

APPENDIX V – 280

CR PD PPT Sample 2015-16

<p>CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT Session 5: Saturday, April 30th, 2016</p>	<p>Agenda</p> <ul style="list-style-type: none"> Welcome/Updates 9:00 am AERA Highlights 9:30 am CRPI 6 Key Tenets: Learner/Teacher 10:30 am Reflections, surveys 11:30 am Common assessments collaboration 12:00 pm Close 1:00 pm 	<p>Culturally Responsive Understandings/ Norms</p> <ul style="list-style-type: none"> Equity of Voice: Respectful use of Electronics Self monitor responses: <ul style="list-style-type: none"> Fixed vs. growth mindset Fixed mindset: Leads to a desire to look to be right Growth mindset: Leads to a desire to learn Respect diversity of ideas Safety and confidentiality 	<p>CRC Updates & News</p> <ul style="list-style-type: none"> Teacher Compensation Institute July Orientation Curriculum Map Revisions Expansion Before summer: books, student surveys
<p>AERA Highlights</p>			
<p>Culturally Responsive Pedagogy & Instruction</p> <p>CRPI is an educational approach that responds to students' social, emotional and intellectual needs by incorporating student social and cultural assets into the learning experience.</p>	<p>Culturally Responsive Pedagogy & Instruction: Key Tenets</p> <p><i>Overview:</i></p> <ol style="list-style-type: none"> Student-Centered Dialogic Tenet Class Discussion Norms (Supporting Classroom - Social needs) Academic "Safe Space" Tenet Supportive and Inclusive Environment - Emotional (Affective needs) Critical Thinking Tenet Systems Analysis & Metacognition - Levels of Consciousness - Intellectual needs Identity Development Tenet Academic & Cultural Identity Development - Personal/Organizational needs Family & Community Engagement Learning Community Resources (Global - Intellectual needs) Social Justice Tenet Agency and Action through meaningful application - Formalized/Invisible needs 	<p>Common Assessments</p>	<p>Content Collaboration</p>
<p>Teacher Survey</p>	<p>Feedback:</p> <p>Please provide guidance via sticky notes.</p>	<p>CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT Session 1: Saturday, August 29, 2015</p>	<p>Culturally Responsive Understandings/ Norms</p> <ul style="list-style-type: none"> Equity of Voice: Gender Balance Respectful use of Electronics Self monitor responses: <ul style="list-style-type: none"> Fixed and growth mindset Fixed mindset: Leads to a desire to look to be right Growth mindset: Leads to a desire to learn Respect diversity of ideas Feel safe and confidentiality
<p>Culturally Relevant Pedagogy and Instruction Dept.</p>	<p>CR Courses District Wide High School</p> <p>130 Additional courses will take CR courses next semester</p> <p>Middle School 423 Students 13 Sections Total Students Served in 2015-16 SY: 2K</p>	<p>2015-2016 CRPI Professional Development Goals and Objectives:</p> <p>During the course participants will:</p> <ul style="list-style-type: none"> Control portions of the District's revised Question Teacher Evaluation to their own practice Modify their lesson plans to incorporate various portions of the District's CR curriculum map Analyze the provided data to identify areas of concern with regard to equity Apply best, with sample lessons and additional materials listed in the curriculum map Design and revise curriculum, instructional strategies and supplemental materials to use in CR classrooms Discuss learning priorities of future CRPI professional development sessions and TUSD sponsored events. 	<p>Reflect and be prepared to share what is the purpose of this framework?</p>
<p>Research Supported...</p> <p>Dispositions EFFECTIVE TEACHERS</p> <p>Effective teachers: Effective teachers are more likely to have been observed using a variety of instructional strategies that are research-based and have responsibility for their own learning.</p> <p>Research: Research has shown that effective teachers have a variety of characteristics that are research-based and have responsibility for their own learning.</p> <p>Characteristics: Effective teachers are more likely to have been observed using a variety of instructional strategies that are research-based and have responsibility for their own learning.</p>	<p>UNITARY STATUS PLAN</p> <p>1. The unitary status plan is a plan that is developed by the district and approved by the court. It is a plan that is designed to ensure that the district is in compliance with the court's order.</p> <p>2. The unitary status plan is a plan that is designed to ensure that the district is in compliance with the court's order.</p>	<p>CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT Session 6: Saturday, February 02, 2016</p>	<p>Agenda</p> <ul style="list-style-type: none"> Welcome/Updates 9:00 am Hip Hop as a tool for student engagement 9:15 am Barrie Shorin, Mila Ortiz & Marc Pinato 10:15 am Presentation, On-line curriculum, collab, logistics 11:30 am Break 11:30 am Vision, Mission, Values & Tools: Define Culturally Responsive Pedagogy 11:45 am Close 1:00 pm

