DOinG SoMeTHing KOoL
#wordwall#comparative wordwall#speaking&listening#CCSS

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Hash Tags for summarizing ideas–Andrew Beasley, Choir@THS

Grade Level PARCC items online

Partnership for Assessment of Career and College Readiness (PARCC)

☐ Locate your grade level integrate

☐ http://www.parcconline.org/samples/ELA

☐ About PARCChttp://www.parcconline.org/

COMMON CORE 6-12
Early Release Day Focus

PARCC ASSESSMENT ITEMS

Speaking and Listening Comprehension Strategies

ACROSS

THE SECONDARY DISCIPLINES

Shift 4: TEXT BASED QUESTIONS AND ANSWERS

CCSS Instructional Shifts

Primary Responsibility	Language Arts Teacher	Content Area Teacher
1.Balancing Informational and Literary Text	X	X
2. Knowledge in the Disciplines		X
3.Staircase of Complexity	X	X
4. **Text-Based Questions and Answers**	X	X
5.Writing from Sources	X	X
6. Academic Vocabulary	X	X

Shifts in ELA/Literacy

| Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Learning Targets

1. I can use sample PARCC assessment items to restructure my classroom assessments.
2. I can describe 3 to 5 different types of structured student-led discussions.

3. I can use student-led discussions to assess student understand of complex, grade level texts.

Supporting Resources

☐ Grade level PARCC assessment items

☐ Grade level PARCC question stems

☐ Note pages

☐ Discussion Stems

☐ Strategy Slideshow upload >HCSD>Professional Development>Teaching in the Core

What's Next? Common Assessments

- **Common Core State Standards** are critical, but it is just the first step

- **Common assessments** aligned to the Common Core will help ensure the new standards truly reach every classroom
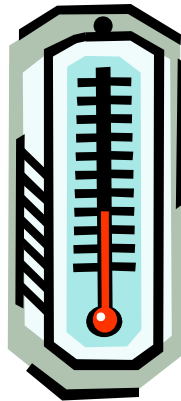
PARCC Design – Partnership for Assessment of Readiness for Colleges and Careers

1. Determine whether students are college- and career-ready or on track

2. Assess the full range of the Common Core Standards, including standards that are difficult to measure

3. Measure the full range of student performance, including the performance high and low performing students

4. Provide data during the academic year to inform instruction, interventions and professional development

5. Provide data for accountability, including measures of growth

6. Incorporate innovative approaches throughout the system

PARCC IT!

Practitioner Turn and Talk - Item Text Structure

Using the PARCC sample items and questions stems from your grade level, turn and talk on one or more of the following:

1. What are some key academic words or word phrases students need to cue in on to respond?

2. What are some reasoning skills you anticipate students will need?

3. How is this document useful?

Snowball discussion

Essential Question

How might I use student-led discussion to facilitate text-based questions and response in my classroom?

CCSS Anchor Standards for Speaking & Listening

Comprehension & Collaboration

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge & Ideas

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Structured Discussion Strategies

1. Body voting
2. Wall Talks
3. Conversational Moves
4. Generating Truth Statements
5. Rotating Stations
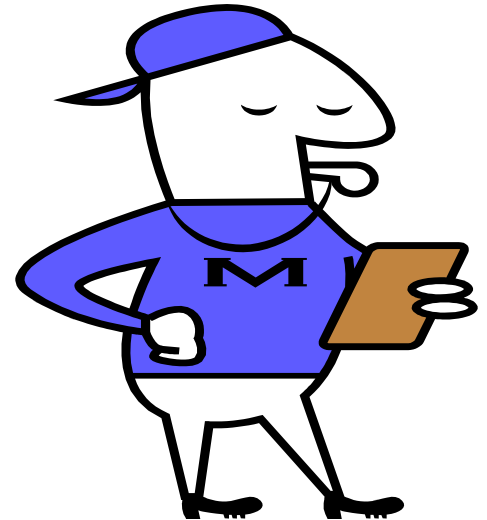6. Snowballing
7. Pinwheel Discussions

Priority Checks

Priority 1: Content

- ☐ Is the information accurate?
- ☐ Is the information complete?
- ☐ Cite textual evidence?

Priority 2: Organization

- ☐ Did the student RSVP?

Body Voting

1. Students physically take a stand on an issue
2. Move to a corner/side of the room to indicate their position on a topic
3. Each group of students discusses its position and shares with the other groups
4. Individuals my elect to change their stand on the issue by moving to another group

Try it out!

Merit pay will increase teacher performance.

Disagree (Back) Strongly Disagree (Front) Agree(Left) Strongly Agree (Right)	**Agree(Left)** **Disagree (Right)** Neutral (Middle) Student listens to the arguments and takes a stand at the end or not (defend why they are not persuaded and what questions remain)

* Insightful Librarian/Language Arts

Wall Talks

1. An open ended question or statement is posed on the board by the teacher

2. Remaining silent, students respond, react, or connect to other students' initial responses. (sticky notes, colored dry erase markers, on their notebook paper, ballot etc.)

