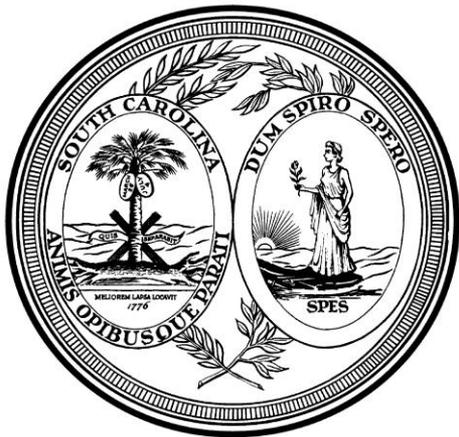


2016 SPRING ELA PLO

SESSION 1

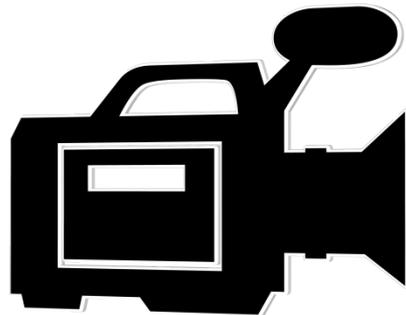


Candice M. Lowman
Middle-Level Education Associate
clowman@ed.sc.gov
803-791-0091

WELCOME

A colorful, cartoon-style illustration of the word "WELCOME" in large, 3D block letters. The letters are red, orange, yellow, green, blue, and purple. A small cartoon character with blonde hair is peeking out from behind the letter "O". Several colorful balloons (purple, yellow, red, pink) are floating around the letters.

