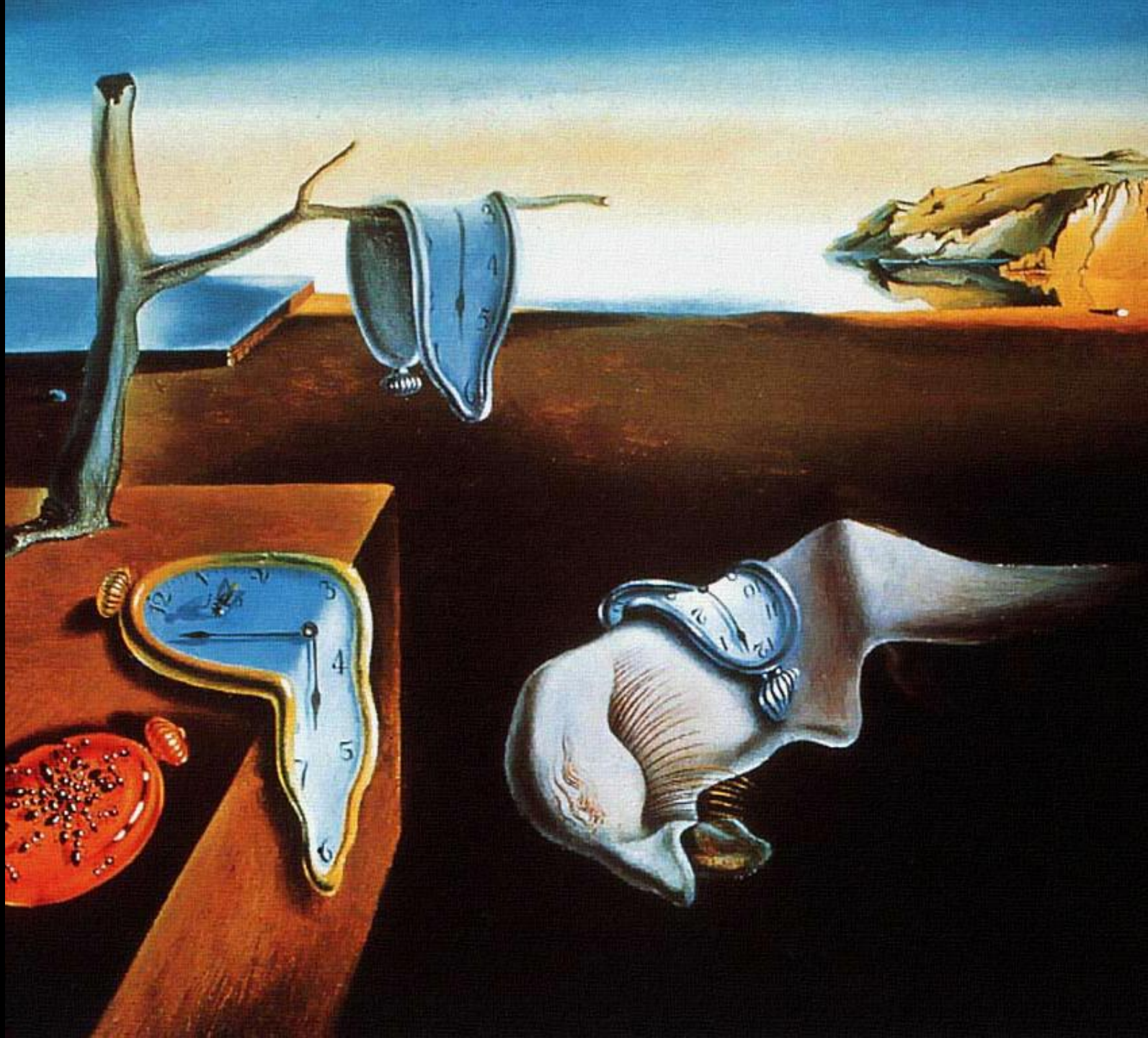


The Disappearance of Instructional Time in the Secondary ELA Classroom

David Shelley, Curriculum Supervisor
Department of Secondary Learning
Office of Academics
Broward County Public Schools



What



365

Is



196

A



180

Year?



52/36

Days in the Year (365)

A S O N D J F M A M J J	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
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	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31

Days in the Year Minus Weekends

A	1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30	31
S	1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29		
O		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30	31
N	1	2	3			6	7	8	9	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30	
D	1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29		
J	1	2	3	4	5			8	9	10	11	12			15	16	17	18	19			22	23	24	25	26			29	30	31
F	1	2			5	6	7	8	9			12	13	14	15	16			19	20	21	22	23			26	27	28			
M	1	2			5	6	7	8	9			12	13	14	15	16			19	20	21	22	23			26	27	28	29	30	
A		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30	
M	1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30	31
J	1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29		
J		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30	31

Days in the Year Minus Weekends, Holidays & Teacher Planning

A	1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30	31	
S	1				5	6	7	8			11	12	13	14	15			18	19	20		22			25	26	27	28	29			
O		2	3	4	5	6			9	10	11	12	13			16	17	18	19				23	24	25	26	27			30	31	
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D	1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29			
J	1	2	3	4	5				9	10	11	12				16	17	18	19			22	23	24	25	26			29	30	31	
F	1	2			5	6	7	8	9				12	13	14	15	16				20	21	22	23			26	27	28			
M	1	2			5	6	7	8	9				12	13	14	15	16			19	20	21	22				26	27	28	29	30	
A		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20				23	24	25	26	27			30	
M	1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24					29	30	31	
J	1			4	5	6		8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29			
J		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20				23	24	25	26	27			30	31

[illegible]

Days in the Year Minus Weekends, Holidays, Teacher Planning, Summer, Winter, & Spring Breaks, and State Testing Windows for FSA and EOC's

[illegible]

Does not include:

HURRICANES

- Field Trips
- School Assemblies
- Diagnostic Testing
- Mid-Term Exams
- Final Exams
- AP Testing
- Picture Day(s)
- Early Release Days
- Professional Study Days


- Super Testing Days
- Individual Student Absences
- Individual Teacher Absences
- Fire Drills
- Tornado Drills
- Health Screenings
- Book Fairs
- Make-Up Testing
- School Emergencies

What do all of these items have in common?