Culturally Responsive Understandings/ Norms

- Equity of Voice:
- Respectful use of Electronics
- Self monitor responses:
- Fixed vs. growth mindset
 - Fixed mindset: Leads to a desire to look to be right
 - Growth mindset: Leads to a desire to learn
- Respect diversity of ideas
- Safety and confidentiality

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CRC Updates & News

- NAME Proposals
- Barrio Stories Field Trips
- CRI Expansion: Classes & Staff
- Archaeology
- Cesar Chavez March & Education Week
- CRC Teacher Compensation
- Peer Observations

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Peer Observations

- Observation of a peer at another site
- Can be across grade levels/content
- Select a day on the calendar today
- ITs will assist in coverage and release time process
- Site administrators will be notified of compliance
- Post-Observation: Summary & Reflection written and sent to ITs to discuss in conferencing

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CRC Teacher Compensation

- Working with Employee Relations and TEA
- Finance Department to distinguish CRC pay
 - Currently: PD or Professional Development
- Previous payment process:
 - End of quarter collection and review
 - Upload submitted after all teachers provided documents
 - 1st quarter: 11/9/15 2nd quarter: 1/13/16
- Changes to expedite compensation

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CRC Compensation Update

- 3rd Quarter Upload to be submitted March 31

Teacher	Amount	Notes	Amount	Notes
1111	1000	1000	1000	1000
1112	1000	1000	1000	1000
1113	1000	1000	1000	1000
1114	1000	1000	1000	1000
1115	1000	1000	1000	1000

- 4th Quarter Upload to be submitted May 31

Teacher	Amount	Notes	Amount	Notes
1111	1000	1000	1000	1000
1112	1000	1000	1000	1000
1113	1000	1000	1000	1000
1114	1000	1000	1000	1000
1115	1000	1000	1000	1000

- No more than 2 hours per week
- ITs must review prior to deadline

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LULAC Youth Leadership Conference

- March 11 at PCC West Campus from 8am to 2pm
- Registration opens January 27 tentatively
- More information about the conference: www.lulac.org
- Transportation provided through MASS department

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What is Culturally Relevant?

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Key Distinction

- Cultural Responsiveness** is a feature associated with effective instruction for diverse student populations: instruction that connects school and home cultures, and is supportive, inclusive, equitable & interpersonal.
- Cultural Relevance**, as used in the USP, refers to history and literature courses that relate a distinctive African American or Mexican American viewpoint, in contrast to the traditional Anglo American viewpoint.

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Culturally Relevant Pedagogy

- "A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes" –Ladson-Billings
- We must teach the way students learn, rather than expecting them to learn the way we teach.
 - Pedro Noguera


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Close Reading

- Read and dialogue with text.
- Highlight 3 to 4 salient sentences you feel speak to heart or essence of what is culturally responsive pedagogy.
- Use the round robin strategy with your group as each person reads aloud one sentence and then explains the significance of that sentence
- On a Post it or Chart Paper
 - As a practitioner, create a working definition for what exactly is Culturally Responsive Pedagogy
 - Be Prepared to present your definition to the whole group

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Culturally Responsive Pedagogy



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Culturally Responsive Pedagogy Presentations



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Feedback:

Please provide guidance via sticky notes

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CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT

Session 5: Saturday, January 30, 2016



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Agenda

- Welcome Updates 9:00 am
- Hip Hop as a tool for student engagement 9:30 am
- Barrio Stories: Mila Ortiz & Marc Pinato 10:15 am
- Presentation, On-line curriculum, collab logistics
- Break 11:30 am
- Vision, Mission, Values & Tools: Define Culturally Responsive Pedagogy 11:45 am
- Close 1:00 pm

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Culturally Responsive Understandings/ Norms

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CRC Updates & News

- National Panel Collaboration
- American Educational Research Association: 2016 National Conference, Washington DC
- Budget
- ADE Monitoring and Oversight
- LULAC
- Expansion/Course Promotion

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Barrio Stories Project



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1111	1000	1000	1000	1000
1112	1000	1000	1000	1000
1113	1000	1000	1000	1000
1114	1000	1000	1000	1000
1115	1000	1000	1000	1000

- 4th Quarter Upload to be submitted May 31

Teacher	Amount	Notes	Amount	Notes
1111	1000	1000	1000	1000
1112	1000	1000	1000	1000
1113	1000	1000	1000	1000
1114	1000	1000	1000	1000
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Culturally Responsive Pedagogy



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Culturally Responsive Pedagogy Presentations



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Feedback:

Please provide guidance via sticky notes

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CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT

Sessions on Saturday, March 17th, 2016



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Agenda

- Welcome/ Updates 9:00 am
- Barrio Stories feedback 10:15 am
- Common assessments 11:00 am
- Resource analysis and research 12:00 pm
- Close 1:00 pm

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Culturally Responsive Understandings/ Norms

- Equity of Voice:
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CRC Updates & News

- Teacher Compensation Deadlines
- Dual Language
- Dual Credit
- Festival of Books!
- LULAC

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What is historical fiction?

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Culturally Relevant Pedagogy

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Close Reading

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 - As a practitioner, create a working definition for what exactly is Culturally Responsive Pedagogy.
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Feedback:

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CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT

Sessions on Saturday, November 7th, 2015



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Culturally Responsive Understandings/ Norms

- Equity of Voice: Gender Balance
- Respectful use of Electronics
- Self monitor responses:
 - Fixed and growth mindset
 - Fixed mindset: Leads to a desire to look to be right
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- Respect diversity of ideas
- Feel safe and confidentiality

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CRC Updates & News

- Half-Way Mark
- Government Exit Surveys
- Implementation Plan
- Intercultural Proficiency
- Expansion to K-8
- Review Curriculum Documents
- Opportunities to observe best practices/ Peer Observations
- Encuentros

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CRC Updates and News

- National Ethnic Studies Conference
- December 3 Proposal Submission Deadline!!
- National Association for Ethnic Studies 46th Annual Conference
- March 17-19, 2016
- University of Arizona (Tucson, AZ)



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Barrio Stories Project



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Course Promotion

- Identify Star Students
- Coordinate with host teacher
- Prepare presentation
- Include images if available
- Coordinate with IT to arrange coverage

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Using Texts of the Week to Build Academic Writing Skills

Presented by: Jennifer E. Johnson-Maxlow, M.Ed.
On behalf of: TUSD's Culturally Relevant Pedagogy and Instruction Department

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Today's Objectives:

- Establish Training/Workshop Norms
- Understand the instructional strategies of Text Annotation and Structured Academic Paragraph Writing
- Review provided materials and gather sources for K-12 academic texts and academic writing resources
- Practice and develop an instructional plan for implementing T.O.W.s and academic writing in the classroom

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Part I: Text Annotation

- Text Annotation is a Close Reading Strategy that requires students to write as they read. While reading, students mark the pages for: Vocabulary/Terms, Important Information, Claims, Text Meaning or Key Details, and Ideas and Questions

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Background for Teachers:

- Text Annotation can be used in any K-12 content areas where students need to read and comprehend written material.
- Use annotated articles as a springboard for the following: Academic Writing, Class Discussions, Analysis and Evaluation, Quiz and Test Reviews, Preparation for Class Debates/Socratic Seminars

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Summary:

- Reading, analyzing, and the evaluation of INFORMATIONAL text is a challenge for students at all grade levels. This strategy COMBINED WITH structured writing helps students complete close-reading assignments AND respond to on-demand writing prompts with confidence.