Technology



Padlet

www.tinyurl.com/springploday1

<http://goo.gl/cvGdC5>



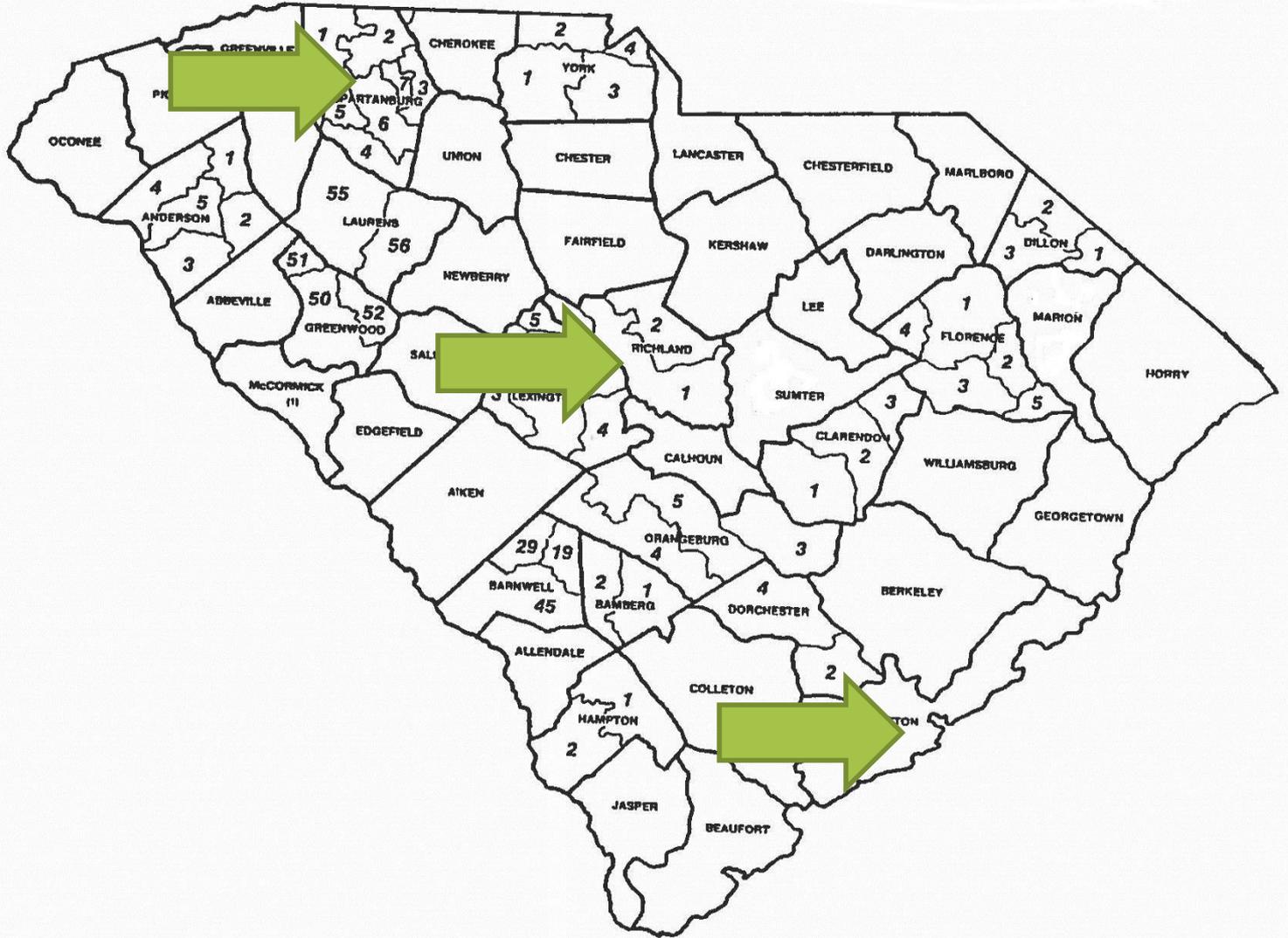
Updates from the SCDE



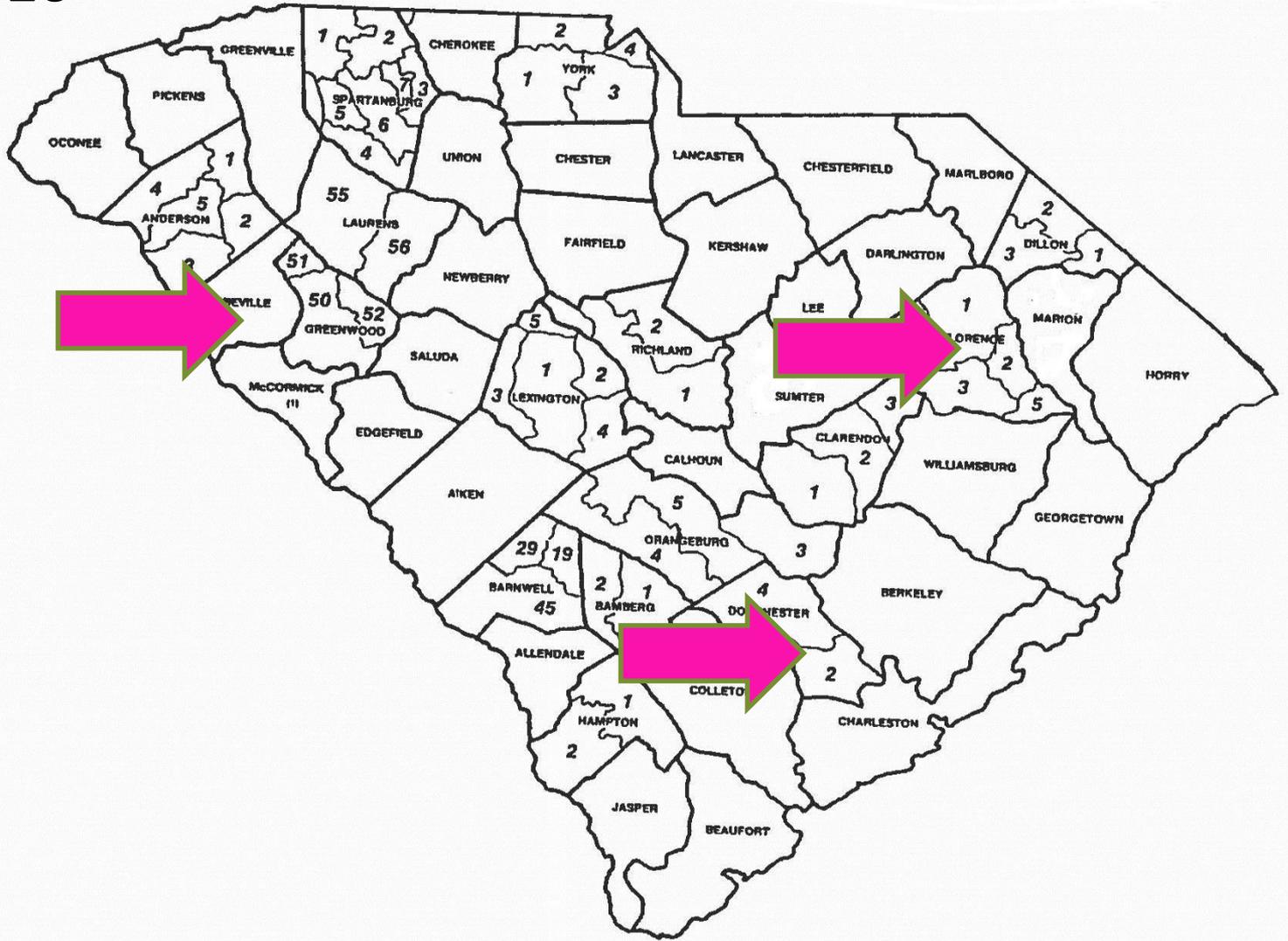
Professional Learning Opportunities



Fall 2015



Spring 2016



Support Documents



ELA State Summative Assessment



SCDE Website



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Spearman Announces Changes in S.C. Educator Evaluation

State Superintendent of Education Molly M. Spearman announced proposed changes to South Carolina educator evaluations as a result of the passage of the Every Student Succeeds Act.

[READ MORE](#)

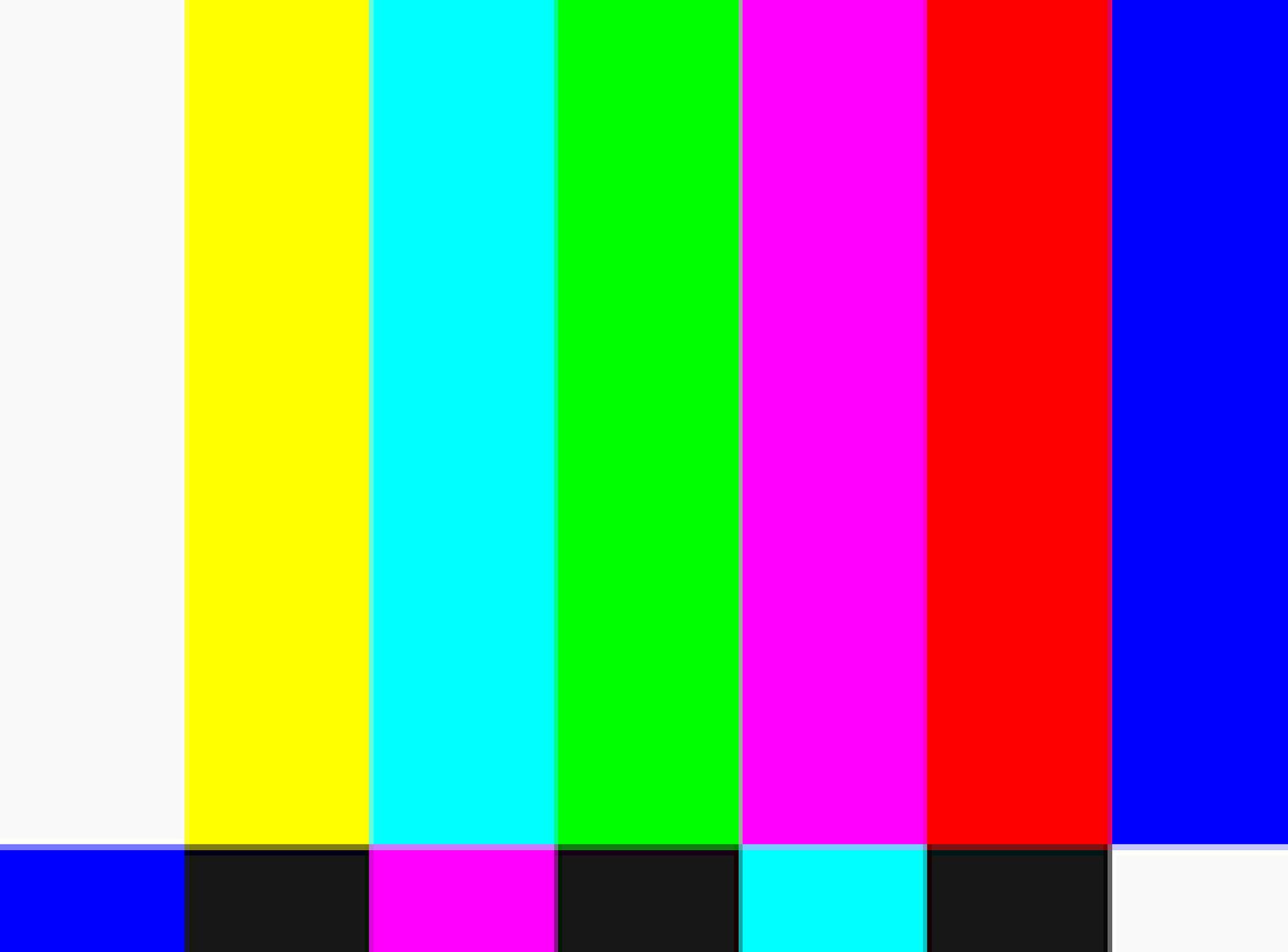


Series Learning Targets

- I can apply knowledge of the inquiry process.
- I can establish an environment which is conducive to inquiry.
- I can identify ways to select relevant resources.
- I can develop essential questions that guide inquiry.
- I can identify ways to formatively assess students.
- I can integrate the communication, reading- literary text, reading- informational text, writing, and communication standards as well as disciplinary literary throughout units.