They are out of our

Control
/kon-trol/

def: Guide or influence what a person or machine does. eg. I control the workers who are building the factory



Where
does this
leave us?



147 instructional days to master 42 ELA standards

- *Does not take into account that students are assessed on the standards around Day 115 (-32 instructional days)*
- *Does not take into account standards with multiple sub-standards (+38 additional sub-standards=80 concepts)*
- *Does not take into consideration the depth of the reading and writing standards*

?

Emma, age 13, grade 8



What
did
you do
in
“Not
school,
much.”
today?

Jackie, age 17, grade 11



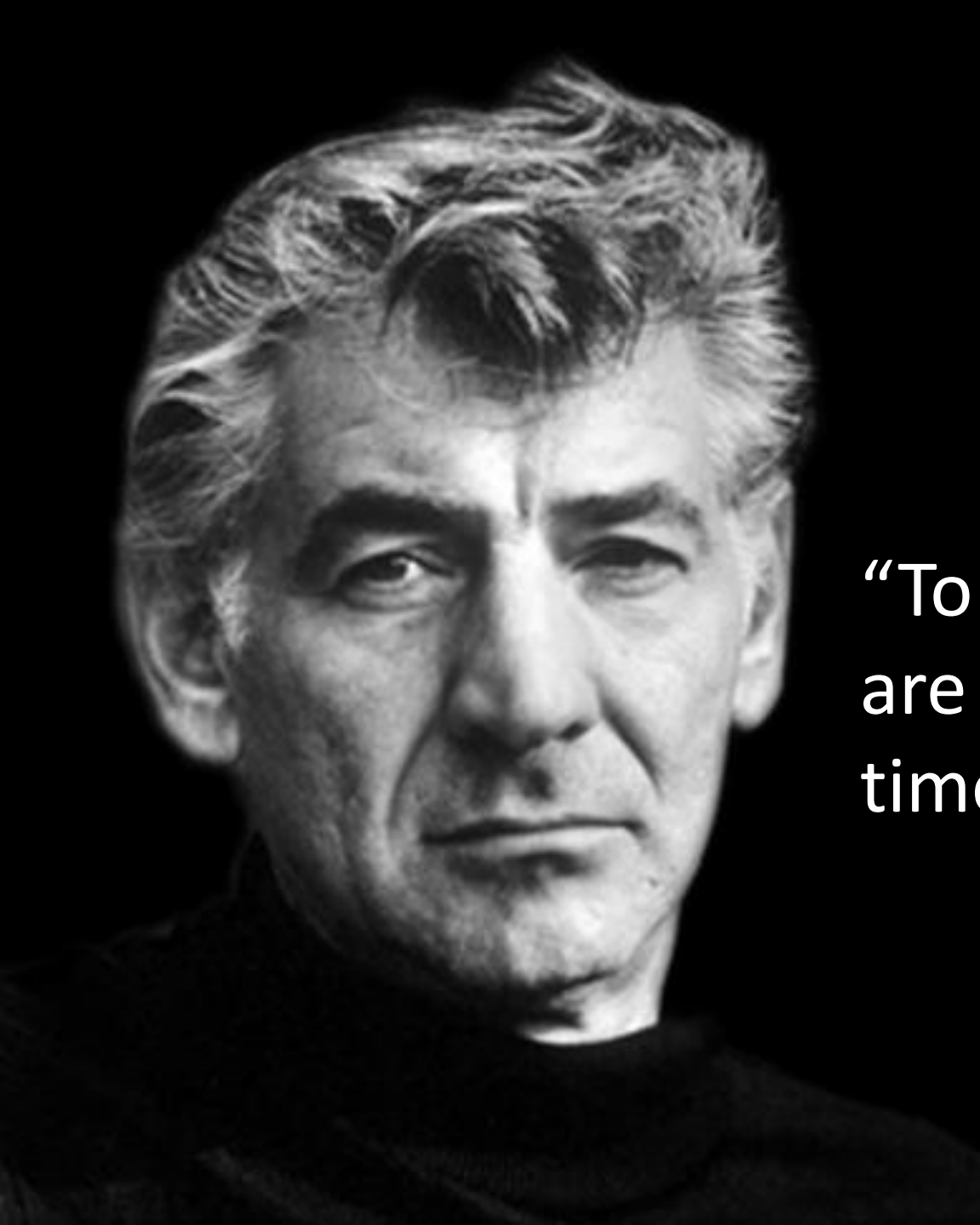
Where does instructional time go?

Teaching standards one at a time?

Separating reading and writing instruction?

Using assessments for individual standards?