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T.O.W. Sources:

- www.illustrativemathematics.org (primary)
- www.illustrativemathematics.org (secondary)
- www.illustrativemathematics.org (K-8)
- www.illustrativemathematics.org (K-8)
- www.illustrativemathematics.org (secondary)
- Vincade K12.org/na/articles-week
- Kelly Gallagher's website and all resources related (secondary)

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<h3>T.O.W. Instructional Procedures:</h3> <ul style="list-style-type: none"> MODEL, MODEL, and MODEL AGAIN! This strategy for and with students BEFORE they are individually assigned a text to read and annotate! DO NOT review the text with students other than to introduce the topic, to be read or to set the purpose for reading (responding to the prompt, discussion, review for quiz, introduce new content, etc.) Prior to the first read, teach students a "Magical" process called the "Key of 3": reads, 3 reads, 3 writing assignments for every T.O.W. Students must have "3 colors" ready: Pencil, Blue/Black Pen, Colored Pencils (This is another reason WHY the ISN KIT is so valuable in your classroom.) 	<h3>Continued...</h3> <ul style="list-style-type: none"> The 1st Read: use a pencil and circle unfamiliar vocabulary (Teacher defines terms, this saves time and keeps students focused). The 2nd Read: use a pen and write questions (W, W, W, W, and H) while reading or make connections (T, T, T, T, T). For example, why don't Americans eat bugs like people in other countries? The teacher should clarify misunderstandings, but not answer the prompt. use a pen and write a "Circled C" - (C) next to each CLARA The 3rd Read: use a colored pencil or pen of a different color, locate evidence and bracket the sentence(s). 	<h3>Why the "Key of 3"?</h3> <ul style="list-style-type: none"> After actively/closely reading the T.O.W. and color-coding information "3" times, students can better discuss, respond to questions or a prompt in writing, orally, analyze, evaluate, critique, and be quizzed or tested on material. Additionally, finding and citing a quality piece of evidence to support their thinking becomes a habit when students annotate text and connect the process to writing to a prompt. The more students practice using annotation, the more automatic and precise they become as critical readers, writers, and thinkers. 	<h3>Process and Questions:</h3> <ul style="list-style-type: none"> Purpose for T.O.W.s, text sources, instruction of "Key of 3" process for reading texts, other questions or comments? It's time for a Stretch and Snack Break!!
<h3>Part II: T.O.W. Prompts</h3> <ul style="list-style-type: none"> If students are to truly comprehend and respond to informational text in order to improve their academic writing abilities, then a structured prompt for EVERY T.O.W. builds those skills and prepares students for success from the beginning of the assignment. Students are more confident readers and writers when they learn to interpret prompts with accuracy in an on-demand, learning or testing situation. Teach students to "Rob the Prompt" for information. 	<h3>Basic Prompt Frame:</h3> <ul style="list-style-type: none"> In an academic paragraph, explain how social media is impacting the lives of teens. Cite textual evidence to support your thinking. Scientists say we should use insects to help feed the world's population. In an academic paragraph, discuss why/why not this practice is healthy. Cite textual evidence to support your thinking. 	<h3>Let's Practice!</h3> <ul style="list-style-type: none"> In a small table group (3-4), use one of the T.O.W.s and one of the frames to write a prompt that students will respond to in writing. Please be prepared to share your responses in a few minutes. 	<h3>Model, Model, Model:</h3> <ul style="list-style-type: none"> Practice Lesson: How to Teach Annotating Text using the "Key of 3" Strategy and a T.O.W.
<h3>Break...</h3> <ul style="list-style-type: none"> When we return, please have the annotated T.O.W. article, a highlighter, a pencil/pen, lined paper, and the T-Chart handout ready. We will tackle the "How-To" of writing a basic academic paragraph using the recently created group prompts. 	<h3>Part III: Connecting T.O.W.s & the Paragraph</h3> <ul style="list-style-type: none"> Students must make the connection between close reading (annotating) and writing. They cannot do that without intentional instruction, practice and consistent structure/procedures. As you build the skills of finding textual evidence, inferring, and writing a topic and concluding sentence must be taught and retaught, reviewed and practiced. Consistent use of key terms like T.O.W., Evidence, Inferences, etc., and academic language help reinforce content instruction and student learning. As retention improves, reading and writing assessment scores increase. 	