Initial responses are recorded and the students respond aloud

Wall Talks

The Common Core is really challenging me to _____.

post your initial response

Marvelous Music/Band Teachers

Text to 37607 then **670772** (response)

http://www.polleverywhere.com/

Conversational Moves

☐ Each student in a group is given a 3x5 card on which a conversational move is listed. During the group's conversation, the student must make his move.

☐ For example:

☐ (follow-up, disagree, affirm, offer a suggestion, predict, ask for clarification, express an opinion, paraphrase, solicit a response, individual reporting).

Try it Out!

As we prepare students to compete in the global economy many 6-12 schools are considering online courses over side traditional face to face instruction. Make your move.

*Three Brave Men

Generating Truth Statements

1. Groups of four students create three false endings and one true ending to an open-ended statement.

2. The group presents the statements and the class must choose the statement that is true.

Try it Out!

1. Right before my lunch class comes into the room I think to myself,"_____".

2. If another student asks me if we are having a Christmas party I am going to _____.

3. Write one for your content area.

Historians

Rotating Stations

1. Locate each small group at a station where they are given 10 minutes to discuss a provocative issue and record their ideas on paper.
2. When the time is up the groups move to new stations in the classroom where they continue their discussions based on the ideas they encounter from previous groups.
3. Groups respond to the previous group's comments and rotate.

Try it Out!

List two topics related to your content area to evoke discussion.

*All engaging teachers

Snowballing

1. Students begin by responding individually to a question or issue

2. They then create larger conversational groups by doubling the size of their groups every few minutes

3. In the end, everyone is reconvened in the larger group

Try it Out!

What topic could snowball in my content area?

Global leaders– Foreign languages/Business

Pinwheel Discussions

1. Students seated in a pinwheel formation take turns answering questions as authors of one of three texts. Four desks connected at the edges

   https://www.teachingchannel.org/videos/high-school-literature-lesson-plan

2. A student designated as "provocateur" makes sure the conversation keeps flowing.

3. Prior to these pinwheel discussions, students receive a mini-lesson on how to construct the text-dependent questions that will fuel their discussions.

4. As students rotate through the pinwheel. The teacher keeps a tally of instances of certain discussion skills she's looking for (posing follow-up questions, making connections, citing textual evidence, and generating new ideas).

Implications for Practice

- Discussions should evolve from a text.

- Start small—allow student to discuss with teacher, then with selected peer, additional peers, etc.

- Provide student with opportunities to practice "scripted" contributions before the actual discussion. (questioning, text-based response, Discussion stems, good verbs etc.)

- Establish cueing system between teacher and student.

Implications for Practice

- ❿ Plan threaded discussions using [Wiggio](), [Google Docs](), etc.

- ❿ Conduct real time, online discussions.

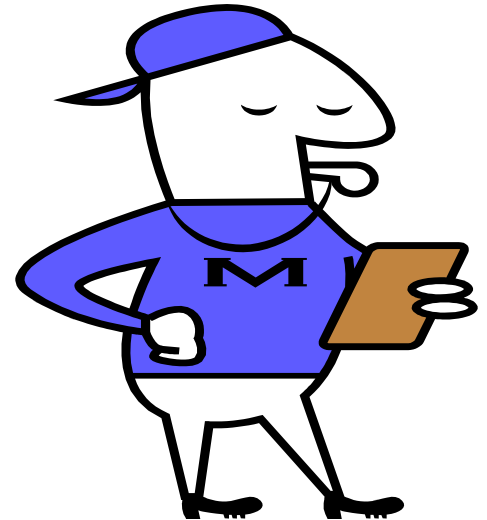- ❿ Engage in structured discussion at least once a week.

Priority Checks

Priority 1: Content

- ☐ Is the information accurate?
- ☐ Is the information complete?
- ☐ Cite textual evidence?

Priority 2: Organization

- ☐ Did the student RSVP?

Your Teacher Tool Box

PARCC	Discussion Strategies	Management Strategies
• Updated sample items • Questions stems to use on assessments	• Body voting • Wall Talks • Conversational Moves • Generating Truth Statements • Rotating Stations • Snowballing • Pinwheel Discussions • Online Threads: Poll everywhere, Wiggio, Google Docs	• Start small—allow student to discuss with teacher, then with selected peer, additional peers, etc. • Provide student with opportunities to practice "scripted" contributions before the actual discussion. • Establish cueing system between teacher and student. • Plan threaded discussions using Wiggio, Google Docs, etc. • Conduct real time, online discussions. • Priority checks

Thank your for a great session!

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PLEASE COMPLETE AND RETURN YOUR EVALUATION FORM