previous learning.	

Teaching in South Carolina is based on four major components: standards, curriculum, instruction, and assessment. Standards are year-end goals for student learning which inform and guide curriculum development, instructional practices, and assessment. Curriculum is developed based on standards. Instruction is the support teachers offer to navigate the curriculum that is also based on the standards. Formal and informal assessment, based on standards, guides and informs instruction.

### Strands

The South Carolina College- and Career-Ready Standards for ELA 2015 include the following Strands:

- Inquiry - Based Literacy (I)
- Reading – Literary Text (RL)
- Reading – Informational Text (RI)
- Writing (W)
- Communication (C)

Each Strand, except Inquiry-Based Literacy, is supported by the Key Ideas listed below.

The Key Ideas in (RL) and (RI) are:

Principles of Reading | Meaning and Context | Language, Craft, and Structure | Range and Complexity

In (W), the Key Ideas are:

Meaning, Context, and Craft | Language | Range and Complexity

In (C), the Key Ideas are:

Meaning and Context | Language, Craft, and Structure

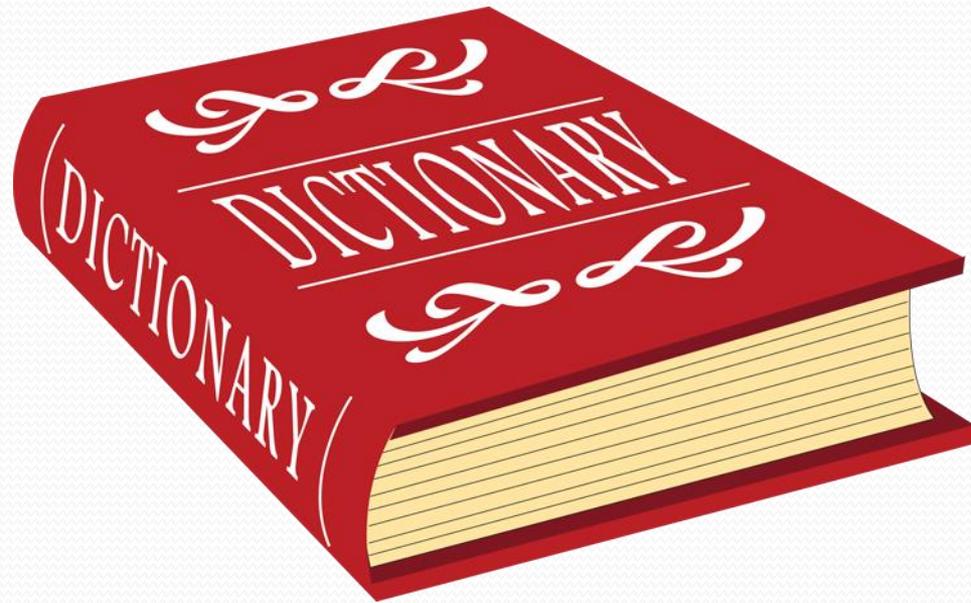
### Standards

Each Key Idea is supported by one or more Standards. The Standards included in this document represent the culminating outcome which describes what students should know and be able to do when they leave our public school system; therefore, the language included in each Standard is the same for Kindergarten through English 4.

### Indicators

Each Standard is supported by Indicators which provide specific outcomes for each grade level or course.

# What is Inquiry?



# What Did He Do?

THE FOLLOWING **PREVIEW** HAS BEEN APPROVED FOR  
**APPROPRIATE AUDIENCES**  
BY THE MOTION PICTURE ASSOCIATION OF AMERICA, INC.

[www.filmratings.com](http://www.filmratings.com)

[www.mpa.org](http://www.mpa.org)

# Inquiry-Based Literacy Standards (I)

## Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop questions to broaden thinking on a specific idea that frames inquiry for new learning and deeper understanding.	1.1 Develop a range of questions to frame inquiry for new learning and deeper understanding.

## Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Transact with text in order to formulate logical questions based on evidence, generate explanations, propose and present conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.	2.1 Formulate logical questions based on evidence, generate explanations, propose and present original conclusions, and consider multiple perspectives.
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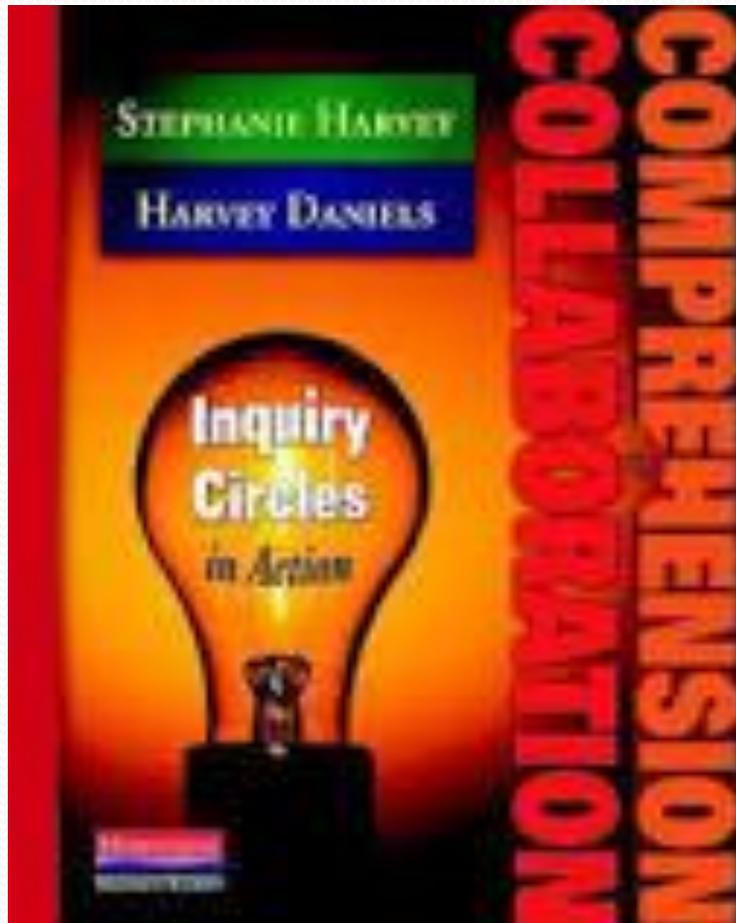
## Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.	3.1 Develop a plan of action by using appropriate discipline-specific strategies.
3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.	3.2 Examine historical, social, cultural, or political context to broaden inquiry.
3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.	3.3 Gather information from a variety of primary and secondary sources and evaluate sources for perspective, validity, and bias.
3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.	3.4 Organize and categorize important information, revise ideas, and report relevant findings.

## Standard 4: Synthesize integrated information to share learning and/or take action.

4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.	4.1 Employ a critical stance to demonstrate that relationships and patterns of evidence lead to logical conclusions, while acknowledging alternative views.
4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.	4.2 Determine appropriate disciplinary tools and develop a plan to communicate findings and/or take informed action.
4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.	4.3 Reflect on findings and pose appropriate questions for further inquiry.





## Conventional Projects Versus Genuine Inquiry

Pages 63-73

<b>It Says</b>	<b>I Say</b>	<b>And So</b>
<i>(Select key ideas from the text that support your purpose for reading.)</i>	<i>(What's your interpretation, connection, question, response, or connection related to this selection from text?)</i>	<i>(So what? Why is this important? What are you going to do with this information?)</i>

# LIGHTS CAMERA ACTION



# Immerse yourself in the exploration of “Inquiry”

- Use any of the provided resources or resources you find.
- Find out all that you can about Inquiry. You may want to go back to the questions you have about the Inquiry-Based Literacy Standards.
- Work with your table to prepare a presentation to share your knowledge about Inquiry. Use a web 2.0 tool or chart paper. Post the URL for your web 2.0 presentation on Padlet.