<h3>Quick Academic Vocabulary Review:</h3> <ul style="list-style-type: none"> Topic Sentence = The Subject + Your Assertion. The Subject comes from the prompt; the Assertion comes from your brain. (TV) Evidence is ALWAYS found in the text and cited properly. In order to cite evidence, students must learn how to write a proper lead-in connecting to their evidence. Lead-In = (The Speaker/Author) + The Situation (Title of the article and Source) + the verb. (The Evidence/Quote). Inferences are ALWAYS two sentences in the academic paragraph: The How? and The Why? (A prompt for students to learn and remember those if they are taught sentence stems with the skill: "This shows that..." (How?) and "This is important because..." (Why?)) 	<h3>Review continued...</h3> <ul style="list-style-type: none"> The concluding sentence (CS) must have a transition word that signals the reader. Suggest that students memorize: "3": "Finally...", "Overall...", and "In the end..." (FOE is the memory trick teach). After 5th/6th grade, the phrase "In conclusion..." is not grade-level appropriate and will be frowned upon when a reader scores the writing assessment using a strict rubric. (The AZMERIT 6-12 ELA Rubric is an example to reference with students.)
<h3>The Graphic Organizer:</h3> <ul style="list-style-type: none"> A T-Chart can easily become an I-Chart. Helping students memorize this strategy through practical application will greatly decrease their anxiety when they face on-demand writing tasks. 	<h3>How To: Creating the I-Chart G.O.</h3> <ul style="list-style-type: none"> Draw a dotted line between Lead-in and Evidence. Draw a solid line between the Inferences. Label all sections. Referring back to the T.O.W., highlight the prompt and then find the bracketed/stated evidence and highlight. By converting a very, very familiar T-Chart, students jumpstart and activate their thinking. They automatically begin planning a written response in their head AND immediately begin writing. When lead and bands are engaged, anxiety is minimized. Students are organized and cued for each of the 5 sentences of an academic paragraph. 	<h3>Creating continued...</h3> <ul style="list-style-type: none"> Start with finding the evidence, then write the Lead-in, Inferences, Topic Sentence and Concluding Sentence. "Word to the Wise..." Make sure students understand that the bracketed/copying of the Evidence to I-Chart is written word, no short-cuts or paraphrases of the quote. Model and Repeat! After the Evidence and Lead-in are completed, write Inferences using the stems. Complete TV using the formula and "Rob the Prompt" so the subject is clear and connected to the assertion. Write the CS using a transition word. 	<h3>Wrap it Up with the Academic Paragraph:</h3> <ul style="list-style-type: none"> Write the paragraph draft, read and peer edit for errors (20' Write) Write the Final Copy in ink (Blue/Black only) 3rd Write! staple all the parts of the T.O.W. assignment in order for this in. Use this process/procedure EVERY TIME so the students produce QUALITY writing EVERY TIME they turn in a T.O.W. After 5th/6th grade, (bottom) G.O., Draft, Final Copy (Top) squared and stapled in the top left corner. (FORMATIVE and SUMMATIVE ASSESSMENTS) Grading is quick and easy! (20 + 30 = 5 grades for every T.O.W. 3 grades could be used if peer edit is utilized)
<h3>Academic Paragraph Pitfalls:</h3> <ul style="list-style-type: none"> The Lead-in is the most difficult to teach and is a challenge for students to remember and retain. I teach it like a math formula which seems to help. This specific sentence of the Academic Paragraph must be modeled and practiced repeatedly. The Lead-in page in the ISN is one students ALWAYS reference and they have the page number memorized. Inferences become more sophisticated; however, the How? and the Why? ALWAYS work for students to explain their thinking. 	<h3>The "Key of 3": Writing</h3> <ul style="list-style-type: none"> 1st Write: I-chart Graphic Organizer 2nd Write: Draft 3rd Write: Final Copy (Blue/Black ink only!) 	<h3>Process and Questions:</h3> <ul style="list-style-type: none"> Purpose for Academic Paragraphs, instruction of "Key of 3" for Writing, the I-Chart Graphic Organizer, process/procedures for the final product, grading the T.O.W. assignment, multiple assessment opportunities? Other questions or comments? Contact information: jenifer.marlow@tuned.org (school) or jenifer.marlow@tuned.org (home) Training Evaluation and PD Hours 	<h3>Feedback:</h3> <p>Please provide guidance via sticky notes:</p>
<h3>CULTURALLY RELEVANT Pedagogy and Instruction PROFESSIONAL DEVELOPMENT</h3> <p>Session 2: Saturday, September 19, 2015</p>	<h3>Culturally Responsive Understandings/ Norms</h3> <ul style="list-style-type: none"> Equity of Voice: Gender Balance Respectful use of Electronics Self monitor responses Fixed and growth mindset <ul style="list-style-type: none"> Fixed mindset: Leads to a desire to look to be right Growth mindset: Leads to a desire to learn Respect diversity of ideas Feel safe and confidentiality 	<h3>CRC Updates & News</h3> <ul style="list-style-type: none"> Expansion Progress itinerant Teachers Teacher Work Logs Lesson Plans 	<h3>Using Texts of the Week to Build Academic Writing Skills</h3> <p>Presented by: Jennifer E. Johnson-Marlow, M.Ed. On behalf of: TUNED's Culturally Relevant Pedagogy and Instruction Department</p>