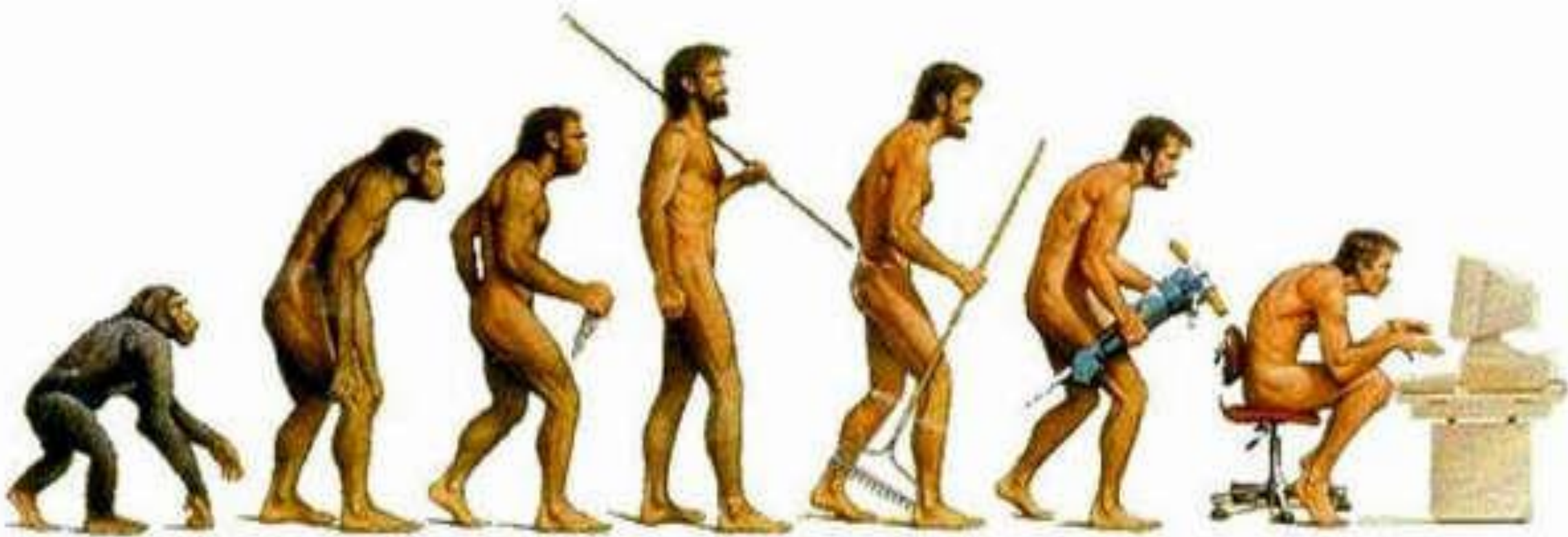
“To achieve great things, two things
are needed: a plan and not enough
time.” --Leonard Bernstein

“It worked
when I taught
kids 40 years
ago...



...and kids
are kids—it'll
work just
fine now.”

The Evolution of Student Instructional Needs



The year is 1974...



