

JRF! Literacy Coach Academy Training

Facilitator's Guide

Additional information for Facilitator.

Link to CPALMS lesson

<http://www.readwritethink.org/classroom-resources/lesson-plans/covered-creating-magazine-covers-1092.html?tab=4#student-objectives>

Module 3 - Building Knowledge of the Standards (slides 1- 10)

90 minutes

Materials:

Handouts 07-11

Handout 07 Reading Standards for Literacy in History/Social Studies

Handout 08 Reading Standards for Literacy in Science and Technical Subjects

Handout 09 ELA Standards Kindergarten – 5th grade

Handout 09 (continued) ELA Standards 6th – 12th grade

Handout 10 Examining the Standard LAFS.6.RI.3.8

Handout 10a Examining the Standard LAFS.6.RI.3.9

Handout 10b Brainstorming Big Ideas

Handout 11 Teachers look at standards through 3 different lenses

Chart paper

Post-it Notes

Markers/highlighters

Slide 1	Building Knowledge of the Standards Share with participants: Data showed that Cluster 3 (Integration of Knowledge and Ideas) was an area that many students had difficulty with on the FSA. During this training we will take a detailed look at Cluster 3 ELA standards and Literacy standards in Science, Technical and History/Social Studies and analyze the standards in order to identify what students need to know and be able to do when they have mastered Cluster 3.
Slide 2	Share with participants why we have standards: <ul style="list-style-type: none">• Standards define what we want our students to achieve.• Standards provide more clarity and consistency in what is expected of student learning.• Standards give clear goals to teachers and eliminates random teaching practices that tap into preferences of the teacher rather than instructional needs of the students.• Standards help prepare students with the knowledge and skills they need to succeed in college and their careers. Students not only

	<p>compete with their American peers but also with students from around the world.</p>
<p>Slide 3</p>	<p>Share with participants:</p> <ul style="list-style-type: none"> • Standards-based instruction guides the planning, implementation and assessment of student learning. • The use of standards to streamline instruction ensures that teaching practices deliberately focus on agreed upon learning targets. • Allows teachers to track student performance and plan focused instruction to meet the specific needs of students <p>Emphasize that the standards are NOT the curriculum!</p>
<p>Slide 4</p>	<p>Share with participants:</p> <ul style="list-style-type: none"> • Identify learning targets. • Examine the standards for common understanding, deeper meaning and stronger application. • Enables standards to be broken down into knowledge (should know) and skills (be able to do) and allows for a sequenced approach to instruction that is grounded in real world application. • Teachers can group standards with like content to deepen student understanding.
<p>Slide 5</p>	<p>Share with participants: The steps identified on the slide. Share further explanation using the information below:</p> <ol style="list-style-type: none"> 1. Identify the standard - Grade level expectations/Content/Strand 2. Verbs are the skills that students should be able to do by learning this standard. 3. Nouns are the basic knowledge of what students should know by learning this standard. 4. Provides an explanation/clarification of what we should know and be able to do. 5. Find the meaning and depth of knowledge of the verb (synonyms or clarifying terms) based on the content. Ex: predict: What does that mean? Tell what will happen next, use word clues to guess about the future. 6. What one idea should students come away having learned? What's the unifying theme or idea? Can apply to more than one discipline. Big ideas have enduring understanding and can stand the test of time. Ex: the word "change" is a non-example when used by itself. However, the phrase "for every action there is an equal reaction" is a powerful idea (big idea) about change that can apply to many things. Ask participants to take out handout 10b and guide them through how to use the information to develop the big idea. 7. Student friendly language allows students to read and understand the standard and measure their own learning. Empowers them by breaking down the objectives into learning targets. 8. How will students demonstrate mastery? Formative or Summative? Rubric? Projects? Then remediate as needed.

