

HS/ENGLISH
DEPARTMENT

2016-2017



#BRITLIT

TROUBLES
FADE
OUT IN THE
OPEN



Casey G. Wright @CaseyGWright · Mar 28

Students are having a wonderful time....Exciting to watch them discover the city...



2



14



#BRITLIT



How can we increase our
cognitive rigor within our
courses?

TBT

PROFESSIONAL
INQUIRY

COGNITIVE
RIGOR

HOW DO WE MANAGE THEM

DOK

TOGETHER

BLOOM'S

TO PERFECT OUR CRAFT?

STANDARDS

LITERACY

1:1

INSTRUCTION

ASSESSMENTS



Goals - Improving Our Instructional Practice

Collaboration

- ◆ Are our teams functioning at a high level?
- ◆ What can we ALL do to be better?

Cognitive Rigor

- ◆ How deep are we actually going with our content?
- ◆ What level of thinking are we asking our students to utilize?

Text Complexity/Standards

- ◆ Are our assessments measuring the standards at an appropriate level?
- ◆ How are we approaching the reading and writing standards?



We are not abandoning what we know to be **good** practice. We are fine-tuning what we know to be **better** practice.

Let's work together to **achieve more**.

“Cognitive rigor encompasses the complexity of content, the cognitive engagement with that content, & the scope of the learning activity.”

~ Karin Hess, Ed.D

WHAT'S
THE
DIFFERENCE?

BLOOM'S:

- ◆ Categorizes the cognitive skills required of the brain to perform a task
- ◆ Type of thinking processes necessary to answer a question

What type of thinking are you using?

WEBB - DOK:

- ◆ Relates more closely to the depth of content understanding and scope of a learning activity

How deeply do you have to know the content to be successful?

Higher
Level
Thinking

CREATE

EVALUATE

ANALYZE

APPLY

UNDERSTAND

REMEMBER

Lower
Level
Thinking



Learn **HOW** to think,
Not
WHAT to think!

What's your **PURPOSE**?

I Can...

~ Read critically ~ Respond critically ~ Write critically

learning targets

THINK Recognize assumptions

Evaluate arguments

Draw conclusions



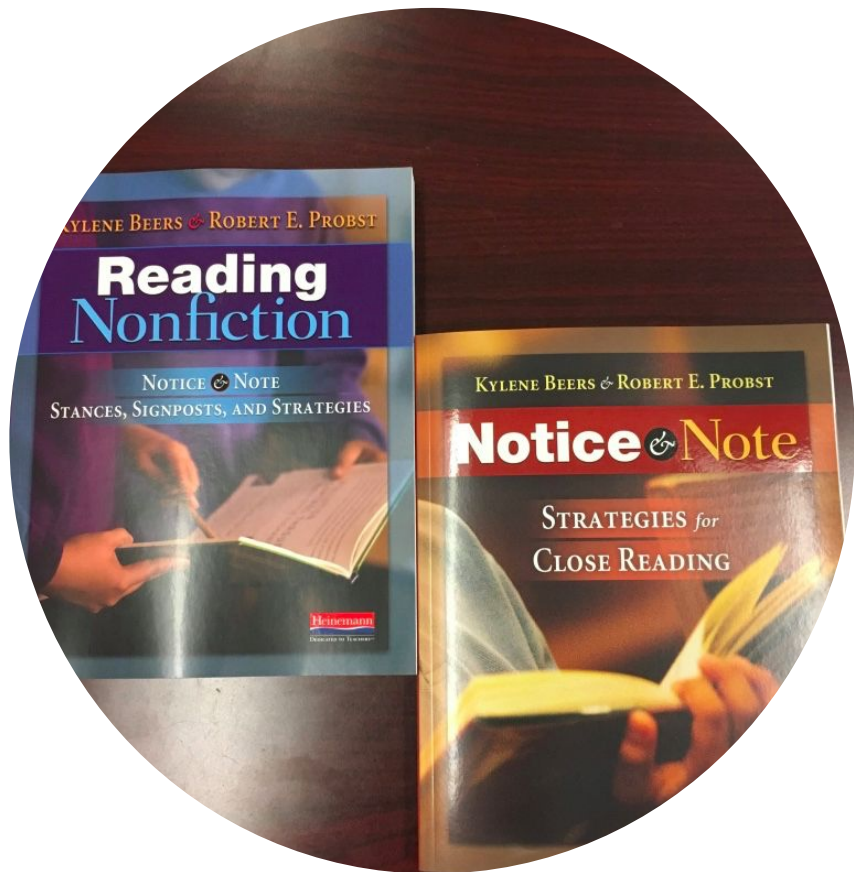
Close Reading Strategies:

Notice & Note

Stances, Signposts, & Strategies

By

Kylene Beers & Robert E. Probst



What does it look like in grades 9-12?