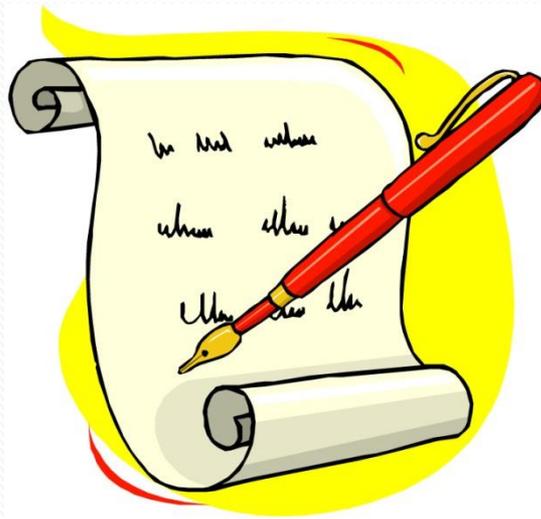
# Web 2.0 Presentations

[www.Cooltoolsforschools.wikispaces.com](http://www.Cooltoolsforschools.wikispaces.com)

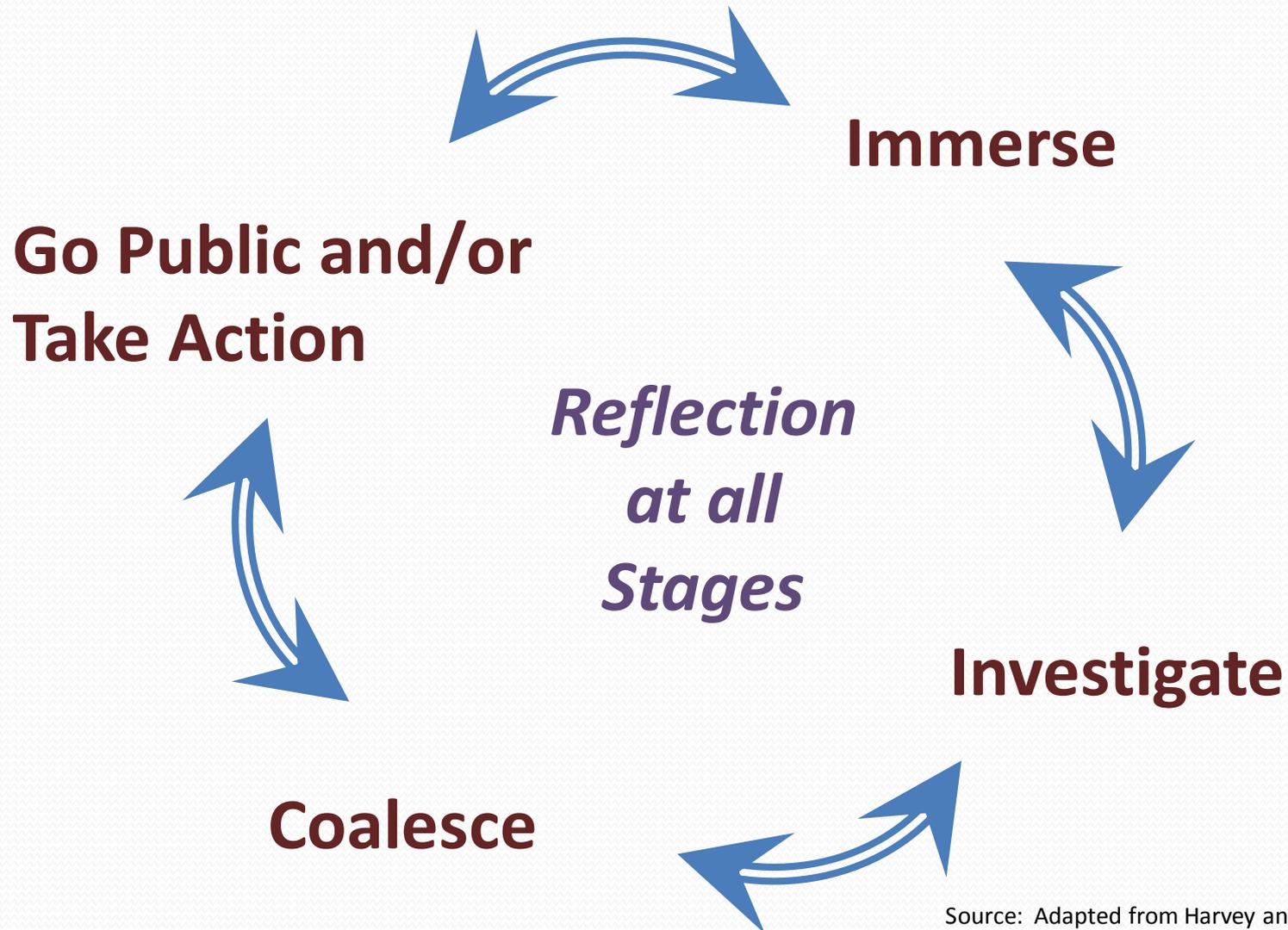
# Presentations

- Be prepared to share feedback to the presenters.
- 1 Glow and 1 Grow

# Reflect

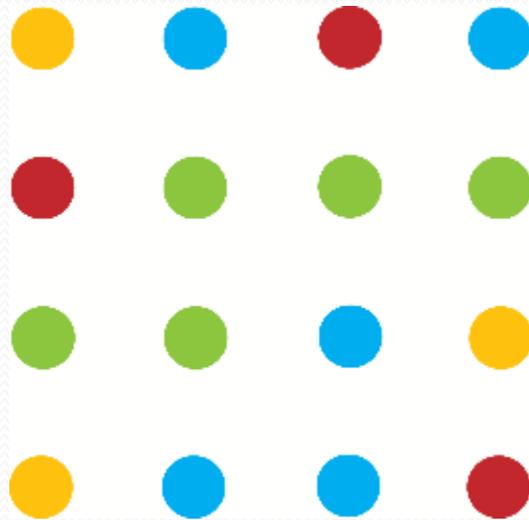


# Inquiry Framework



Source: Adapted from Harvey and Daniels (2009)

