

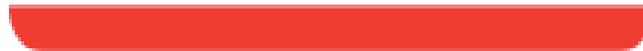
INQUIRY-DRIVEN LEARNING

English 1 - English 4
Professional Learning
Day 1



Introductions

Hello
my name is



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 sentence.	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.

Series “I Can” Statements

Day 1: I can incorporate the Inquiry-Based Literacy Standards to guide student learning.

Day 2: I can model the use of the Fundamentals of Reading as I teach the Reading-Literary and Reading-Informational Text Standards.

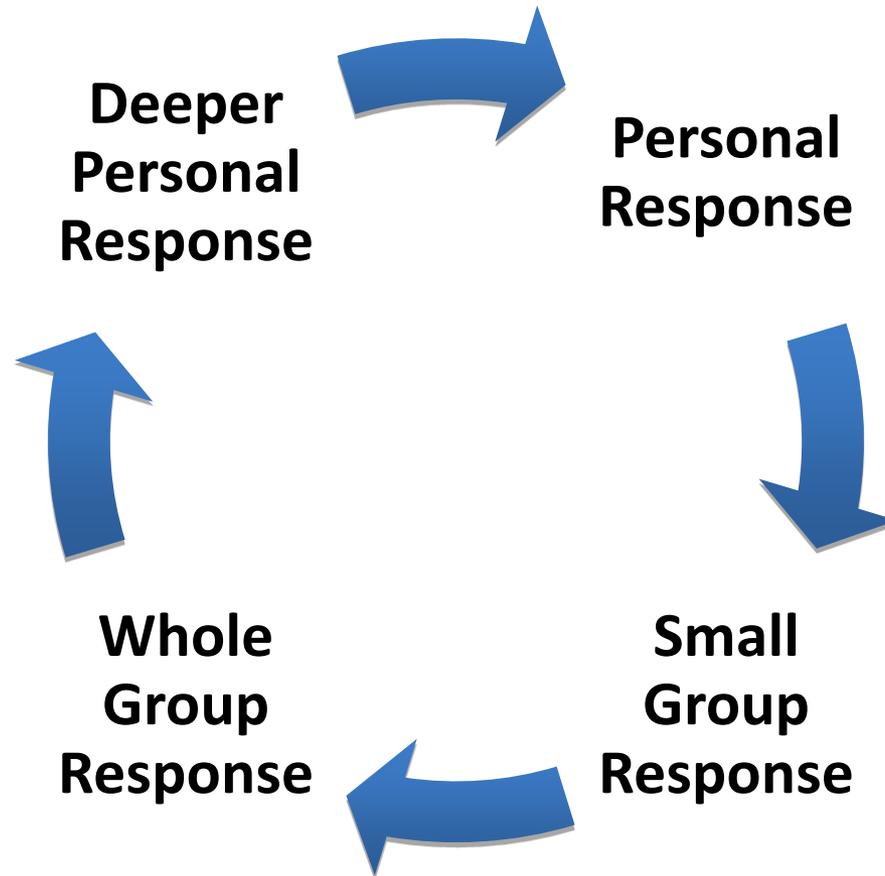
Day 3: I can model the use of the Fundamentals of Communication as I teach the Reading-Literary, Reading-Informational Text, Writing, and Communication Standards.

Day 4: I can model the use of the Fundamentals of Writing as I teach the Writing, Reading-Literary, and Reading-Informational Text Standards.

Day One Objective

- **I can incorporate the Inquiry-Based Literacy Standards to guide learning.**

Engagement Framework



How do you learn?

- **Write down one thing you would love to learn more about or how to do.**
- **List all the things you would do to learn about your chosen topic/field of study.**

How Do You Plan for Learning?