CLOSE AND CRITICAL READING

ANALYZE
HOW IT IS PRESENTED

DETERMINE
THE AUTHOR'S PURPOSE

ESTABLISH
WHAT IT MEANS

APPLY
IT TO YOUR LIFE

Learning Targets

- * I can engage with a partner, speaking about past experiences, and talking role of the information
- * I can react and comprehend pieces of informational text, annotating them for support related to the prompt
- * I can synthesize multiple sources as I plan a response
- * I can cite strong, thorough, and explicit textual evidence
- * I can argue how a text is relevant in today's society

VOICE

- * Voice
- * Organization
- * Sentence Structure
- * Word Choice
- * Conventions
- * Ideas

CLOSE AND CRITICAL READING

Analyze
HOW IT IS PRESENTED

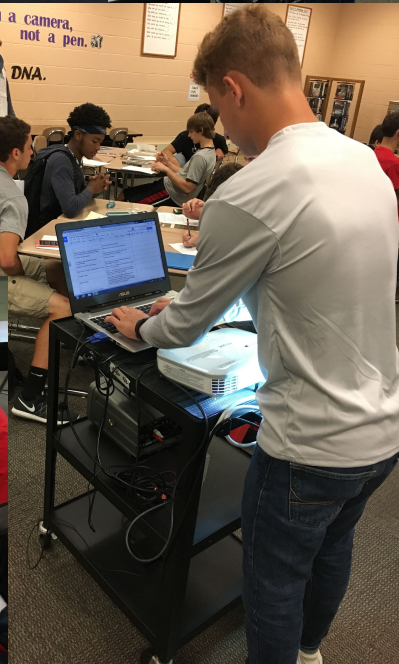
Determine
THE PURPOSE OF THE AUTHOR

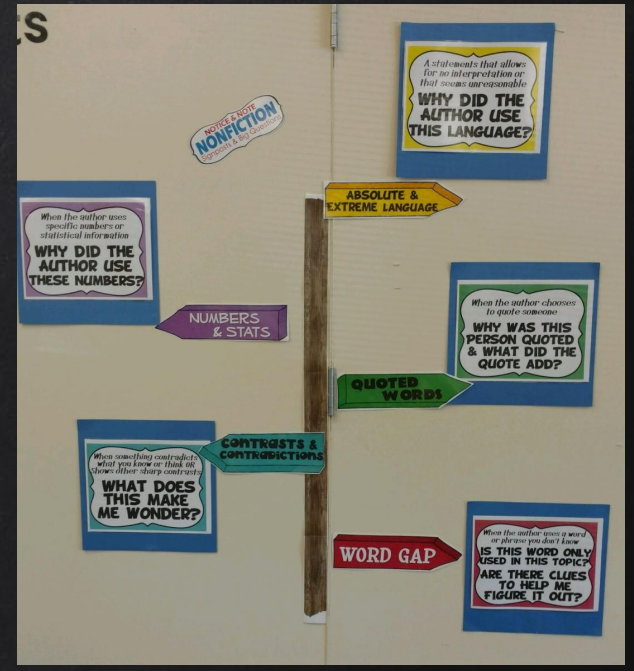
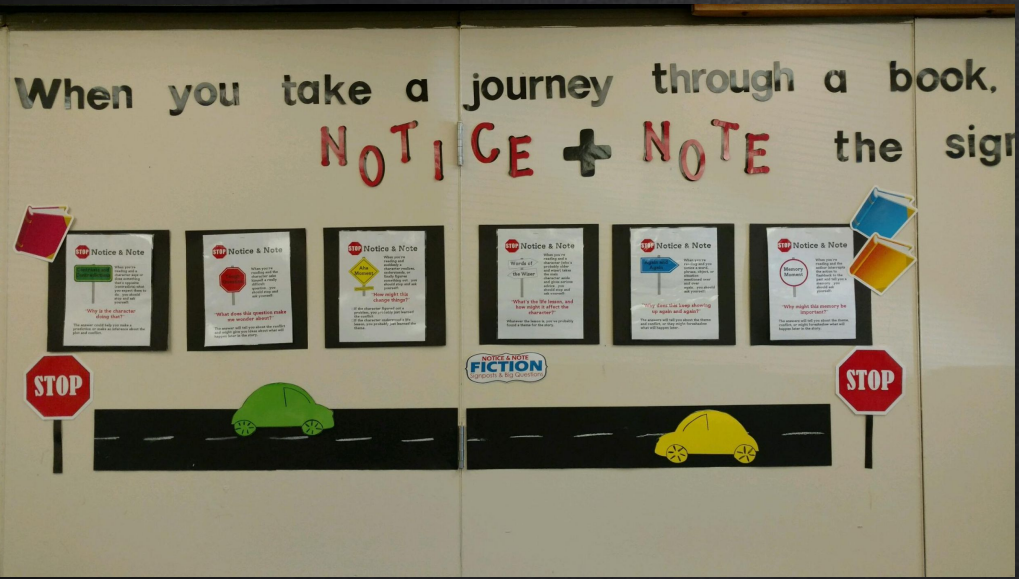
Establish
WHAT IT MEANS

Apply
IT TO YOUR LIFE

Using Signpost bookmarks during reading groups tagging complex text.

Leading discussions on KWL 2.0 charts as pre-reading strategy.





Grade 9 - Implementing Close Reading Strategies for informational text and literary text

Eng. 10 Learning Targets:

* I can read critically, using reading strategies to navigate a complex text. → Tagging

What you're trying to get out of it?
- Scouting for info. on purpose

* I can contribute to class discussion, offering insights and expanding on others' ideas. → Listening

* I can analyze a topic, breaking it down to create a purpose for my reading.

LEARNING TARGETS

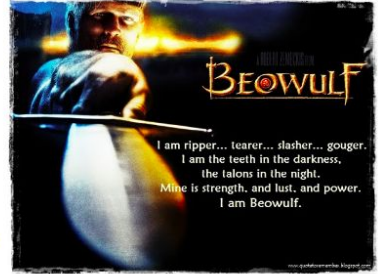
9cp:

- * apply context clues + root words to create a definition.
- * trace a character's growth/development over a text.
- * analyze how the author introduces/develops a motif or theme throughout a text.
- * use textual evidence as support for what is stated explicitly/implicitly.