Series Requirements

- Complete assignments posted on Schoology.
- Attend both sessions in the series.
- Submit unit plan which is due: May 13th
- Certificate of completion will be issued once unit plans are submitted.
 - 10 hours for face-to-face
 - 10 hours for completion of all assignments.



Readwritethink

www.readwritethink.org



What's in a Name?

Differentiated Instruction

Problem Based Learning

Universal Design for Learning

Response to Intervention

Understanding By Design

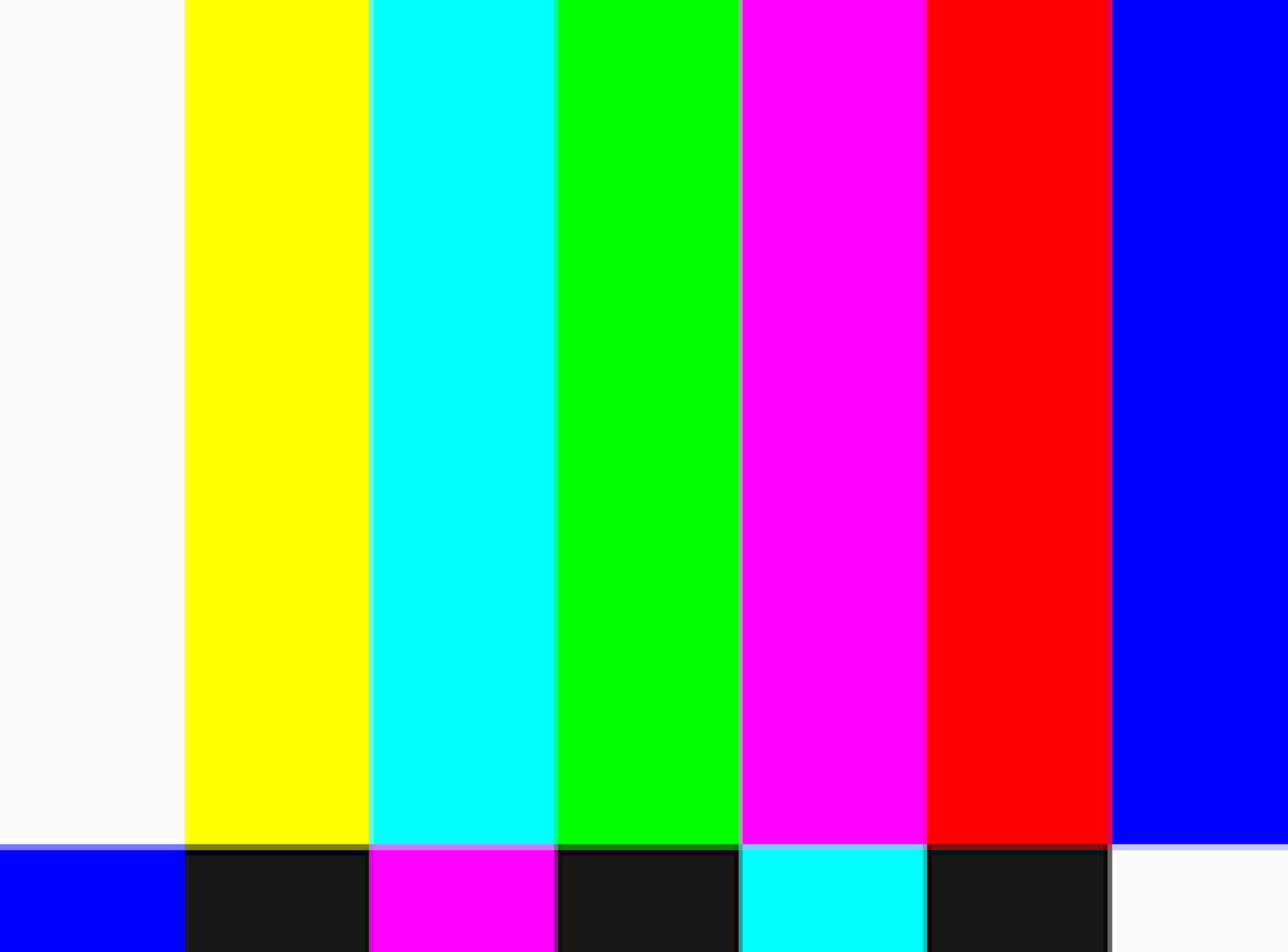
Project Based Learning

Inquiry

Elements/ Descriptors



BEST
PRACTICE



West Virginia Website

www.tinyurl.com/westvirginiade

<https://goo.gl/oaJjFN>



Reading Moves

READING MOVES:
WHAT
NOT
TO DO

It Says	I Say	And So
<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>

Reading Moves

It Says/ I Say/ And So



DEBRIEF

Let's Discuss

*South Carolina College-
and Career- Ready
Standards for English
Language Arts 2015*



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.
---	---	---

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.

Reading – Literary Text

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 grade eight, 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: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, folktales, tall tales, and myths. In the category of literary nonfiction, they read personal essays, classical essays, memoirs, autobiographical and biographical sketches, character sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, free verse, odes, songs/ballads, and epics.

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.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

Reading – Informational Text (RI)

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 grade eight, students read informational (expository/persuasive/argumentative) texts in multimedia formats of the following types: essays, historical documents, research reports, contracts, position statements, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book, movie, or product reviews, journals, and speeches. They also read directions, schedules, and recipes embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

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 an author's style and techniques to construct meaning.

Principles of Reading (P)

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

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

Communication (C)

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.*

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
1.1 Consider viewpoints of others by listening, reflecting, and formulating questions; support others to reach common understandings of concepts, ideas, and text.	1.1 Prepare for and engage in conversations to explore complex concepts, ideas, and texts; share ideas and consider alternate viewpoints.	1.1 Prepare for and engage in conversations to explore complex ideas, concepts, and texts; build coherent lines of thinking.
1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.	1.2 Participate in discussions; ask probing questions and share evidence that supports and maintains the focus of the discussion.	1.2 Participate in discussions; share evidence that supports the topic, text, or issue; connect the ideas of several speakers and respond with relevant ideas, evidence, and observations.

Writing (W)

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.