Inquiry-Based Literacy Standards

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

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

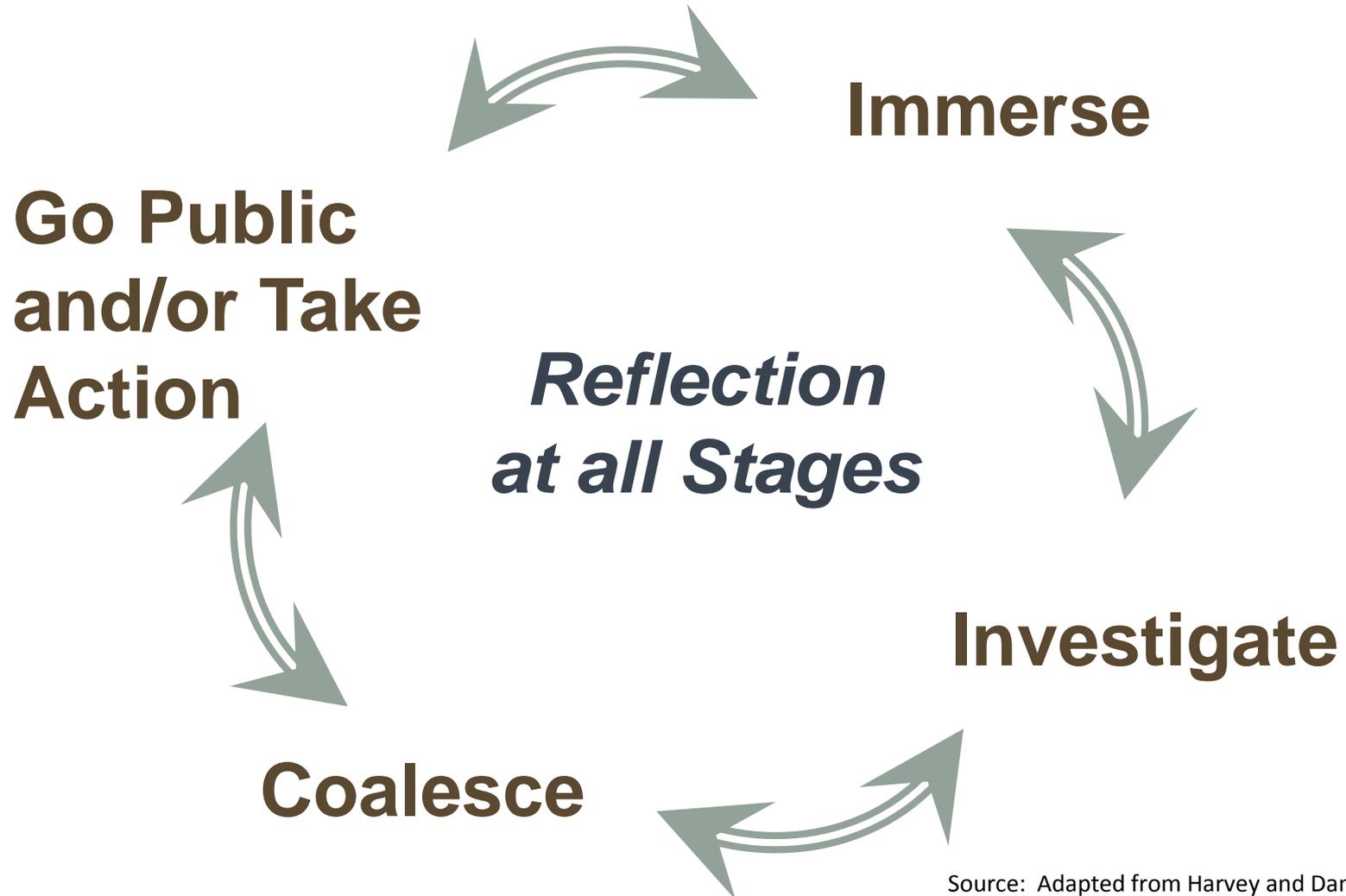
Inquiry-Based Literacy Standards

Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

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

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

Inquiry Engagement Framework



Source: Adapted from Harvey and Daniels (2009)

Lunch on your own. Enjoy!