PHONE

AKAI
8 TRACK STEREO
CR-81D

1 2 3 4

PROGRAM
SELECTOR

REC

PLAY

FFWD

CONTINUOUS
PLAY

POWER

STOP

Cartridge



LEFT



RIGHT

LEFT
VOLUME

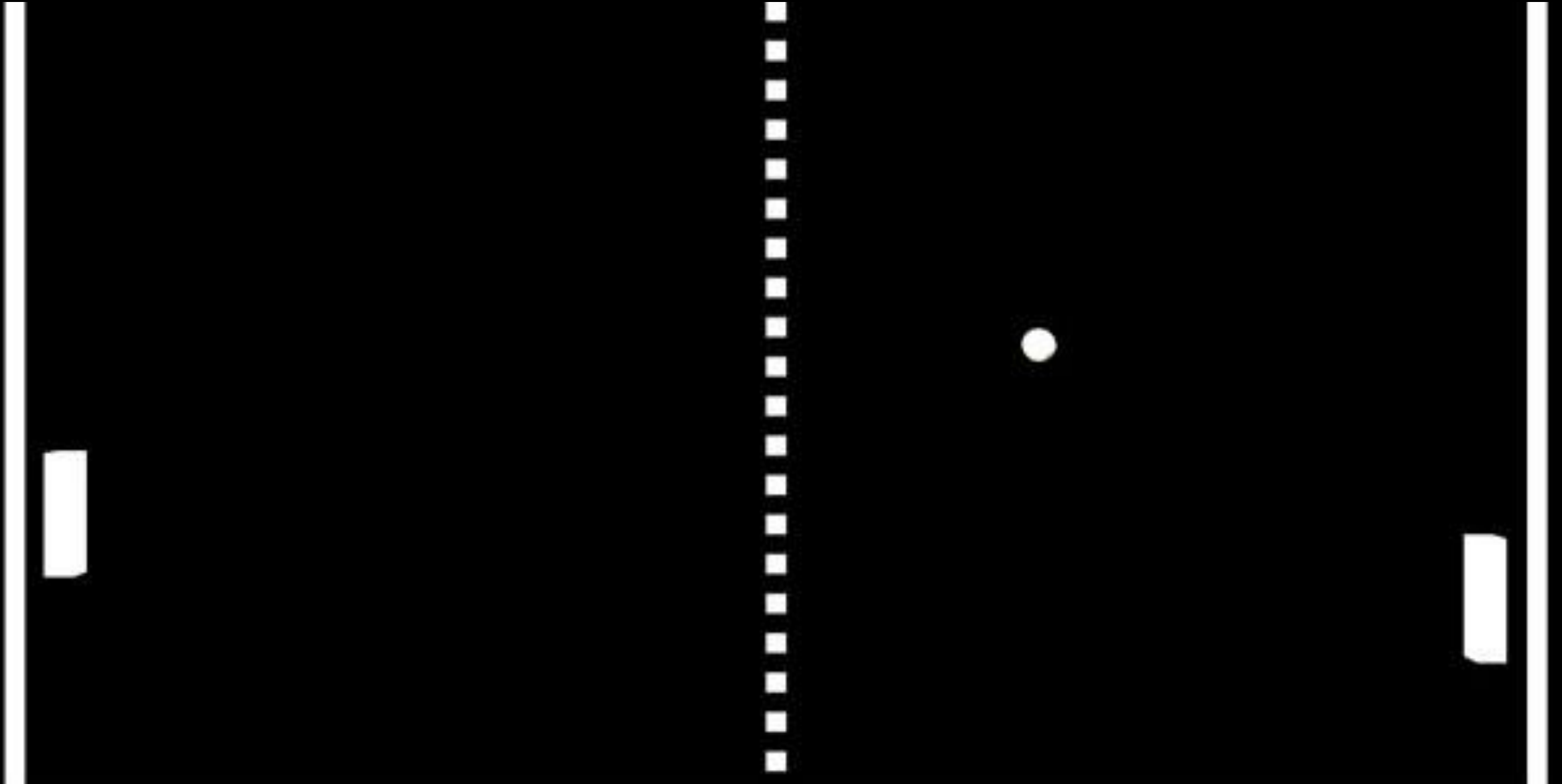
REC

RIGHT
VOLUME

CARTRIDGE
RECORDER

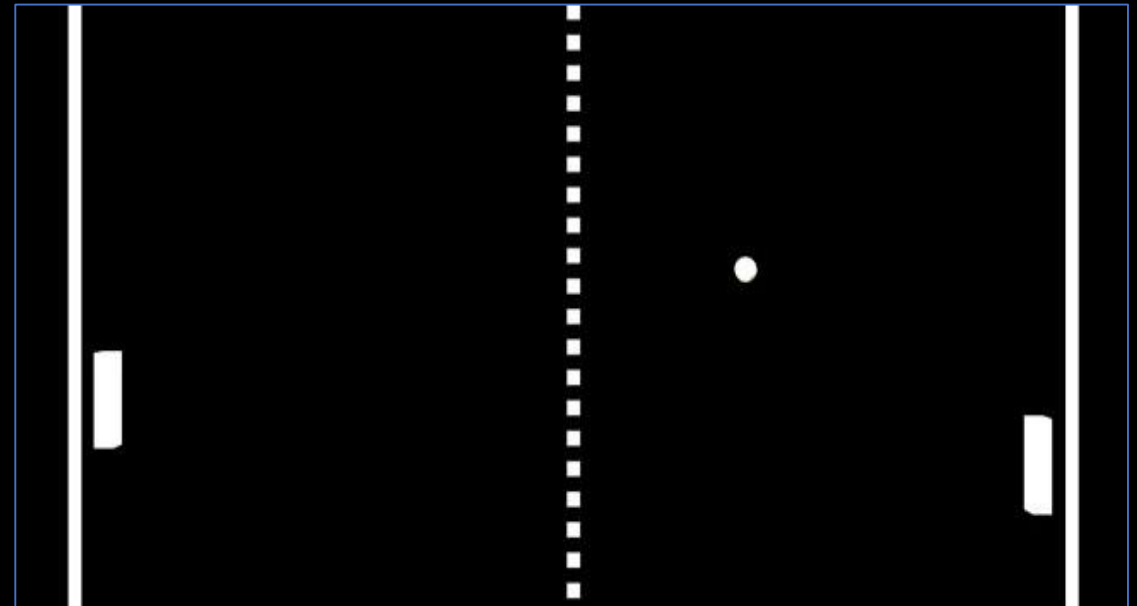
The Pong Effect:

minimal challenge + minimal reward



Classroom Expectation

- Minimal creativity
- Minimal challenge
- Minimal reward



The year is 1984...



The Space Invaders Effect:

moderate challenge + minimal reward





Classroom Expectation

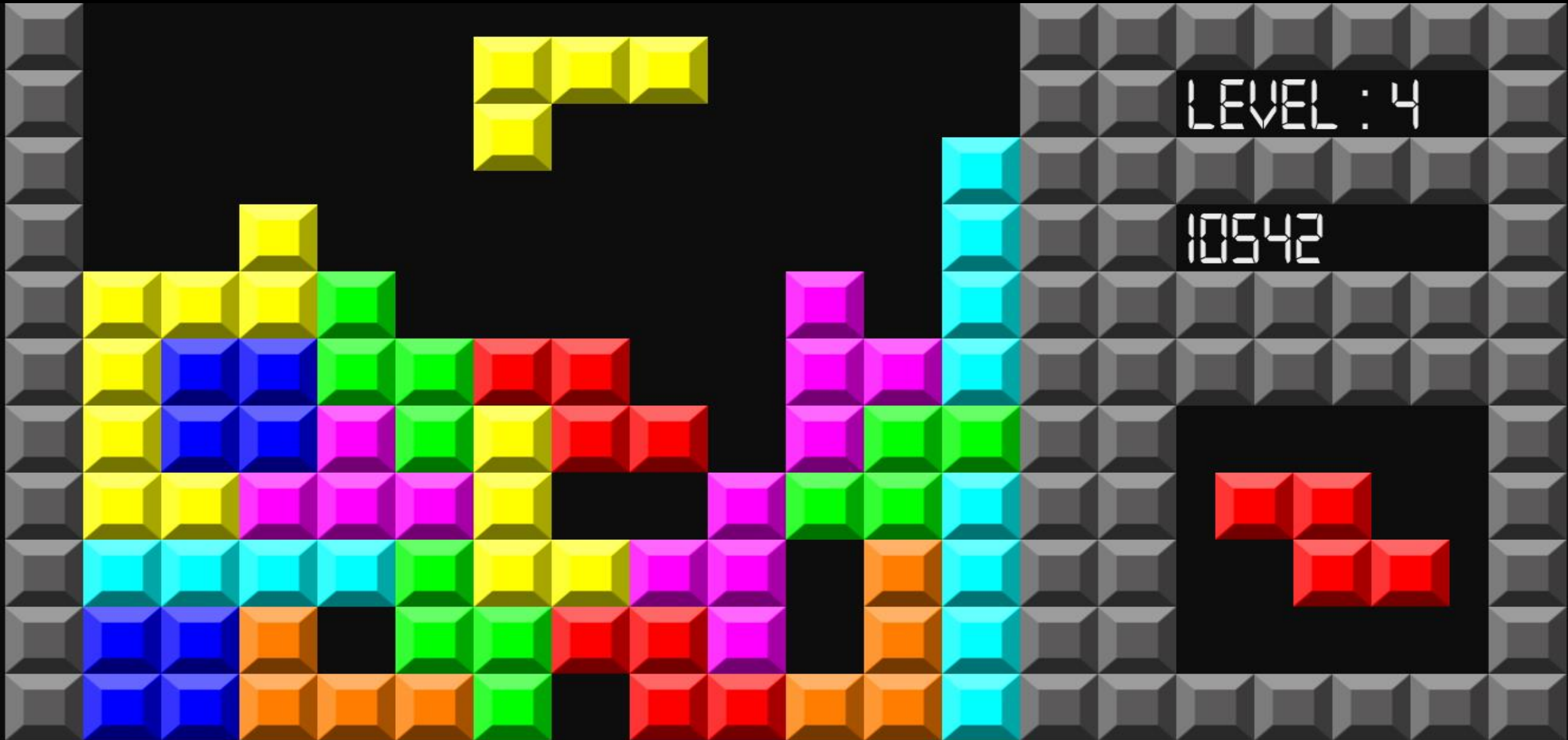
- Moderate creativity
- Slight increase in visual importance
- Increasing challenge
- Minimal reward