Fundamentals of Writing

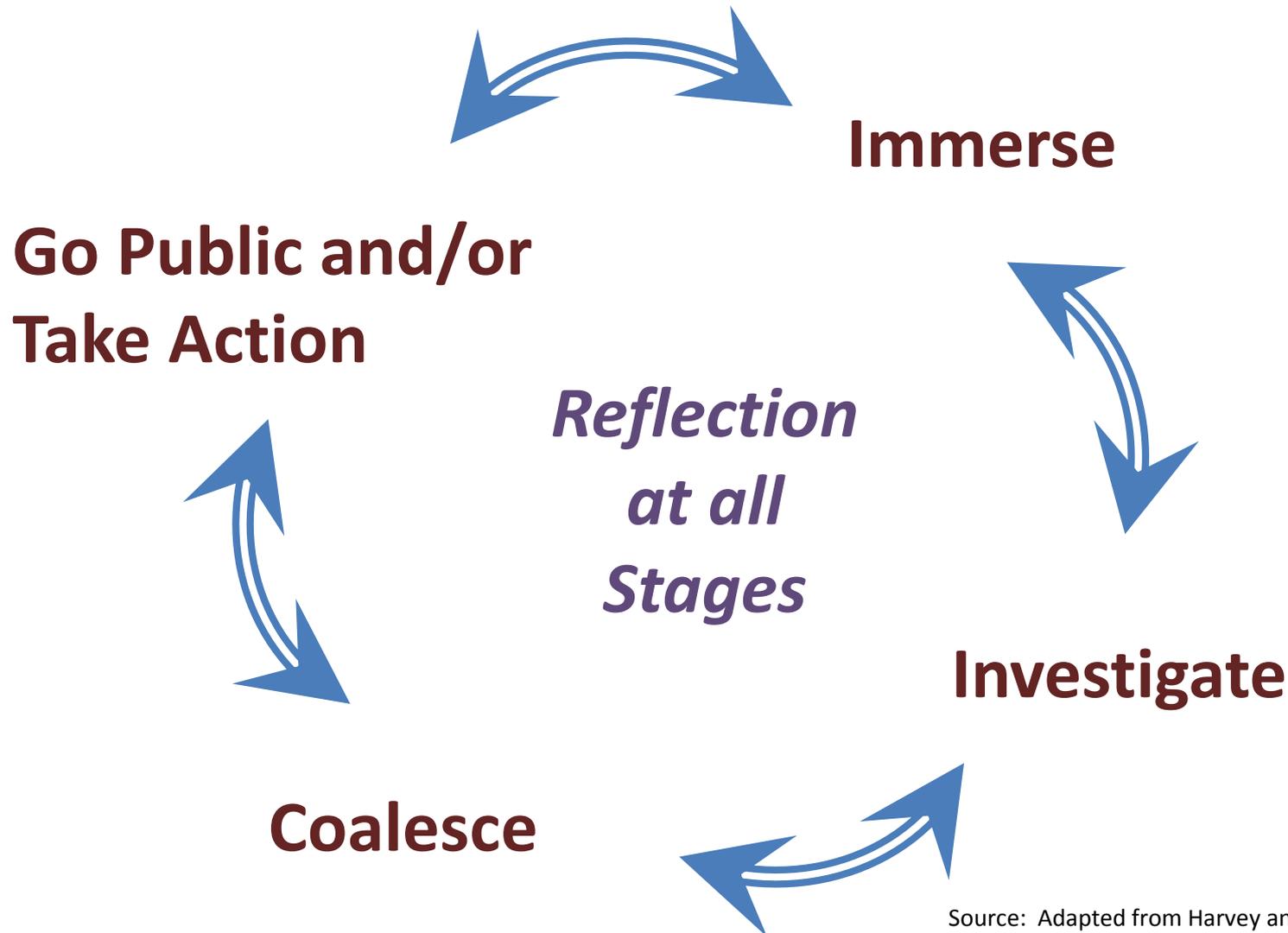
- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

GRADE SIX	GRADE SEVEN	GRADE EIGHT
<p>1.1 Write arguments that:</p> <p>a. introduce a focused claim and organize reasons and evidence clearly;</p> <p>b. use information from multiple print and multimedia sources;</p> <p>c. support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. develop and strengthen writing as needed by planning, revising, editing, rewriting;</p> <p>f. paraphrase, quote, and summarize, avoiding plagiarism and providing basic</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text;</p> <p>d. use an organizational structure that provides unity and clarity among claims, reasons, and evidence;</p> <p>e. develop the claim providing credible evidence and data for each;</p> <p>f. develop and strengthen writing as needed</p>	<p>1.1 Write arguments that:</p> <p>a. introduce claims, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically;</p> <p>b. use relevant information from multiple print and multimedia sources;</p> <p>c. support claims using valid reasoning and a variety of relevant evidence from accurate, verifiable sources;</p> <p>d. use an organizational structure that provides unity and clarity among claims, counterclaims, reasons, and evidence;</p> <p>e. develop the claim and counterclaims providing credible evidence and data for each;</p>

Inquiry Framework



Source: Adapted from Harvey and Daniels (2009)

Small-Group Inquiry Model

Stage	Teacher	Kids
Immerse: <i>Invite Curiosity, Build Background, Find Topics, and Wonder</i>	<ul style="list-style-type: none"> ■ Invites curiosity, questioning, engagement ■ Shares own curiosity ■ Models personal inquiry ■ Shows how to ask questions ■ Demonstrates topic finding ■ Gathers and organizes relevant materials and resources ■ Immerses kids in topics to build background ■ Facilitates small-group formation to ensure heterogeneous groups with compatible interests ■ Confers with small groups and individuals 	<ul style="list-style-type: none"> ■ Express their curiosity ■ Explore, experience, and learn about topics using texts, visuals, Internet, artifacts, and more ■ Think about what they know, and connect new information to background knowledge and experience ■ Wonder and ask questions ■ Read, listen, and view to build background ■ Respond with questions, connections, and reactions ■ Meet with teams to set schedules, ground rules, and goals
Investigate: <i>Develop Questions, Search for Information, and Discover Answers</i>	<ul style="list-style-type: none"> ■ Floods kids with resources and materials on a topic or question ■ Models how to read, listen, and view with a question in mind ■ Models how to take notes by annotating text and writing in margins or on Post-its ■ Demonstrates how to determine importance ■ Helps kids sharpen or change inquiry focus ■ Facilitates changes in group membership or topics ■ Confers with groups and individuals 	<ul style="list-style-type: none"> ■ Articulate thoughts and questions that stem from their own interests and experience ■ Listen, talk, view, and read to gain information ■ Write, talk, and draw to think about information ■ Develop questions; then read, listen, and view to answer them ■ Use text and visual features to gain information ■ Meet with teams to set and monitor schedules and task completion
Coalesce: <i>Intensify Research, Synthesize Information, and Build Knowledge</i>	<ul style="list-style-type: none"> ■ Shows how to infer answers and draw conclusions ■ Demonstrates how to read for the gist and synthesize information ■ Engages kids in guided discussions and debates ■ Shares how to evaluate sources ■ Teaches interviewing strategies ■ Facilitates arrangements for out-of-school resources ■ Confers with groups and individuals 	<ul style="list-style-type: none"> ■ Engage in deeper reading and research using books, articles, websites, videos, library visits ■ Check sources and determine reliability ■ Target key ideas and information ■ Keep asking: "So what? What about this really matters?" ■ Practice interviewing ■ Conduct "people" research: interviews, surveys, questionnaires, focus groups ■ Synthesize information to build knowledge ■ Meet with teams to monitor schedules, complete specific tasks, and plan for sharing