Historical Literary Theory Essay - Beowulf

Assignment: Write an essay answering one or all of the "Questions/Strategies to Apply" from your historical literary theory notes. Use the Gale research portals and/or Google to find information on your chosen topic (no wikipedia sources will be accepted). Synthesize information from our class notes on the Anglo-Saxons with the poem and your research to create an essay which clearly relates the poem to it's time period, culture, and/or authors.



Learning Targets:

1. I can analyze an informational text for meaning.
2. I can synthesize new informational texts with literature.
3. I can create a synthesized essay which reflects both knowledge gleaned in class as well as new research.

Learning Targets:

- I can critique the text for supporting evidence of stated and inferred meanings. (skill/evaluate)
- I can extend the text to assess its ambiguous meaning. (skill/evaluate)
- I can understand how parts of a text fit together. (reasoning/understand)

Formative Instructional Practice

Professional Development is Ongoing

Reading: The Core Skill Pages 22-27

Adolescent Literacy: More Than Remediation

Because of safety concerns, many states have increased the age at which teens can begin to drive. Your state legislature is considering raising the minimum driving age from 16 to 18. Do you think the minimum driving age should be raised? Take a position on this issue. Support your response with reasons and specific examples.

The British naturalist and politician John Lubbock wrote, "Your character will be what you yourself choose to make it." Do we choose our own character traits, or is our character formed by influences beyond our control? Take a position on this issue. Support your response with reasons and examples.

End-of-course writing prompts, [Virginia Department of Education](#)

At first glance, it might appear that it doesn't. In our classrooms, mentor texts are at the center of everything we do -- from planning to writing to publication, professional mentor texts guide and inspire our students in every phase of the writing process.

Additionally, we come from a tradition of writing workshop in which choice is the bedrock of instruction.

Common-Core aligned prompts are offer very limited choice, and the student sample prompts teachers can share with students do not fit our definition of inspiring, professional, relevant mentor texts.

However, many professionals today have to sit and write for a potential employer. The tasks range from 20 minutes to a few hours to a few days. Years ago, when my friend Carter was making a shift from broadcast media to public relations, she was presented with another writing assignment: write a press release in 25 minutes. While she had never *written* a press release before, she had studied myriad press releases in her old job. So she conjured up the power of those old familiar mentor texts, wrote the release, and got the job.

In this most recent interview, Carter was given a 19-page project proposal document from which



Rachel Conard

12:59 PM Aug 29

Resolve

Yes. Whereas choice is important for buy-in, once we have their attention, we need to get out students used to writing about things they don't necessarily want to (and read things they don't necessarily care to read).

Show all 5 replies



Carol Tonsing

7:55 AM Aug 30

Erin, could you please give the title to the Romano book to which you are referring? Might be a good PD read for some of us.



Erin Miller

10:05 AM Aug 30

Crafting Authentic Voice Newkirk's Minds Made for Stories is also fantastic...talks about finding the drama in both reading and writing non-fiction to engage an audience



Heather Eckenrode

1:04 PM Aug 29

Resolve

This should be the ultimate goal for our kiddos. When I was a hiring manager for Target and other firms, the deal breaker most often came

Show more

stand the diverse literacy

s, researchers, and aders is their failure to issue is broader than

olescent literacy reform need to thrive in the 21st

student will successfully that academic reading to read to reading to learn. background knowledge as a reading as needed.

making the transition from the distinctions among

ges in the texts they are and sentences students read nt Literacy [CCAAL], 2010;



Erin Miller

Dec 30, 2015

Resolve

I love this; it's at the heart of everything. This is a shift that we're making in 10cp...thinking for yourself and carving a personal path while reading. It's one of the reasons I wanted to get into the independent reading cycle that we're in now, and her next lines emphasize that perfectly.



Carol Tonsing

Jan 5, 2016

I know;) I cannot wait to see how this shift finds its way into all of the informational text Ss are presented with across the building.



Ray Killian

Jan 3, 2016

Resolve

Making connections, reading at different paces. Comes from variety of and immersion in reading