The year is 1992...



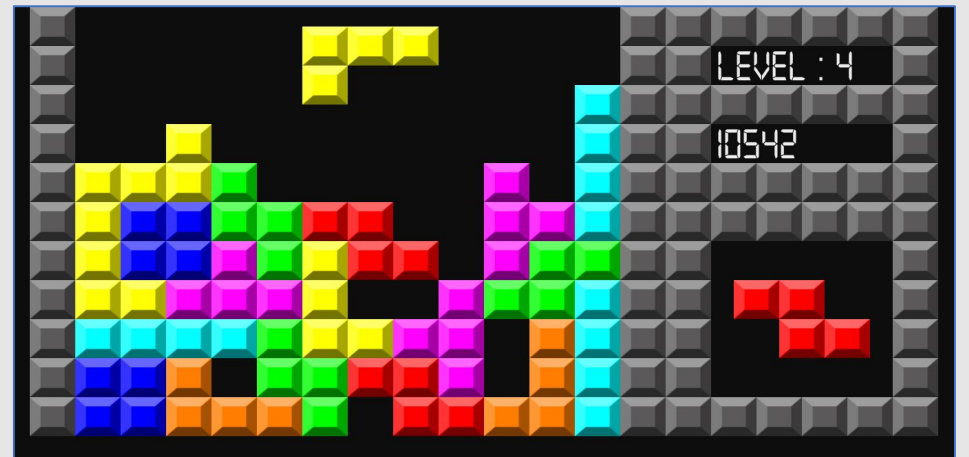
The Tetris Effect:

continual challenge + instant reward



Classroom Expectation

- Moderate creativity
- Continual and increasing challenge
- Instant reward
- Visually developing
- “Thinking forward”



The year is 2012...



The Minecraft Effect:

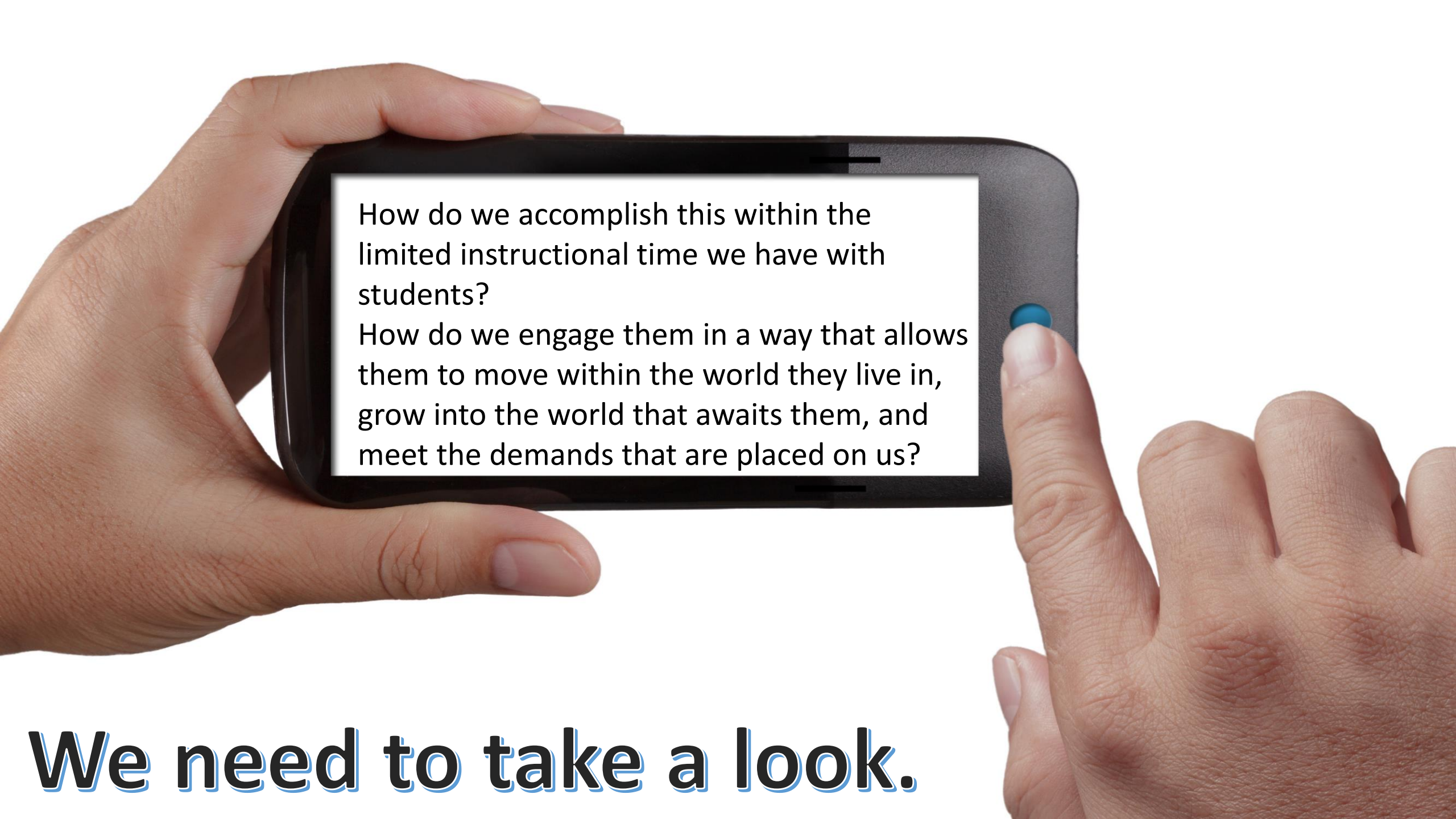
continual challenge + collaboration + instant reward
+ product development + real world application