Inquiry Model

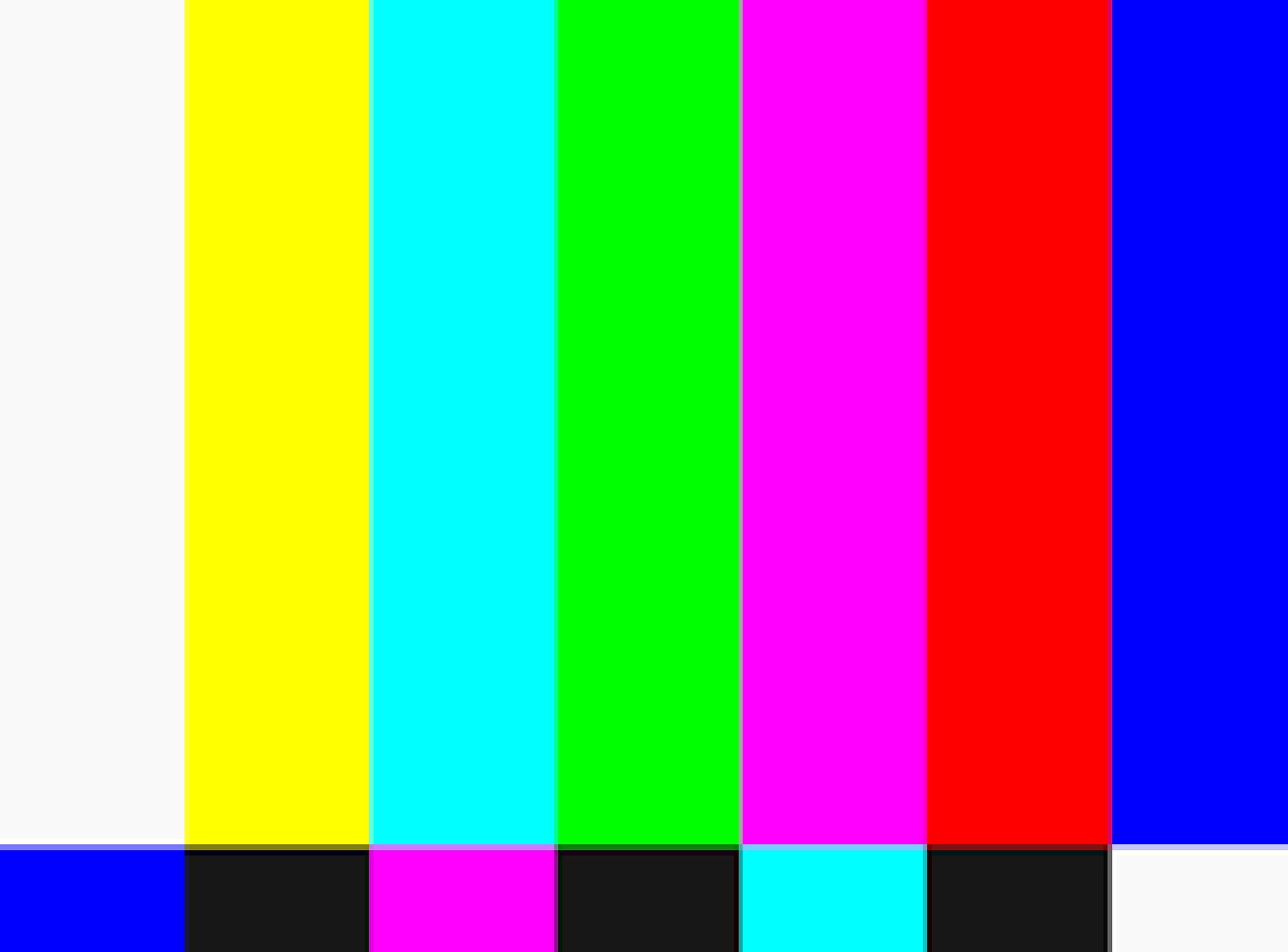


Schoology



Middle Level ELA Spring 2015 PLO

Access Code
4SKJB-J6FS4



Story Line

<http://www.storylineonline.net/>

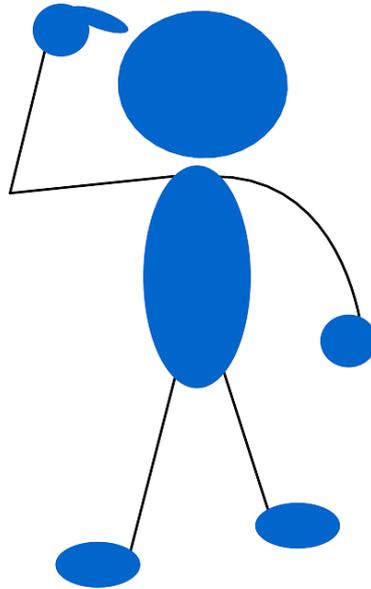


West Virginia PBL Samples

<https://goo.gl/MzCOZw>



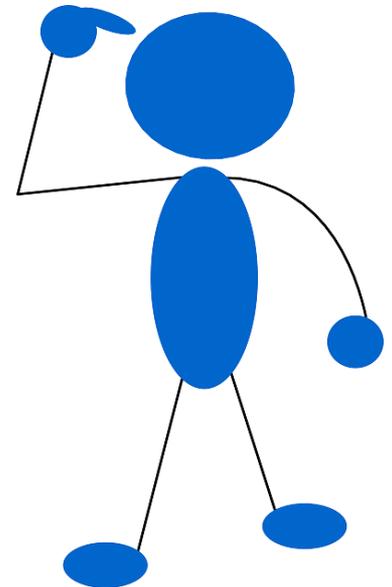
Essential Questions



Essential Questions

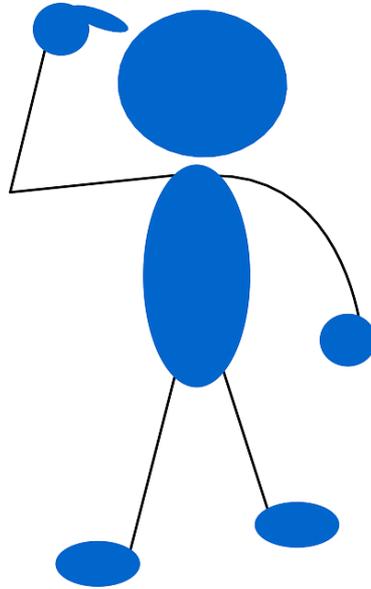
What are essential questions?