# Connecting the Dots



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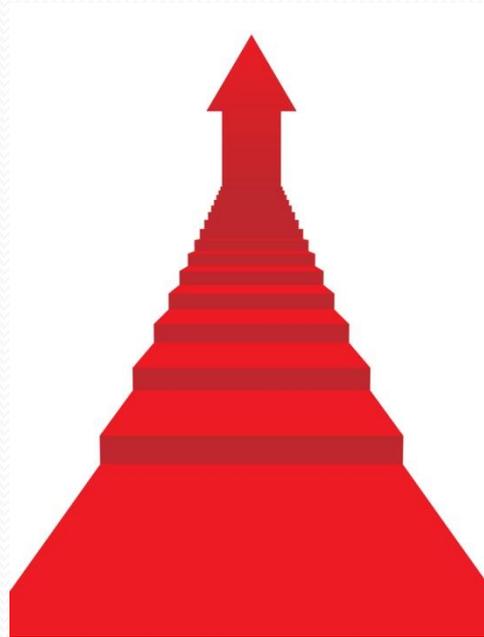
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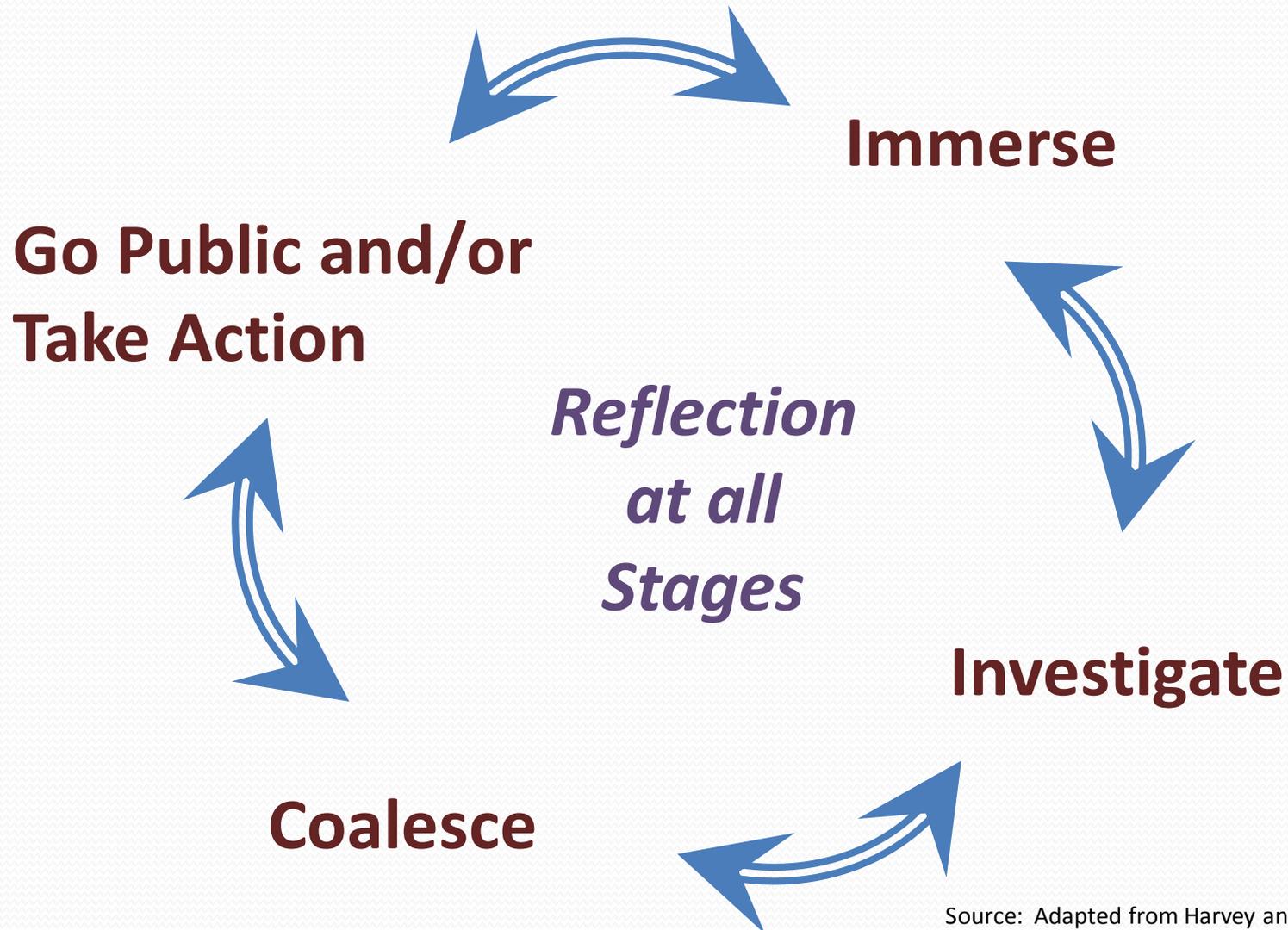
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# Next Steps



# Inquiry Framework



Source: Adapted from Harvey and Daniels (2009)

# Homework Assignment



# Exit Slip

[www.tinyurl.com/day1exitslip6-8](http://www.tinyurl.com/day1exitslip6-8)