Minecraft Effect Checklist:

- ☒ Challenging
- ☒ Collaborative
- ☒ Reward
- ☒ Product Development
- ☒ Real World Application



A hand holds a black tablet horizontally. The screen is white and displays two paragraphs of text. Another hand's index finger points at the right side of the tablet. The background is white.

How do we accomplish this within the limited instructional time we have with students?

How do we engage them in a way that allows them to move within the world they live in, grow into the world that awaits them, and meet the demands that are placed on us?

We need to take a look.

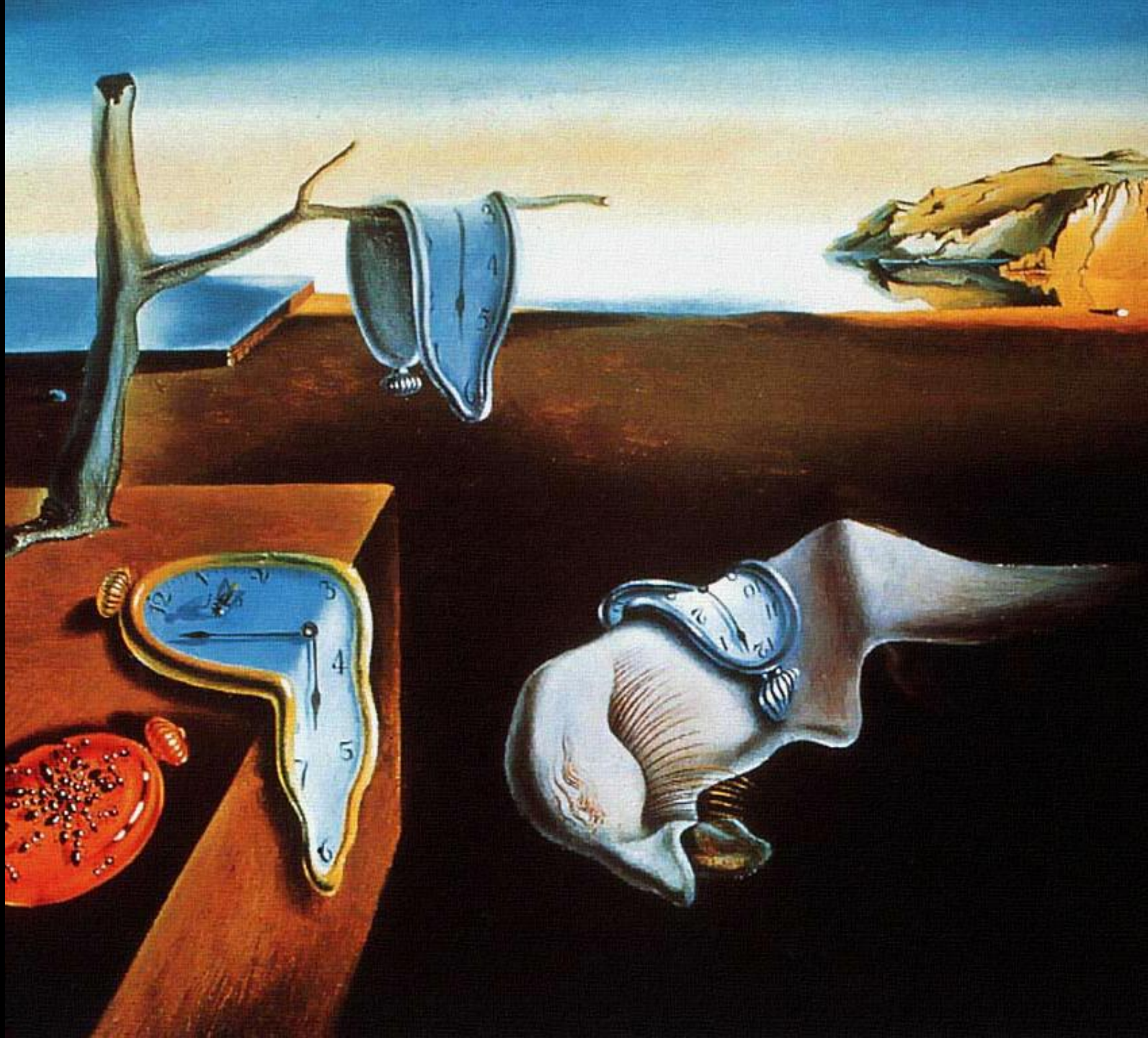
Are we preparing
them for life?

Or are we
preparing them
for life?



The Disappearance of Instructional Time in the Secondary ELA Classroom

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Department of Secondary Learning
Office of Academics
Broward County Public Schools



Multi-Standard/Multi-Student Tasks in the Secondary ELA Classroom

David Shelley, Curriculum Supervisor
Department of Secondary Learning
Office of Academics
Broward County Public Schools





Multi-Standard/Multi-Student Activity #1

Playing a Role



Reading:
Cite textual evidence to
support analysis and
inferences

Writing:
Write arguments to
support claims in an
analysis of substantive
texts



Speaking & Listening:
Adapt speech to a variety
of contexts and
communicative tasks

Language:
Demonstrate command of
the conventions of
standard English usage
when writing or speaking

The narrator from The Tell-Tale Heart has been arrested for the murder of the old man. He is set to go to trial. How will this turn out?