Write an example of an essential question.





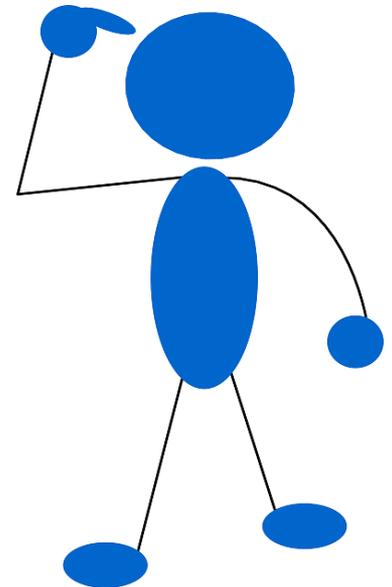
Essential Questions



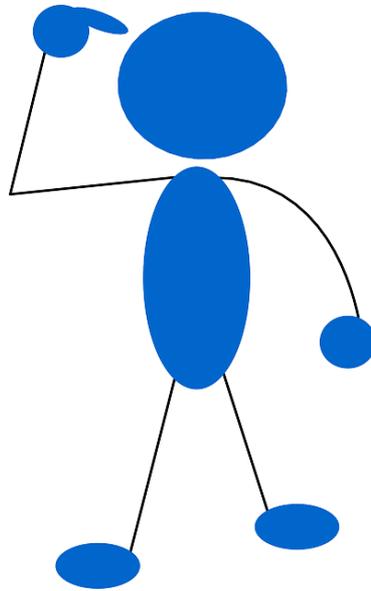
Essential Questions

What are essential questions?

Write an example of an essential question.



Examples and Non-Examples



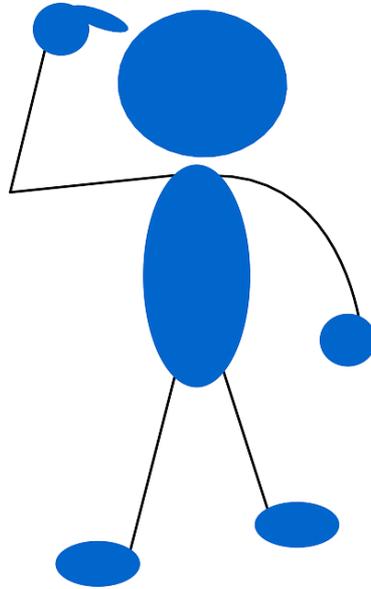
Examples and Non-Examples

Examples	Non-Examples
How do the arts shape, as well as reflect, a culture?	What common artistic symbols were used by the Incas and Mayans?
What do effective problem solvers do when they get stuck?	What steps did you follow to get your answer?
How strong is the scientific evidence?	What is a variable in scientific investigations?
Is there ever a “just” war?	What key event sparked World War I?
How can I sound more like a native speaker?	What are common Spanish colloquialisms?
Who is a true friend?	Who is Maggie’s best friend in the story?

A Good Essential Question

- Is ***open-ended***; no single, final, and/or correct answer.
- Is ***thought-provoking*** and ***intellectually engaging***; often sparks a discussion or a debate
- Calls for ***higher-order thinking***; analysis, inference, evaluation, and prediction.
- Points toward ***important, transferable ideas*** within disciplines.
- Raises ***additional questions*** and sparks further inquiry.
- Requires ***support*** and ***justification***, not just an answer.
- ***Recurs*** over time; it can be asked again and again.

Overarching vs. Topical



Overarching vs. Topical

Overarching questions are.....

broad or general.

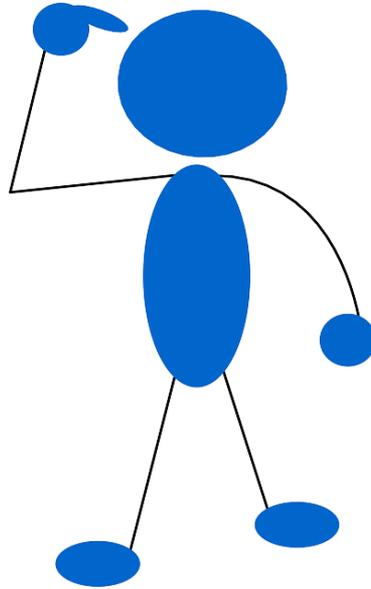
Topical questions...

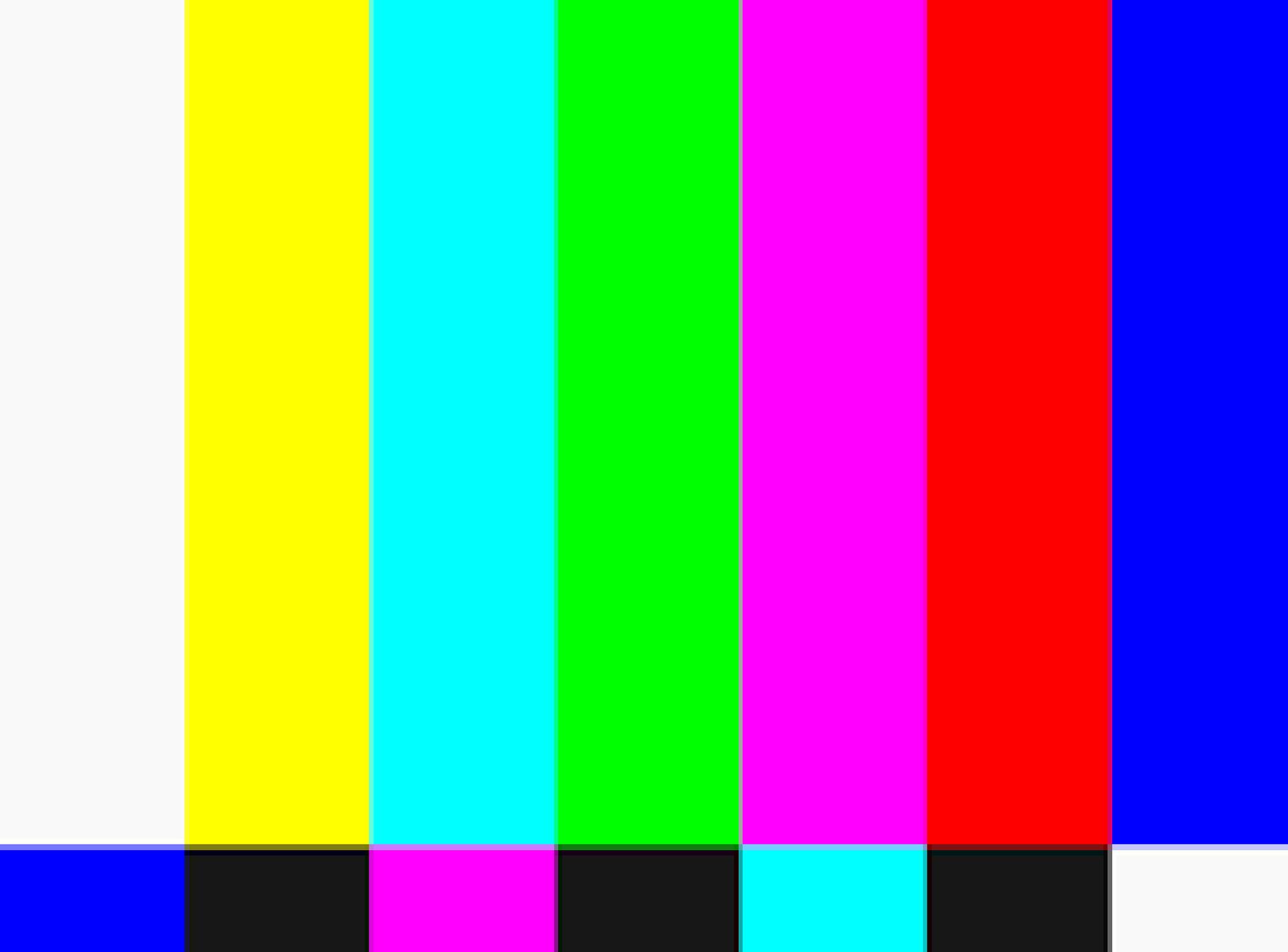
focus on particular topics.