<p>Today's Objectives:</p> <ul style="list-style-type: none"> Establish Training/Workshop Norms Understand the instructional strategies of Text Annotation and Structured Academic Paragraph Writing Review provided materials and gather sources for K-12 academic texts and academic writing resources Practice and develop an instructional plan for implementing T.O.W.s and academic writing in the classroom 	<p>Part I: Text Annotation</p> <ul style="list-style-type: none"> Text Annotation is a Close Reading Strategy that requires students to write as they read. While reading, students mark the pages for: Vocabulary/Terms, Important Information, Claims, Text Meaning or Key Details, and Ideas and Questions 	<p>Background for Teachers:</p> <ul style="list-style-type: none"> Text Annotation can be used in any K-12 content area where students need to read and comprehend writing material Use annotated articles as a springboard for the following: Academic Writing, Class Discussions, Analysis and Evaluation, Quiz and Test Reviews, Preparation for Class Debates/Socratic Seminars 	<p>Summary:</p> <ul style="list-style-type: none"> Reading, analyzing, and the evaluation of INFORMATIONAL text is a challenge for students at all grade levels. This strategy COMBINED WITH structured writing helps students complete close reading assignments AND respond to on-demand writing prompts with confidence.
<p>97</p>	<p>98</p>	<p>99</p>	<p>100</p>
<p>T.O.W. Sources:</p> <ul style="list-style-type: none"> www.teachingwithamontessori.com (primary) www.khanacademy.com (secondary) www.ck12.org (K-8) www.newsELA.com (K-8) www.ck12.org (secondary) Visit www.kellygallagher.com articles-work Kelly Gallagher's website and all resources related (secondary) 	<p>T.O.W. Instructional Procedures:</p> <ul style="list-style-type: none"> MODEL, MODEL and MODEL AGAIN this strategy for and with students BEFORE they are individually assigned a text to read and annotate! DO NOT remove the text with students other than to introduce the topic to be read or to set the purpose for reading (responding to the prompt, discussion, review for quiz, introduce new content, etc.) Print to the left read, teach students a "Magical" process called the "Key of 3": 3 reads, 3 reads, 3 writing assignments for every T.O.W. Students must have "3 colors" ready: Pencil, Blue/Black Pen, Colored Pencils (This is another reason WHY the ISN-RT is so valuable in your classroom.) 	<p>Continued...</p> <ul style="list-style-type: none"> The 1st Read: use a pencil and circle unfamiliar vocabulary. (Teacher defines terms, this saves time and keeps students focused.) The 2nd Read: use a pen and write questions (W, W, W, W, and H) while reading or make connections (I, I, I, I, V). For example, why don't Americans eat bugs like people in other countries? The teacher should clarify misunderstandings, but not answer the prompt. OR use a pen and write a "Cited C" - © next to each CLAIM. The 3rd Read: use a colored pencil or pen of a different color. (write evidence and predict the next event.) 	<p>Why the "Key of 3"?</p> <ul style="list-style-type: none"> After actively/closely reading the T.O.W. and color-coding information "3" times, students can better discuss, respond to questions or a prompt in writing, review, analyze, evaluate, critique, and be quizzed or tested on material. Additionally, finding and citing a quality piece of evidence to support their thinking becomes a habit when students annotate text and connect the process to writing to a prompt. The more students practice using annotation, the more automatic and precise they become as critical readers, writers, and thinkers.