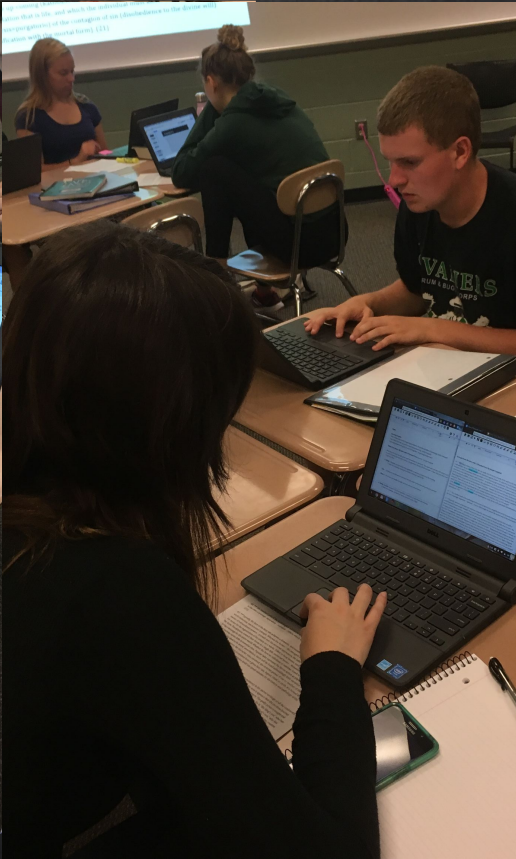
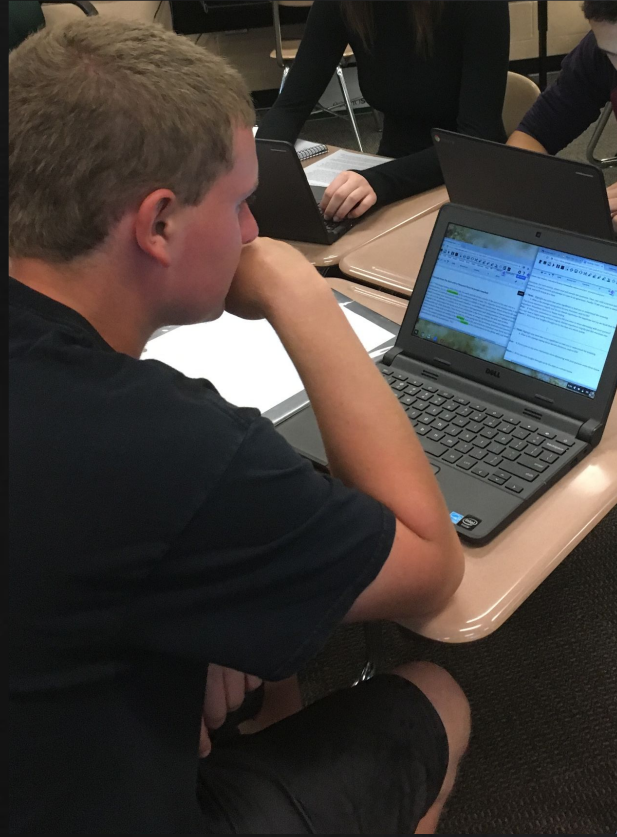


Carol Tonsing

Jan 5, 2016

Resolve

This is a direct reflection to literacy standards across the content areas.



PROBLEM SOLVE SYNTHESIZE GENERATE

APPLY

Excerpt # 1

Up & downs of life

Controversy pushes people to be great.

You have to have tragedy in order to have a happy ending.

Even the hero experiences tragedy just like everyone else.

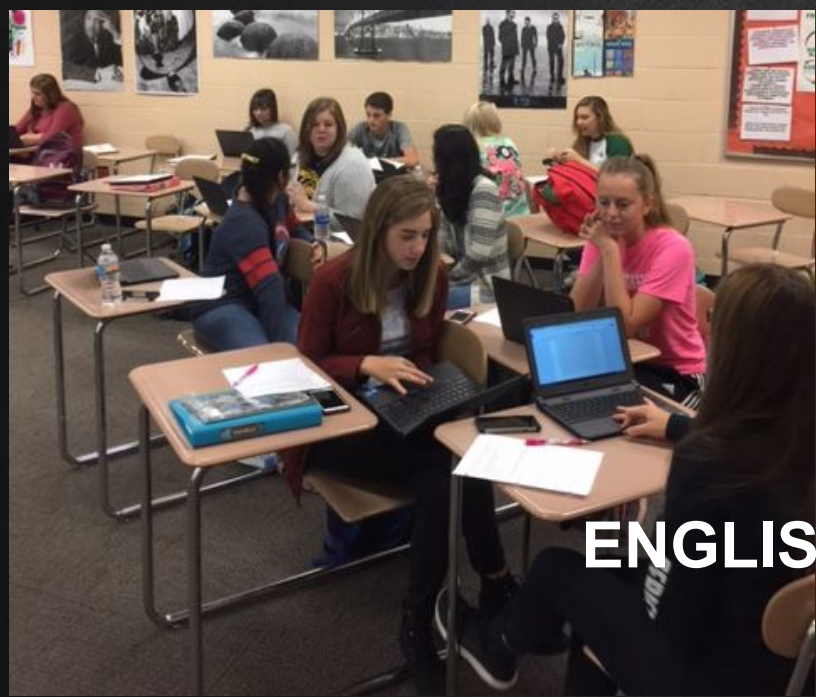
Catharsis

metaphors
Bubble in Water — Even small pieces or events have a size in the galaxy.
an individual in Humanity

Up & downs of life

- #1 ***The happy ending of the fairy tale, the myth, and the drama read, not as a contradiction, but as a transcendence of the unobjective world remains what it was, but because of a shift of beheld as though transformed. Where formerly life and death being is made manifest – as indifferent to the accidents of time the destiny of a bubble, or as the cosmos to the appearance of stars. Tragedy is the shattering of the forms and of our attachment wild and careless, inexhaustible joy of life invincible. Thus the mythological theme and experience which includes them both down-going and the up-coming (kathodos and anodos), which totality of the revelation that is life, and which the individual be purged (katharsis=purgatorio) of the contagion of sin (death and death (identification with the mortal form). (21)