- Using information from the text and outside research, provide a defense of the Narrator against a first degree murder charge.

Defense Team



- Using information from the text and outside research, seek a first degree murder conviction for the Narrator.

Prosecution Team



- Ensure that the arguments presented by both legal teams are valid and accurate and instruct the jury on the elements of the law that pertain to the case.

Judge



- Listen to both arguments in the case and determine the fate of the Narrator based on only what was presented.

Jury



- Using only what was presented in the trial, as well as the jury's verdict, write an article that informs the public of the case and the outcome.

Reporters



- Using information in the text and outside research, provide a defense of the Narrator against a first degree murder charge.

Defense Team



- Using information from the text and outside research, seek a first degree murder conviction for the Narrator.

Prosecution Team



- Ensure that the arguments presented by both legal teams are valid and accurate and instruct the jury on the elements of the law that pertain to the case.

Judge



- Listen to both arguments in the case and determine the fate of the Narrator based on only what was presented.

Jury



- Using only what was presented in the trial, as well as the jury's verdict, write an article that informs the public of the case and the outcome.

Reporters



Cite specific textual evidence when writing or speaking to support conclusions drawn from the text

Analyze how and why individuals, events, and ideas develop and interact over the course of a text

Assess how point of view shapes the content and style of a text

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance of the evidence

Analyze how two or more texts address similar topics and compare the approaches the authors take

Write arguments to support claims in an analysis of substantive texts, using valid reasoning and relevant evidence

Write informative texts to convey ideas and information clearly and accurately

Produce clear and coherent writing appropriate for task, purpose, and audience

Conduct short research demonstrating understanding of the subject under investigation

Draw evidence from literary texts to support analysis

Adapt speech to a variety of contexts and communicative tasks

Present supporting evidence such that listeners can follow the line of reasoning

Evaluate a speaker's point of view, reasoning, and use of rhetoric and evidence

Reading:
Cite textual evidence to
support analysis and
inferences

Writing:
Write arguments to
support claims in an
analysis of substantive
texts

“Nobody Turn
Me Around”
History by
Charles
Euchner

“AMERICA The
Story of Us: The
March on
Washington”
History Channel

Speaking & Listening:
Adapt speech to a variety
of contexts and
communicative tasks

Language:
Demonstrate command of
the conventions of
standard English usage
when writing or speaking



Variation
2

“I Have A Dream”
Speech by Martin Luther King, Jr.

- After witnessing what will become one of the most important speeches in American history, compose a letter to your U.S. Senator showing support for the upcoming vote on the Civil Rights Act.

March Participants



- As a tourist visiting from a country without freedoms for its citizens, compose a letter to a family member back home describing the March and speech and arguing for or against civil rights for all.

Visiting Tourists



- You are a U.S. Senator and have been undecided about how you will vote on the Civil Rights Act. After the March and the speech, you have made up your mind. Prepare a speech to your senate counterparts describing your decision using elements of MLK's speech as well as the additional texts to support your stance.

Members of Congress



- As a member of the press, write an article for the Washington Post that captures the event from all angles: participants, politicians, residents, tourists. Include varying perspectives to the same event.

Members of the Press



It's August 23, 1963. You are in Washington, D.C. on the day of one of the most historic moments in American history. The March on Washington has concluded, Dr. King has stepped away from the podium.



- After witnessing what will become one of the most important speeches in American history, compose a letter to your U.S. Senator showing support for the upcoming vote on the Civil Rights Act.

March Participants



- As a tourist visiting from a country without freedoms for its citizens, compose a letter to a family member back home describing the March and speech and arguing for or against civil rights for all.

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Cite specific textual evidence when writing or speaking to support conclusions drawn from the text

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Assess how point of view shapes the content and style of a text

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning and the relevance of the evidence

Analyze how two or more texts address similar topics and compare the approaches the authors take

Write arguments to support claims in an analysis of substantive texts, using valid reasoning and relevant evidence

Write informative texts to convey ideas and information clearly and accurately

Produce clear and coherent writing appropriate to task purpose, and audience

Conduct short research demonstrating understanding of the subject under investigation

Adapt speech to a variety of contexts and communicative tasks

Present supporting evidence such that listeners can follow the line of reasoning

Evaluate a speaker's point of view, reasoning, and use of rhetoric and evidence

Minecraft Effect Checklist:

- ✓ ☒ Challenging
- ✓ ☒ Collaborative
- ✓ ☒ Reward
- ✓ ☒ Product Development
- ✓ ☒ Real World Application





