

# **Day 5 ELA I Session**

## **Bringing it All Together: Knowledge, Writing, and a Cohesive Curriculum**

### **Grades 4-5**

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# Lesson Planning (yesterday)

- Develop an instructional sequence that bring together all that you've learned over the last several days –
  - Based on a complex text that can be used for students to practice standards 4, 5 and/or 6 (perhaps along with other standards).
  - Incorporates text-dependent questions that support analysis of text (use the posted questions as models if needed).
  - Incorporates at least one of the instructional techniques you've experienced or read about (feel free to read /research more if needed).
  - Is rigorous, engaging, and scaffolded, **but requires kids to do the work.**

## Praise-Question-Suggest

- Share your plan(s) with your partner, pointing out where your thinking about the standards and shifts is evident. What specific standards do you intend for your students to practice? How is your plan reflective of the shifts?
- Partners should offer each other:
  - Praise: Where are the strengths in the plan(s)?
  - Question(s): Where are things unclear or not yet aligned?
  - Suggestion(s): What additional ideas would strengthen the plan(s)?

# Deconstructing the Writing Task

What do students need to know and be able to do to accomplish this task? Break down the knowledge and skills into discrete sections with table partners.

- Star skills that must be taught explicitly and practiced before and during this process.
- Use the Reading, Writing, and Language Standards to support your work as necessary.

## Planning Components of “A Powerful Tool: Writing Based on Knowledge and Understanding”

Consider the following as you fill out the graphic organizer:

- Central Ideas
- Focusing Question
- Building and Processing Working Knowledge
- Structure
- Writing

Where does the work of the week touch on these topics?	Where does the work of the week leave matters uncertain
Thinking about our own curriculums: where does it address the above components well?	Thinking about our own curriculums: where does it not address these components sufficiently?

# Choose Your Own Adventure and Track Your Work

My next steps for applying what I have learned this week include

- Long term goal
- Short term goal

My plan is to have this work completed by...

I would like to roll this out in the classroom in...

SMART

- Specific
- Measurable
- Attainable
- Realistic
- Time Based