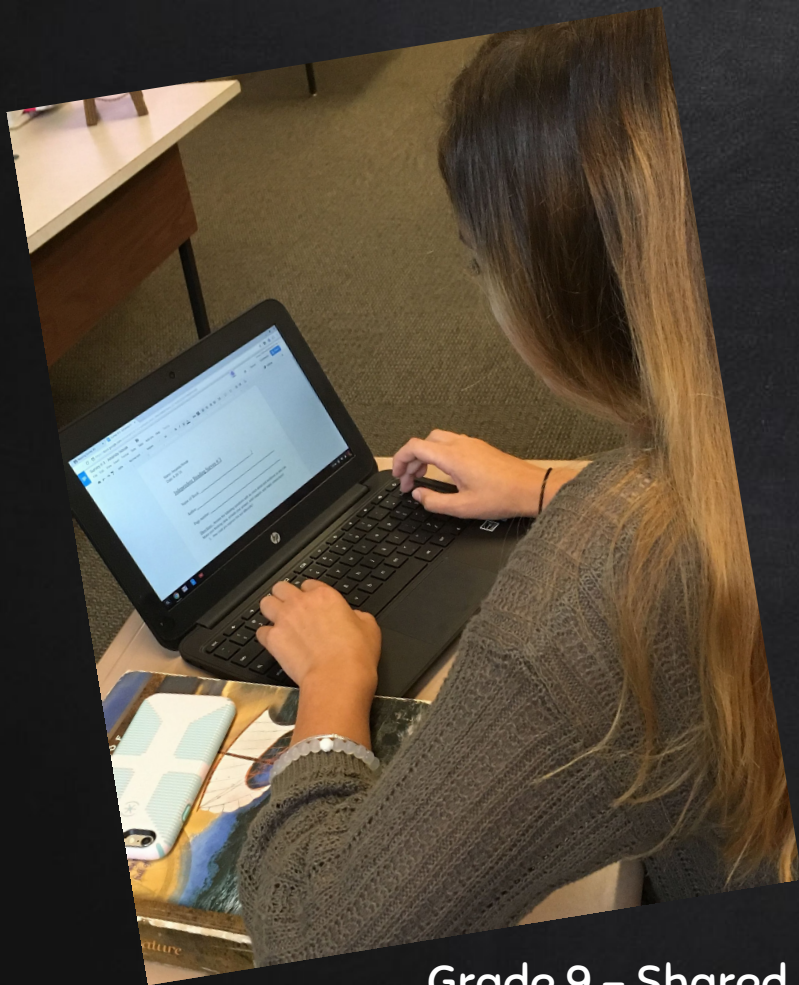
Grade 12 - Analyzing complex text & then synthesizing their analysis and providing evidence for their findings & claims.



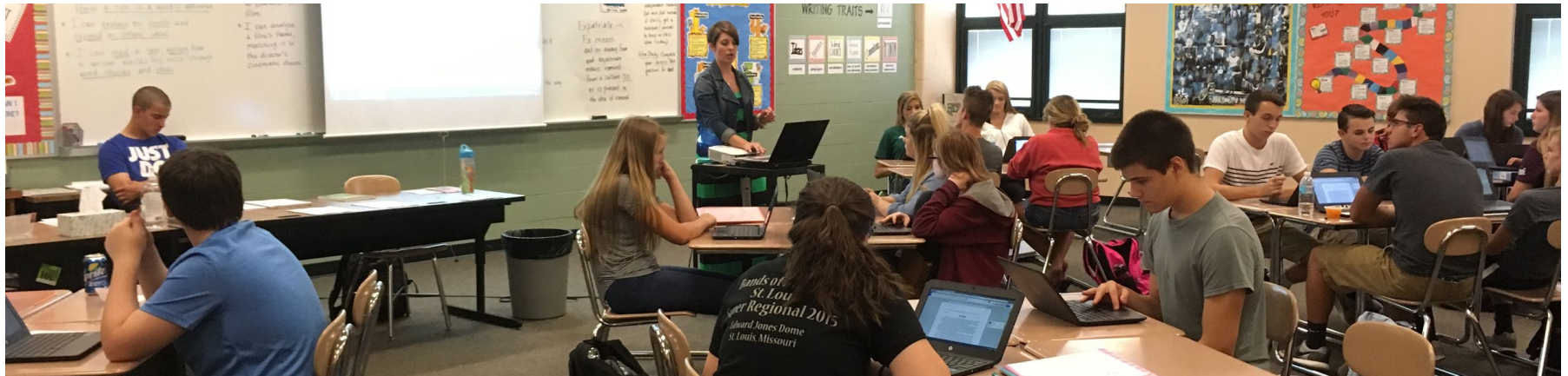
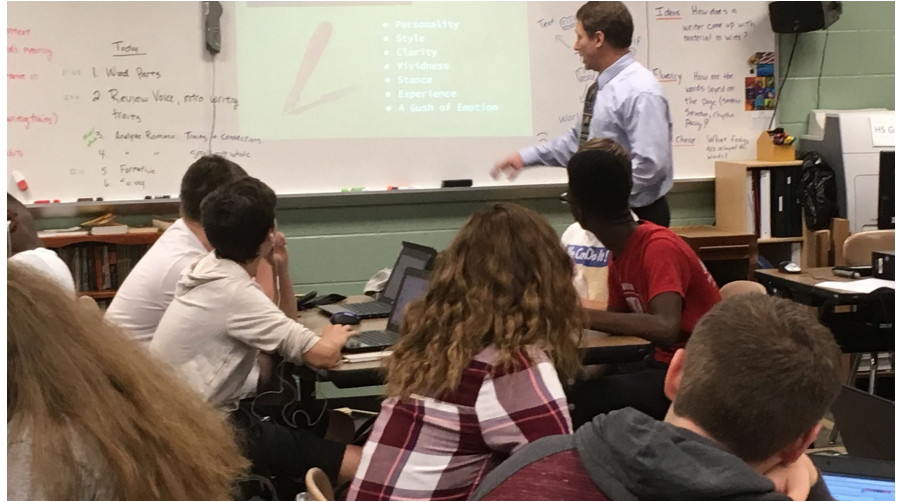
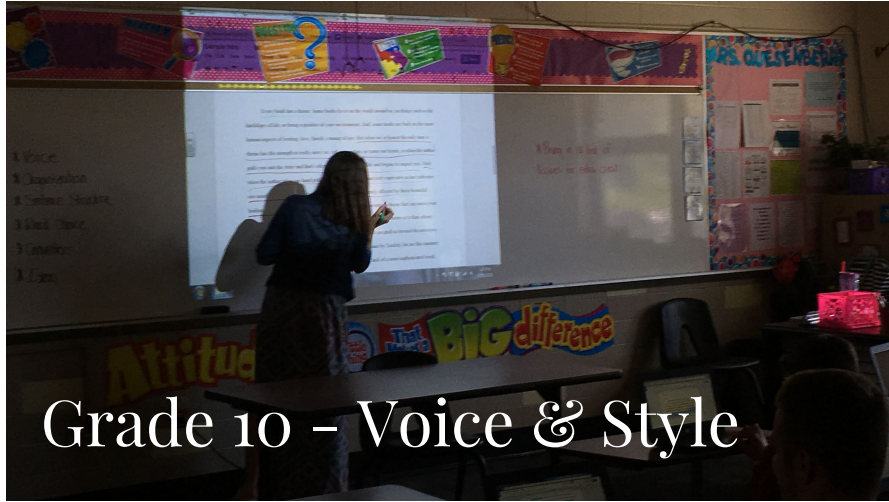
ENGLISH COMPOSITION