<p>Slide 6</p>	<p>Cluster 3 – Integration of Knowledge and Ideas – reminder that this is the area that data showed was an area of concern throughout the state. Model the activity – this slide is animated. With each click verbs are circled and nouns are underlined.</p> <p>Model how you would use handout 10b to arrive at the Big Ideas.</p> <p>The nouns represent the concepts the students need to know and the verbs represent the skills the students need to be able to do. A good way to keep this thinking organized is to underline the nouns and circle the verbs. When designing an intervention lesson, keep in mind that the nouns are the academic vocabulary the students need to know and understand in order to master the standard. This is especially helpful when working with English Language Learners or struggling readers. Explicit and purposeful teaching of this academic vocabulary can significantly increase student achievement within our intervention groups. What does success or mastery look like? (to show participants what mastery looks like, share with them the CPALMS lesson. This example has a rubric that shows mastery –The link is provided at the beginning of the Facilitator’s Guide.)</p>
<p>Slide 7</p> <p>Handout 10 Handout 10b</p>	<p>Using the gradual release model - use handout 10 and Analyze this standard together. Use handout 10b to help with the Big Ideas section</p> <p>Note to facilitator: CPALMS can provide lessons to help you facilitate this activity.</p>
<p>Slide 8</p> <p>Handout 10a Handout 10b</p>	<p>Use handout 10a – have participants analyze this standards as pairs or groups then share out. Use handout 10b to help with the Big Ideas section</p>
<p>Slide 9</p> <p>Handouts 07-09 Handout 11</p>	<p>Explain the activity on slide 9. Using handouts 07-09 and handout 11 participants will use the ELA K-12 standards to see the progression of complexity and rigor of Cluster 3. Participants will also use the literacy standards for History, Science and Technical Subjects. Provide opportunities for sharing out.</p>
<p>Slide 10</p>	<p>Ask participants to reflect on the question on the slide. You may want the participants to create a plan on how they will use this information in their school or district.</p>

Why have Standards?

- To define what students should know and be able to do.
- To identify clear expectations for students, parents and teachers.
- To ensure consistency throughout the state.
- To improve teaching and learning.
- To develop a students ability to compete in a global economy.

How Do Standards Impact Instruction?

- Mastering the standards is the goal for ALL students.
- Instruction should lead to student success in meeting the goal of mastering the standards.
- Standards are NOT curriculum!
- In order for students to be successful, the standards must be taught.
- Instructional tools should assist teachers in helping students meet the standards.

What is Meant by “Analyzing” the Standards and Why Would We Do It?

When we analyze the standards we are:

- examining the standard to determine exactly what students need to know,
- examining the standard to determine exactly what students need to be able to do, and
- creating student friendly learning goals based on our examination.

We analyze standards to help us clarify for students what they need to be able to know and do and what that looks like.

How do We Analyze Standards?

Steps to Analyzing the Standards:

1. Identify the standard to be addressed.
2. Circle the verbs in the standard.
3. Underline the nouns in the standard.
4. Connect related information in the standard to nouns and verbs.
5. Think about the cognitive depth of the verbs.
6. Develop the Big Ideas
7. Establish student goals based on the standards utilizing student-friendly language.
8. Establish mastery.

Getting Started: Examine the Standard

LAFS

LAFS.6.RI.3.7 – Integrate information presented in different media or formats (e.g. visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Nouns:

Information, media, format,
words, understanding, topic,
issue

Verbs:

Integrate (information presented in different
media or formats as well as in words)
To Develop (a coherent understanding of a
topic or issue)

Big Ideas

1. It is important to bring together information that is presented in a variety of ways to develop a complete understanding of a topic or issue.

Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning

Learning
Goal(s)

I can use information presented in a variety of formats including charts, graphs, photographs, as well as media and texts together, to develop a complete understanding of a topic or issue.

Getting Started: Examine the Standard

LAFS

LAFS.6.RI.3.8 – Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

Nouns:

Verbs:

Big Ideas

- 1.
- 2.

Learning
Goal(s)

Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning



Try This One at Your Tables:

- LAFS.6.RI.3.9 – Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).



Reviewing Cluster 3 of the Florida Standards

- Review the handout “Teachers look at Standards Through Three Different Lenses” with your table group.
- Read through the Cluster 3 standards for grades K-12. Quickly circle the verbs and underline the nouns in the standards.
- Discuss the change in the language as the grade levels progress.
- Read carefully the standards for grades 6-8 and discuss the questions on the “Looking at Standards Through Three Lenses” handout for each standard.