Overarching vs. Topical

Overarching	Topical
Whose “story” (perspective) is this?	How did Native Alaskans view the “settlement” of their land?
How are structure and function related?	How does the structure of various insects help them survive?
In what ways does art reflect, as well as shape, culture?	What do ceremonial masks reveal about the Inca culture?
How do authors use story elements to establish mood?	How does John Updike use setting to establish a mood?
What makes a system?	How do our various body systems interact?
What are common factors in the rise and fall of powerful nations?	Why did the Soviet Union collapse?

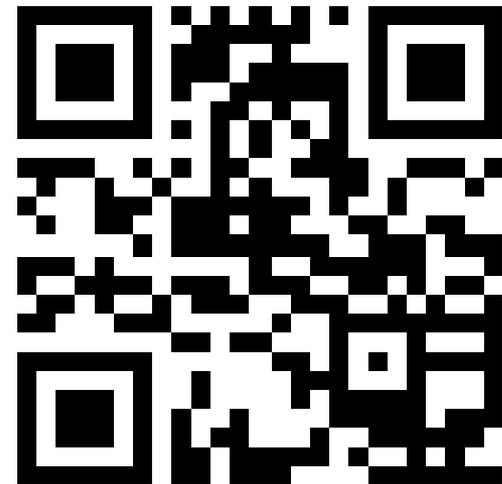
Let's Create Some Questions



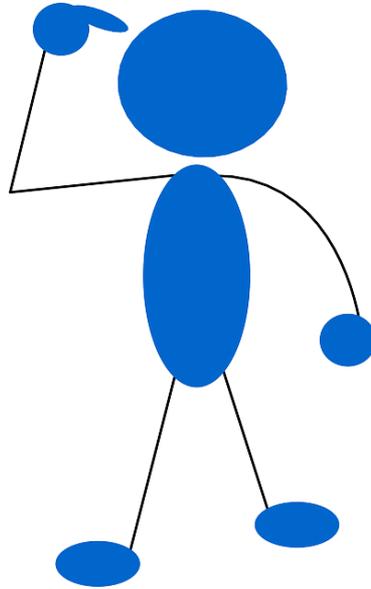


Twentribune

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Getting Students to Create Questions



ReQuest

This procedure will help students make meaning from what they encounter in the text.

ReQuest

On the line questions:

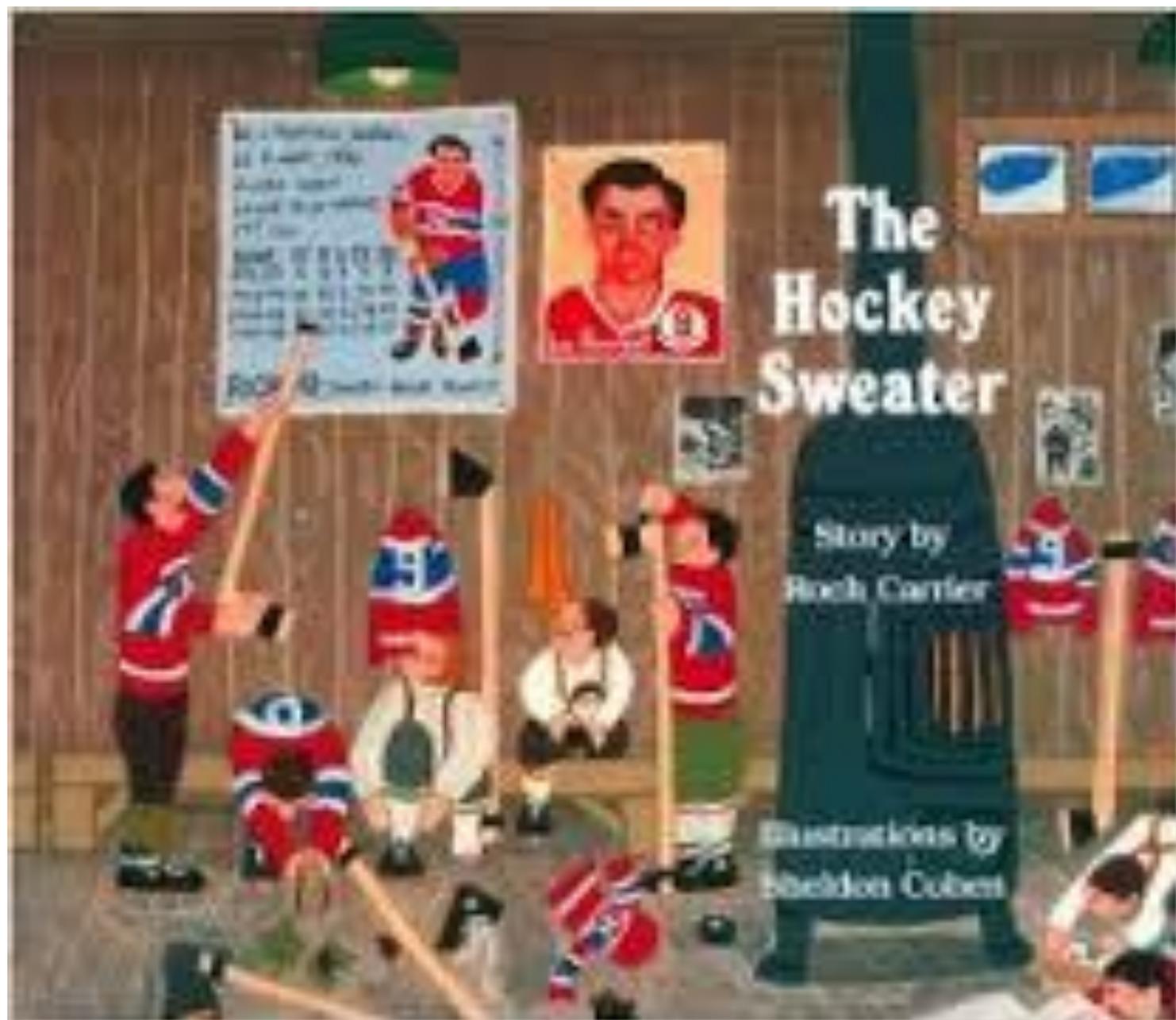
The answers to these questions are found directly in the text (facts.)

