

Day 5 ELA I Sessions

Bringing It All Together:

Knowledge, Writing, and a Cohesive Curriculum

Grades 4–5

Winter Institute 2018

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Praise, Question, Suggest

- Share your plan(s) with your partner, pointing out where your thinking about the standards and shifts are 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)?

Knowing and Writing

Read “A Powerful Tool: Writing Based on Knowledge and Understanding.”

Annotate (or take notes) for the following intersections between the article’s central claim and this week’s:

Content	
Instructional protocols and strategies	
Learning experiences	

Journal: How can the learning we have done this week around the reading standards be leveraged to prepare students to become proficient writers?

Text Complexity

Text Complexity: Qualitative Measures Rubric¹ LITERATURE

Text Title _____	Text Author _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> <input type="radio"/> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail <input type="radio"/> Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: May include subplots, time shifts and more complex characters <input type="radio"/> Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: May have two or more storylines and occasionally be difficult to predict <input type="radio"/> Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: Is clear, chronological or easy to predict <input type="radio"/> Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text 	
LANGUAGE FEATURES	<ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational, rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences 	
MEANING	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> <input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text. 	
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader <input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores several themes; experiences portrayed are common to many readers <input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements 	

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

Knowing What You Are Seeing

Video-View: To what extent are students provided with opportunities to engage in the work of the lesson?

Instructional Moves	Notes and Evidence
A. The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.	
B. The teacher expects evidence and precision from students and probes students' answers accordingly. Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.	
C. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty.	
D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. When appropriate, students demonstrate progress toward independence in reading and writing.	
E. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.	

Write First: Focus on Equity

- All students bring valuable knowledge and culture to the classroom.
- Scaffold students toward independence with complex tasks; do not scaffold by simplifying text language and task complexity.
- Content and language develop inseparably and in integrated ways; language development occurs over time and in a nonlinear manner.
- Students need well-structured opportunities to practice language to learn it. Amplify, do not simplify, language.