Reflection



How will you use the information you have learned today at your school or district?

Reading Standards for Literacy in History/Social Studies

Integration of Knowledge and Ideas

	Sixth - Eighth Grades	Ninth - Tenth Grades	Eleventh - Twelfth Grades
LAFS.X.RH.3.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Level 2: Basic Application of Skills & Concepts	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. Level 3: Strategic Thinking & Complex Reasoning	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. Level 3: Strategic Thinking & Complex Reasoning
LAFS.X.RH.3.8	Distinguish among fact, opinion, and reasoned judgment in a text. Level 3: Strategic Thinking & Complex Reasoning	Assess the extent to which the reasoning and evidence in a text support the author's claims. Level 3: Strategic Thinking & Complex Reasoning	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Level 3: Strategic Thinking & Complex Reasoning
LAFS.X.RH.3.9	Analyze the relationship between a primary and secondary source on the same topic. Level 3: Strategic Thinking & Complex Reasoning	Compare and contrast treatments of the same topic in several primary and secondary sources. Level 3: Strategic Thinking & Complex Reasoning	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Level 3: Strategic Thinking & Complex Reasoning

Reading Standards for Literacy in Science and Technical Subjects

Integration of Knowledge and Ideas

	Sixth - Eighth Grades	Ninth - Tenth Grades	Eleventh - Twelfth Grades
LAFS.X.RST.3.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). Level 3: Strategic Thinking & Complex Reasoning	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. Level 2: Basic Application of Skills & Concepts	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. Level 3: Strategic Thinking & Complex Reasoning
LAFS.X.RST.3.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. Level 3: Strategic Thinking & Complex Reasoning	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. Level 2: Basic Application of Skills & Concepts	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. Level 3: Strategic Thinking & Complex Reasoning
LAFS.X.RST.3.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. Level 3: Strategic Thinking & Complex Reasoning	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. Level 2: Basic Application of Skills & Concepts	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. Level 3: Strategic Thinking & Complex Reasoning

ELA Standards 6th – 12th – Integration of Knowledge and Ideas

	Sixth Grade	Seventh Grade	Eighth Grade	Ninth/Tenth Grades	Eleventh/Twelfth Grades
LAFS.X.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Level 3: Strategic Thinking & Complex Reasoning	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Level 2: Basic Application of Skills & Concepts	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. Level 2: Basic Application of Skills & Concepts	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Level 2: Basic Application of Skills & Concepts	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. Level 3: Strategic Thinking & Complex Reasoning
LAFS.X.RI.3.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Level 3: Strategic Thinking & Complex Reasoning	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. Level 2: Basic Application of Skills & Concepts	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. Level 2: Basic Application of Skills & Concepts	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. Level 3: Strategic Thinking & Complex Reasoning	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). Level 3: Strategic Thinking & Complex Reasoning
LAFS.XRI.3.9	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). Level 3: Strategic Thinking & Complex Reasoning	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. Level 2: Basic Application of Skills & Concepts	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. Level 2: Basic Application of Skills & Concepts	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. Level 2: Basic Application of Skills & Concepts	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. Level 3: Strategic Thinking & Complex Reasoning

Examining the Standard

Standard: LAFS.6.RI.3.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

<u>Nouns</u>	<u>Verbs:</u>
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Big Idea(s)

1.

2.

Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning

Learning Goal:

Examining the Standard

Standard: LAFS.6.RI.3.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

<u>Nouns</u>	<u>Verbs:</u>
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Big Idea(s)

- 1.
- 2.