<p>101</p>	<p>102</p>	<p>103</p>	<p>104</p>
<p>Process and Questions:</p> <ul style="list-style-type: none"> Purpose for T.O.W.s, text sources, instruction of "Key of 3" process for reading texts, other questions or comments? It's time for a Stretch and Snack Break!! 	<p>Part II: T.O.W. Prompts</p> <ul style="list-style-type: none"> If students are to truly comprehend and respond to informational text in order to improve their academic writing abilities, then a structured prompt for EVERY T.O.W. builds those skills and prepares students for success from the beginning of the assignment. Students are more confident readers and writers when they learn to interpret prompts with accuracy in an on-demand learning or testing situation. Teach students to "Rob the Prompt" for information. 	<p>Basic Prompt Frame:</p> <ul style="list-style-type: none"> In an academic paragraph, explain how social media is impacting the lives of teens. Cite textual evidence to support your thinking. Scientists say we should use insects to help feed the world's population. In an academic paragraph discuss why/why not this practice is healthy. Cite textual evidence to support your thinking. 	<p>Let's Practice!</p> <ul style="list-style-type: none"> In a small table group (3-4), use one of the T.O.W.s and one of the frames to write a prompt that students will respond to in writing. Please be prepared to share your responses in a few minutes.
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<p>Model, Model, Model:</p> <ul style="list-style-type: none"> Practice Lesson: How to Teach Annotating Text using the "Key of 3" Strategy and a T.O.W. 	<p>Break...</p> <ul style="list-style-type: none"> When we return, please have the annotated T.O.W. article, a highlighter, a pencil/pen, lined paper, and the T-Chart handout ready. We will tackle the "How-To's" of writing a basic academic paragraph using the recently created group prompts. 	<p>Part III: Connecting T.O.W.s & the Paragraph</p> <ul style="list-style-type: none"> Students must make the connection between close reading (annotation) and writing. They cannot do that without intentional instruction, practice and consistent structure/procedures. As you teach, the skills of finding textual evidence, inferring, and writing a topic and concluding sentence must be taught and retaught, reviewed and practiced. Consistent use of key terms like T.O.W., Evidence, Inference, etc. and academic language help reinforce content instruction and student learning. As retention improves, reading and writing assessment scores increase. 	<p>Quick Academic Vocabulary Review:</p> <ul style="list-style-type: none"> Topic Sentence = The Subject + First Assertion. The Subject comes from the prompt; the Assertion comes from your brain. (TS) Evidence is ALWAYS found in the text and cited properly. In order to cite evidence, students must learn how to write a proper lead-in connecting to their evidence. Lead-In = (The Speaker/Author) + The Situation (Title of the article and Source) + the verb - The Evidence (Quote). Inferences are ALWAYS two sentences in the academic paragraph: The How? and The Why? It's easiest for students to learn and remember these if they are taught evidence-items with the skill: "This shows that..." (How?) and "This is important because..." (Why?)