CCP CLASS

Students in the Nordonia College Credit Plus English Composition course working in small groups. During this time students get to read and share their writing (in this case their college entrance essays) to get and give feedback from their classmates as well as the teacher. As students work through this process, they get to think about their thinking as they present their work in a small group setting. It allows each student to select and clarify their ideas, diction, and see how what they are writing is powerful. Students do all of this as they get more and more immersed in the recursive nature of the writing process.



Grade 9 – Shared Google Docs – Conferencing



Grade 10



Erin Miller
@mrserinmiller24

Student-led critical discussion of "Power" feeding into analyzing a complex text...

#proudteacher #thinkingskills #collaboration @hboduch



Reply to Erin Miller, Heather Eckenrode



Heather Eckenrode
@hboduch

Notice and Note working hard in group reading discussions!
@mrserinmiller24



Reply to Heather Eckenrode



Heather Eckenrode
@hboduch

English 10 book talks 🙌📚



Reply to Heather Eckenrode

Depth of Knowledge: Level 2

- Can you explain how ___ affected ___?
- How would you apply what you learned to develop ___?
- How would you compare ___? Contrast ___?
- How would you classify ___?
- How are ___ alike? Different?
- How would you classify the type of ___?
- What can you say about ___?
- How would you summarize ___?
- What steps are needed to edit ___?
- When would you use an outline to ___?
- How would you estimate ___?
- How could you organize ___?
- What would you use to classify ___?
- What do you notice about ___?

Depth of Knowledge: Level 3

- How is ___ related to ___?
- What conclusions can you draw about ___?
- How would you adapt ___ to create a different ___?
- How would you test ___?
- Can you predict the outcome if ___?
- What is the best answer? Why?
- What conclusion can be drawn from these three texts?
- What is your interpretation of this text? Support your rationale.
- How would you describe the sequence of ___?
- What facts would you use to support ___?
- Can you elaborate on the reason ___?
- What would happen if ___?
- Can you formulate a theory for ___?

Depth of Knowledge: Level 4

- Dok 4 requires time for extended thinking.
- Write a thesis, drawing conclusions from multiple sources.
- Design and conduct an experiment. Gather information to develop alternative explanations for the results of an experiment.
- Write a research paper on a topic.
- Apply information from one text to another text to develop a persuasive argument.
- What information can you gather to support your idea about ___?

"Humans are hard-wired to make meaning of life through **STORIES**."

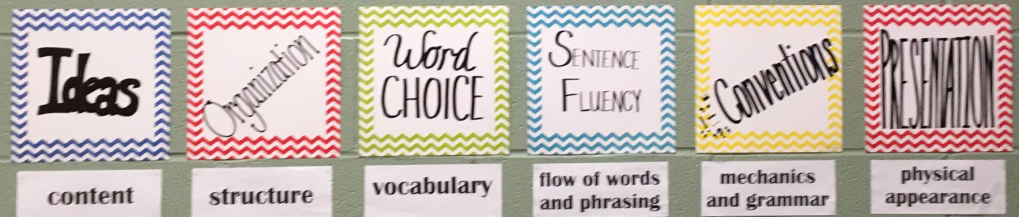
-Ruth Culham

When you increase the rigor of text complexity, You increase the rigor of the responses in Writing.