Cognitive Complexity: Level 3: Strategic Thinking and Complex Reasoning

Learning Goal:

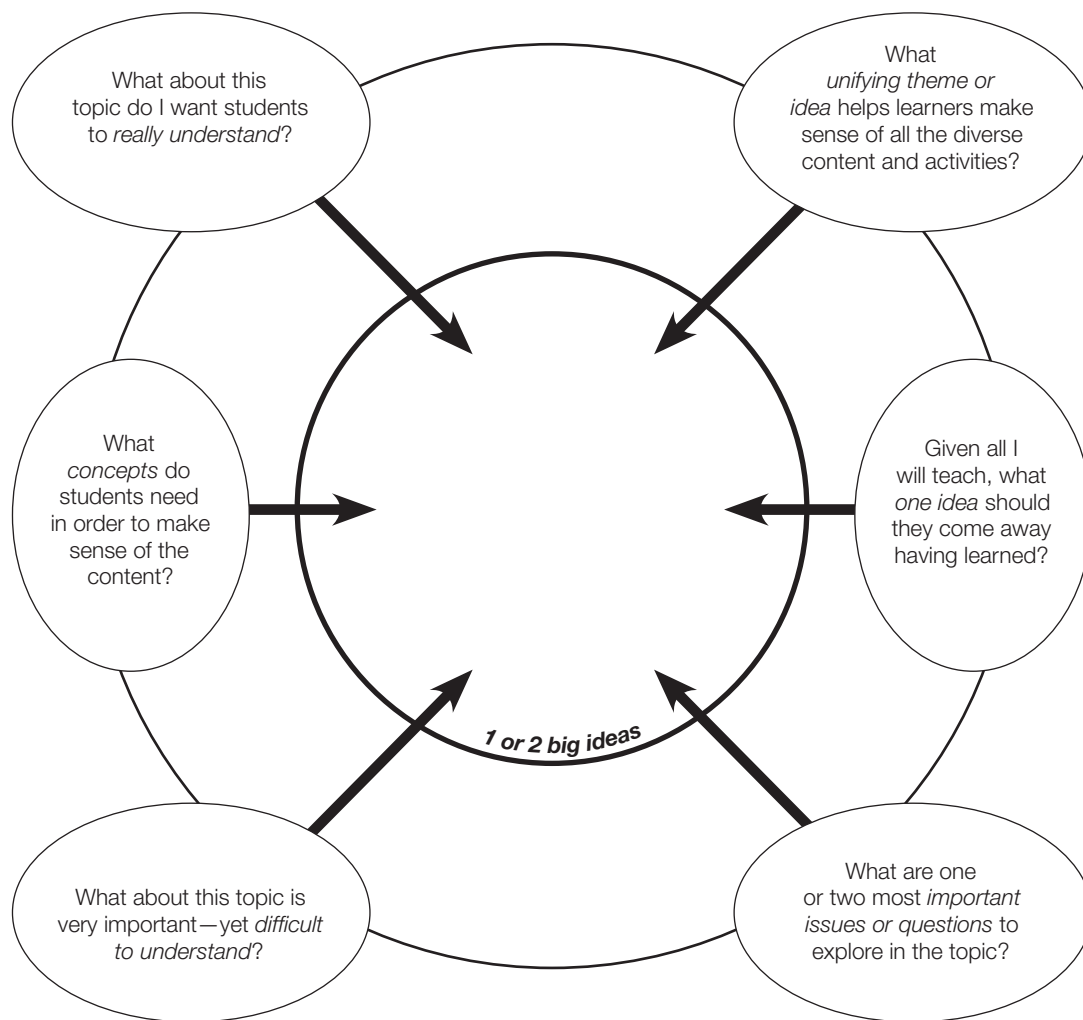
The Understanding by Design Guide to Creating High-Quality Units

Module F: Essential Questions and Understandings

Figure F.6

Brainstorming Big Ideas

Topic: _____



Your answers represent possible “big ideas” for the topic.

Teachers look at standards through 3 different lenses.

1. Content

- What are the objectives within in each standard?
- What do students have to learn?
- Break into teachable chunks
- What are the nouns?

2. Levels of Cognition

- What is the level of thinking required for this standard?
- How deep do the students have to learn it?
- What are the verbs and key phrases?

3. Context

- How is the standard best taught and assessed?
- How do I teach the standard?
- What is an appropriate assessment type – formal/informal?
- How will students show what they have learned?