Between the line questions:

To answer these questions, students select clues from the text. Students need to make some inferences based on information they read.

Beyond the line questions:

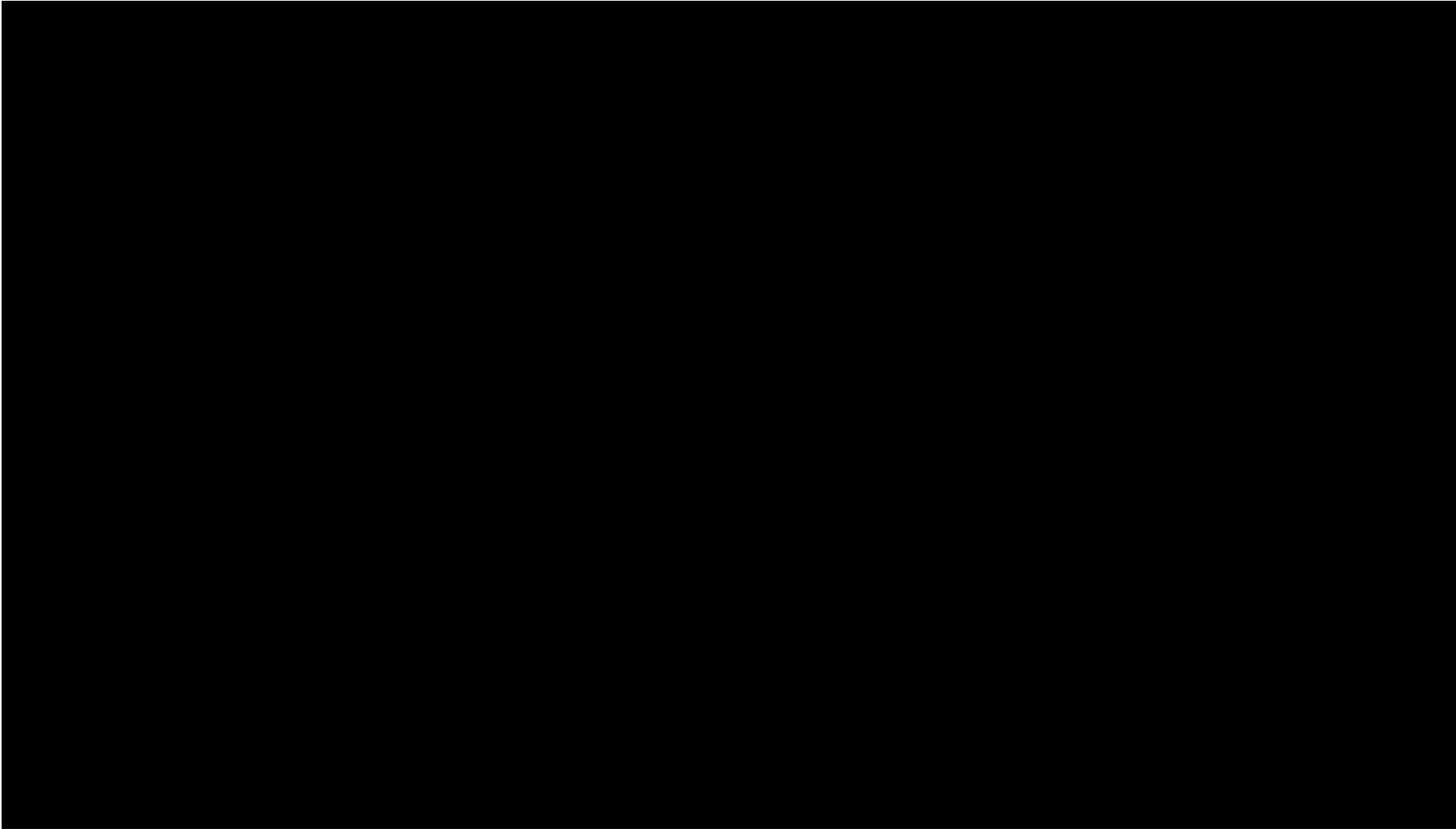
These questions are usually reflecting in nature. Questions are requires students to make connections.



The Hockey Sweater

Story by
Roch Carrier

Illustrations by
Sheldon Cohen



Question	Where/how can we find the answer?	Type of question
Do you think Roch was in the right when he broke his hockey stick on the ice? Why?	Use information from the text to come up with an answer.	Between the lines
What does Roch ask God for in church?	Answer is directly in the text.	On the lines
Explain what we learn from the following statement, "If you make up your mind about something before you try it, you won't go very far in this life."	Use our prior knowledge and experience to answer the question	Beyond the lines

ReQuest Strategy



What's Your Question Line?

Student name: _____ Title of Text: _____

On the Line <u>?</u>	Between the Lines <u>?</u>	Beyond the Line \rightarrow ?
<p>I would like to know more about...</p> <p>Perhaps I can...</p>		

Digging in to the Work



Unit Plan Template

South Carolina College- and Career-Ready Standard

Indicator(s)

Expectations/ Prior Knowledge/Subsequent Knowledge

Look at the standard/indicator across grade levels. What common elements are found? What differences are found?

Assessment Possibilities

What students need to know?

Key Knowledge (Content)

What the Teacher Will Do

What Students Will Do

Materials

Chart	Timeline	Essay	Non-fiction Book	Pictures
Artwork	Newspaper Article	Song	Video Clip	Other

Wrapping it Up

- Brainstorm the remaining components of your unit of study.
- Complete Pre-Session Work for Session 2 on Schoology.
- Did everyone sign in????



Exit Slip

www.tinyurl.com/session1exitslip

<https://goo.gl/ljTwkQ>