"All writing that soars begins with something to say." -Penny Kittle

Standards - Based Approach

WRITING TRAITS →

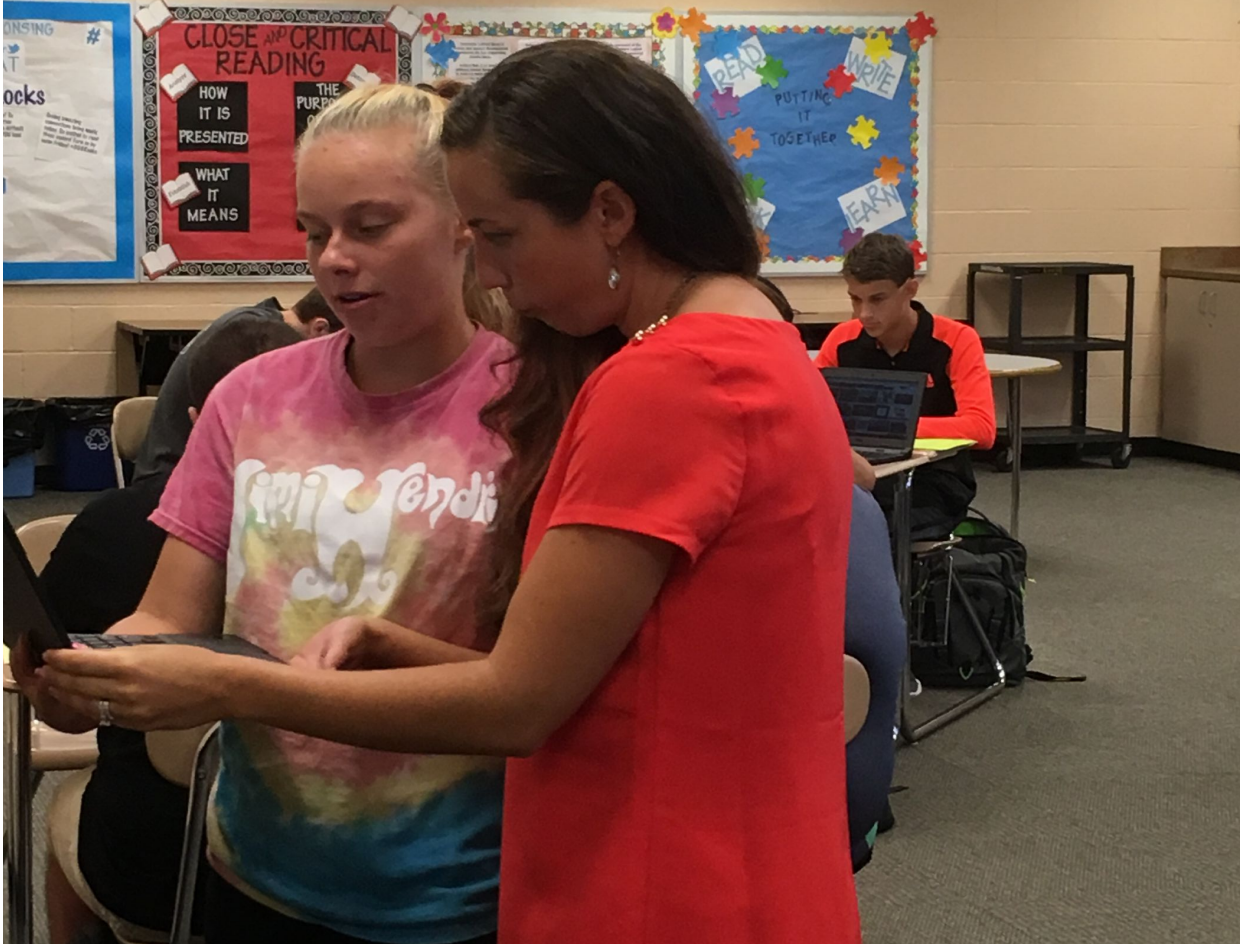


VOICE
personality

Research - Based Approach

Writers IMPLY

Readers INFER

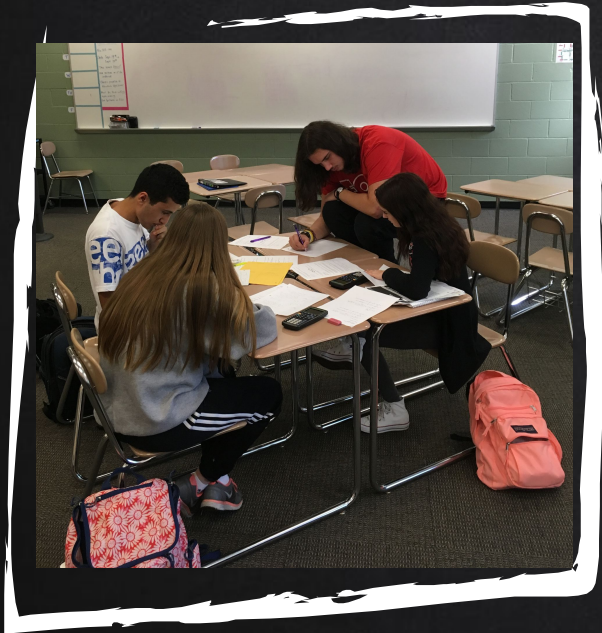


Partnership between The English Department and Guidance Department.

You will see the Guidance Counselors in and out of the Core English Classes discussing a variety of topics from transitioning to NHS & Naviance to college applications.



A PICTURE IS WORTH A THOUSAND WORDS



Peer Tutoring by National Honor
Society in Senior Seminar
Tier 2 intervention class.