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<p>Review continued...</p> <ul style="list-style-type: none"> o The concluding sentence (CS) must have a transition word that signals the reader. Suggest that students memorize "3": "Finally...", "Overall...", and "In the end..." (ROE is the memory trick I teach) o After 5th/6th grade, the phrase "In conclusion..." is not grade-level appropriate and will be frowned upon when a reader scores the writing assessment using a strict rubric. (The AZMERT 6-12 ELA Rubric is an example to reference with students.) 	<p>The Graphic Organizer:</p> <ul style="list-style-type: none"> o A T-Chart can easily become an I-Chart. Helping students memorize this strategy through practical application will greatly decrease their anxiety when they face on-demand writing tasks. 	<p>How To: Creating the I-Chart G.O.</p> <ul style="list-style-type: none"> o Draw a dotted line between Lead-in and Evidence. Draw a solid line between the Inferences. o Label all sections. o Referring back to the T.O.W., highlight the prompt and then find the bracketed/ starred evidence and highlight. o By converting a very, very familiar T-Chart, students jumpstart and activate their thinking. They automatically begin planning a written response in their head AND immediately begin writing. When head and hands are engaged, anxiety is minimized. o Students are organized and cued for each of the 3 sentences of an academic paragraph. 	<p>Creating continued...</p> <ul style="list-style-type: none"> o Start with finding the evidence; then write the Lead-In, Inferences, Topic Sentence and Concluding Sentence o "Hint to the Writer..." Make sure students understand that the transfer/copying of the Evidence to I-Chart is written word for word, as short-cuts or paraphrases of the quote. Model and Repeat! o After the Evidence and Lead-in are completed, write Inferences using the stems. o Complete TS using the formula and "Eat the Prompt" so the subject is clear and connected to the assertion. o Write the CS using a transition word.
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<p>Wrap it Up with the Academic Paragraph:</p> <ul style="list-style-type: none"> o Write the paragraph draft, reread and peer edit for errors. (2nd Write) o Write the Final Copy in ink (Blue/Black only) 3rd Write o Staple all the parts of the T.O.W. assignment in order for turn-in. Use this process/procedure EVERY TIME so the students produce QUALITY writing EVERY TIME they turn in a T.O.W. o Annotated T.O.W. (bottom), G.O. Draft, Final Copy (top) prepared and stapled in the top left corner. (FORMATIVE and SUMMATIVE ASSESSMENTS) o Grading is quick and easy! (20-30 = 2 grades for every T.O.W. 3 grades could be used if peer edit is utilized) 	<p>Academic Paragraph Pitfalls:</p> <ul style="list-style-type: none"> o The Lead-in is the most difficult to teach and is a challenge for students to remember and retain. I teach it like a math formula which seems to help. This specific sentence of the Academic Paragraph must be modeled and practiced repeatedly. The Lead-in page in the ISN is one students ALWAYS reference and they have the page number memorized o Inferences become more sophisticated; however, the How? and the Why? ALWAYS work for students to explain their thinking. 	<p>The "Key of 3": Writing</p> <ul style="list-style-type: none"> o 1st Write: I-chart Graphic Organizer o 2nd Write: Draft o 3rd Write: Final Copy (Blue/Black ink only!) 	<p>Process and Questions:</p> <ul style="list-style-type: none"> o Purpose for Academic Paragraphs, Instruction of "Key of 3" for Writing: the I-Chart Graphic Organizer, process/procedures for the final product, grading the T.O.W. assignment, multiple assessment opportunities? o Other questions or comments? o Contact information: writing@hennepin.edu (school) or writing@hennepin.com (home) o Training, Evaluation and PD Hours
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<p>Feedback:</p>			