Asking, Seeking, Knowing

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

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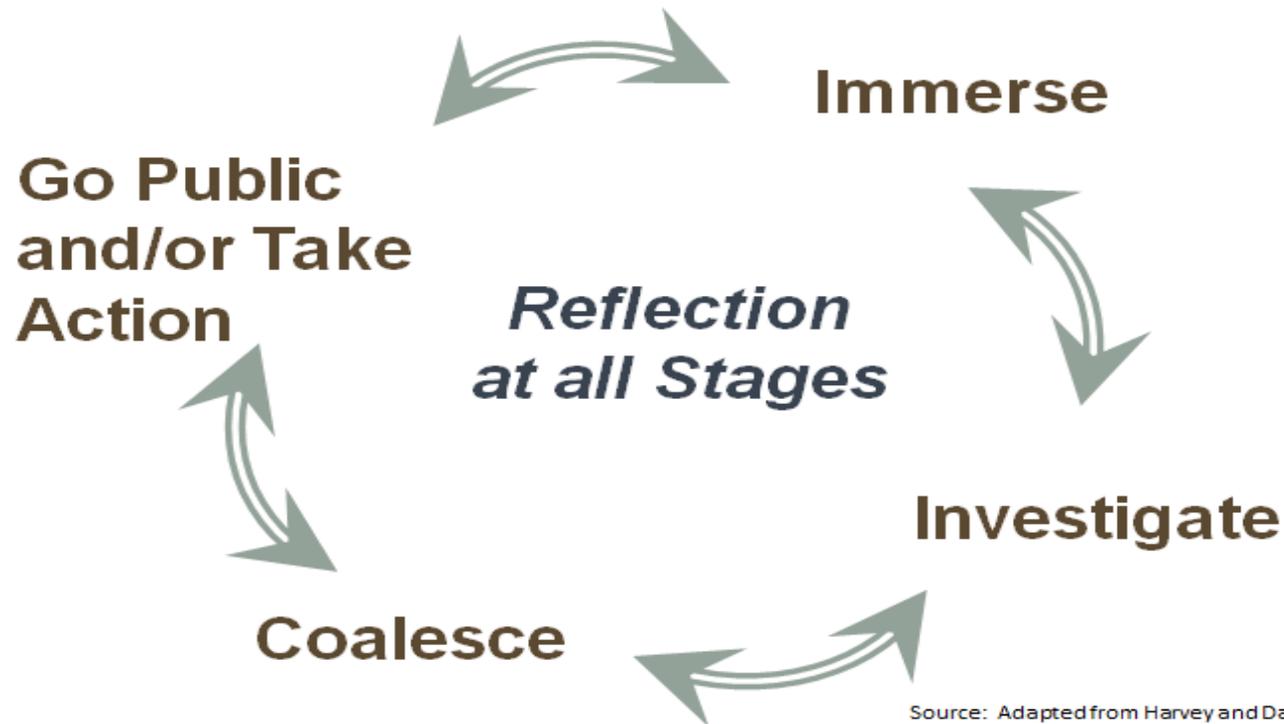
Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.

Text Coding Chart

- **Something known** ✓
- **New learning** L
- **Question** Q
- **Confusion** ? ?
- **Important Information** ★
- **Exciting or surprising information** !
- **A connection** R

Source: Harvey and Daniels (2009)

Getting to know your Inquiry-Based Literacy Standards...



Symbaloo/Text Exploration

- Link to Symbaloo – www.symbaloo.com
- Search for “Summer 2015 PLO” under Webmixes
- Spend time immersing in and investigating the Inquiry-Based Literacy Standards and Grade-level Indicators
- Coalesce
- Go Public!

**“Curiosity is one of the
permanent and certain
characteristics of a vigorous
mind.”**

Samuel Johnson
18th Century literary figure

Go Public!





**“OUR JOB IS TO BUILD UPON KIDS’ CURIOSITY,
TO ACT AS THOUGH THEIR QUESTIONS REALLY
MATTER, AND TO TRANSFORM OUR
CLASSROOMS FROM LECTURE HALLS
TO RESEARCHERS’ WORKSHOPS”**

(P. 74)

Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

Approved by SCASA Superintendent's Roundtable and SC Chamber of Commerce.

Exit Slip

- **Please complete an exit slip with the following:**
- **List two things/strategies you learned today that you can share with other educators.**
- **What else can we do to improve this session?**

WE'LL SEE YOU TOMORROW!