STUDENT GROWTH MEASURES

4/18/2015

Report $\frac{1}{2}$ Growth

Class Roster
ENG 12 - British Literature - 6 - Tonsing, Carol

Adams, Brian Lee	33	7	0	7	61	2
Anderson, Isaiah Devon Leet	27	7	67	47	102	43
Bokkon, Riley Marie	67	4	67	7	96	2
Bowman, Jillian Paige	69	4	71	7	95	10
Erpso, Nicholas Ernest	63	5	68	20	91	2
Griffin, Morgan Joyce	47	6	63	47	81	2
Hanzel, Tori Loyalce	26	7	60	7	76	3
Harman, Raymond Vincent	65	5	66	41	86	23
Hill, Willa Christopher	47	8	62	42	61	3
Hirsch, Brooke Rita-Louise	67	4	68	7	71	3
Holt, Haylee Aliss	47	6	70	7	60	1
Joyson, Emily Rose	67	4	67	7	81	2
Kimber, Jasmine Shelby	63	4	67	2	61	0
Kumar, Joseph Ethan	40	4	67	4	68	3
Liste, Devin Tyler	40	6	76	7	60	3
Lozow, Joshua Patrick	47	6	66	7	61	2
Natal, Dominic Alan	47	4	67	2	61	0
Palat, Alec William	46	6	66	2	66	3
Ponoznyk, Alyssa Marie	72	3	76	3	81	2
Prude, Xenophon Antonio	46	6	67	4	67	4
Rico, Sara Grace Christine	73	3	70	7	70	13
Schmieser, Hope Sarah Marie	63	5	68	7	76	3
Schwarzman, Megan Rose	63	5	67	7	76	3
Thomas, Terrence Brendan Denick	63	5	74	7	78	3
Walsh, Kristine Nicole	63	5	71	7	78	3

Summary %
 Tier Score
 Honor roll
 Tier
 One out of 2
 Tier

of texts are they typically engaging with? Are they the readers of your groups? Introducing them and pushing them to read a variety of types of text will allow them to experience other techniques or approaches to establishing a voice of their own in writing. I wonder about the modes that are being addressed as well. The use of personal pronouns isn't necessarily a problem depending on the piece [this is the key...they need to be able to identify when it's appropriate to be informal and when it's not, they also need to work past the view that formal = five paragraphs]. Establishing voice in writing is the SLO, it doesn't have to be all formal, five paragraph essay writing, especially in a narrative. Voice can be a difficult thing to teach...thanks for taking it on with our sophomores! Also, please be sure to really look at those performance level descriptors before your next writing piece because I don't see a lot of connection with what you guys have here to those. It's fine that I don't as long as you are focusing on the SLO here! I just don't want our kids to be surprised by what they score on the AIR versus what they score on their growth measures. Part of our DAT focus this Wednesday is moving into the AIR rubrics, everyone, don't know about you guys, but I've already referenced them in class. With the 6 Traits Self-Analysis we just gave out, that's our next push...own your writing, get your voice in even more strongly, and get ready for a more advanced rubric. Building off of the voice discussion, perhaps take a few of their SLO pieces from an independent reading writing assignments (sorry if you already do this). Students seem to naturally imbue they enjoy with their own style and voice, and this gives a great comparison when you hold up their writing to itself. The independent reading piece has been really beneficial this year for me. I has encouraged so much more discussion about other types of writing, and what makes someone "like" or "dislike" a book, and realizing how they can translate that in to their own writing.

Review through the 6 traits of writing books (I just picked them up from Todd) this is the district approach to writing K-8. Our kids will have this common language across the courses and levels. Using this common language would also help to make any intervention more intentional. This is what I was telling you guys about...why my wall looks the way it does. The more common we are, the better our kids will perform.

Report

Class Roster
ENG10 COLLEGE PREP - 8 - Miller, Erin

Report

Class Roster
ENG10 COLLEGE PREP - 7 - Miller, Erin

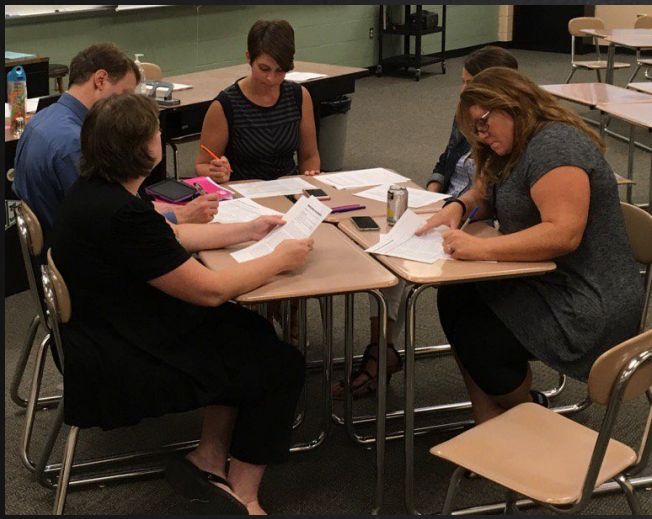
Report

Class Roster
ENG10 COLLEGE PREP - 5 - Miller, Erin

Summary %
 Tier Score
 Honor roll
 Tier
 One out of 2
 Tier



Teacher-Based Teams



We are not abandoning what we know to be **good** practice. We are fine-tuning what we know to be **better** practice.



Norming our grading. HS & MS ELA teams working together.