FEEDBACK

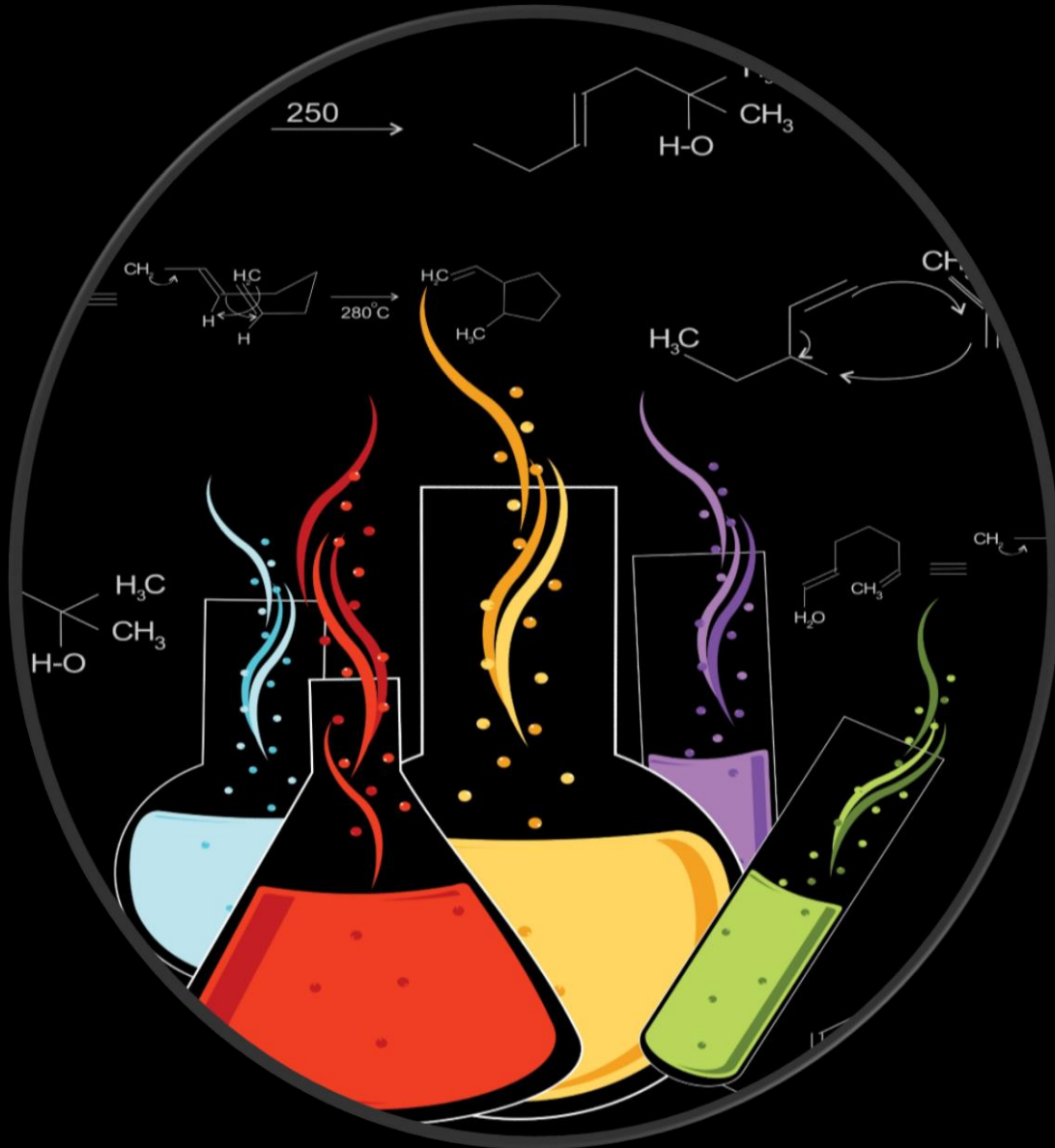
FORWARD

Prove-It-To-Me



Multi-Standard/Multi-Student Activity #2

How is something proven?



Grade Level Anchor Texts

6th Grade

- The Ravine
- Fears and Phobias
- Wild Animals Aren't Pets/Let People Own Exotic Animals
- The Mixer
- How Smart Are Animals
- It Worked for Me: In Life and Leadership/Colin Powell: Military Leader
- Paul Revere's Ride

Read closely to determine what the text says explicitly and make logical inferences from it.

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Write arguments to support claims in an analysis of substantive topics or texts.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Integrate and evaluate information presented in diverse media and formats.

Grade Level Anchor Texts

6th Grade

- The Ravine
- Fears and Phobias
- Wild Animals Aren't Pets/Let People Own Exotic Animals
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- Paul Revere's Ride

7th Grade

- Remarks at the Dedication of the Aerospace Medical Health Center
- Flesh & Blood So Cheap: The Triangle Fire and its Legacy
- The Story of the Triangle Factory Fire
- Craig Kielburger Reflects on Working Toward Peace
- The People Could Fly
- Sorry, Wrong Number
- Life at Home in the 21st Century

8th Grade

- The Tell-Tale Heart
- What is the Horror Genre?
- My Favorite Chaperone
- The Latehomecomer
- The Diary of Anne Frank
- Narrative of the Life of Frederick Douglass: an American Slave
- The Drummer Boy of Shiloh

9th Grade

- I Have a Dream
- Nobody Turn Me Around
- The Tragedy of Romeo and Juliet
- from Night
- The End and the Beginning
- A Quilt of a Country
- Once Upon a Time

10th Grade

- Letter from Birmingham Jail
- The Tragedy of Macbeth
- from The Metamorphosis
- from The Metamorphosis (graphic novel)
- We grow accustomed to the Dark/Before I got my eye put out
- Coming to Our Senses
- The Math Instinct

11th Grade

- from Of Plymouth Plantation
- The Declaration of Independence
- The US Constitution: Preamble and Bill of Rights
- from Song of Myself
- Against Nature
- Winter Dreams
- The Crucible

12th Grade

- The Wife of Bath's Tale
- The Men We Carry in Our Minds
- The Tragedy of Hamlet
- Blocking the Transmission of Violence
- Speech on the Vietnam War, 1967
- A Modest Proposal
- Living Like Weasels

Prove-It-To-Me BINGO

B	I	N	G	O
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Write arguments to support claims with clear reasons and relevant evidence.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	Free Space Choose any Standard not listed on this card.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Prove-It-To-Me BINGO				
B	I	N	G	O
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B	I	N	G	O
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Write arguments to support claims with clear reasons and relevant evidence.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.	Free Space Choose any Standard not listed on this card.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Prove-It-To-Me BINGO

B	I	N	G	O
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Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Analyze how a speaker's argument and specific claims, evaluating the reasons and evidence used, and how the speaker's use of language and rhetorical devices contribute to the overall purpose and effect of the text.	Analyze how particular lines of dialogue and incidents in a story or drama propel events, reveal aspects of a character, or provoke a decision.	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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Time Saver Alert!

Time Saver Alert!

Minecraft Effect Checklist:

- ✓ ☒ Challenging
- ✓ ☒ Collaborative
- ✓ ☒ Reward
- ✓ ☒ Product Development
- ✓ ☒ Real World Application



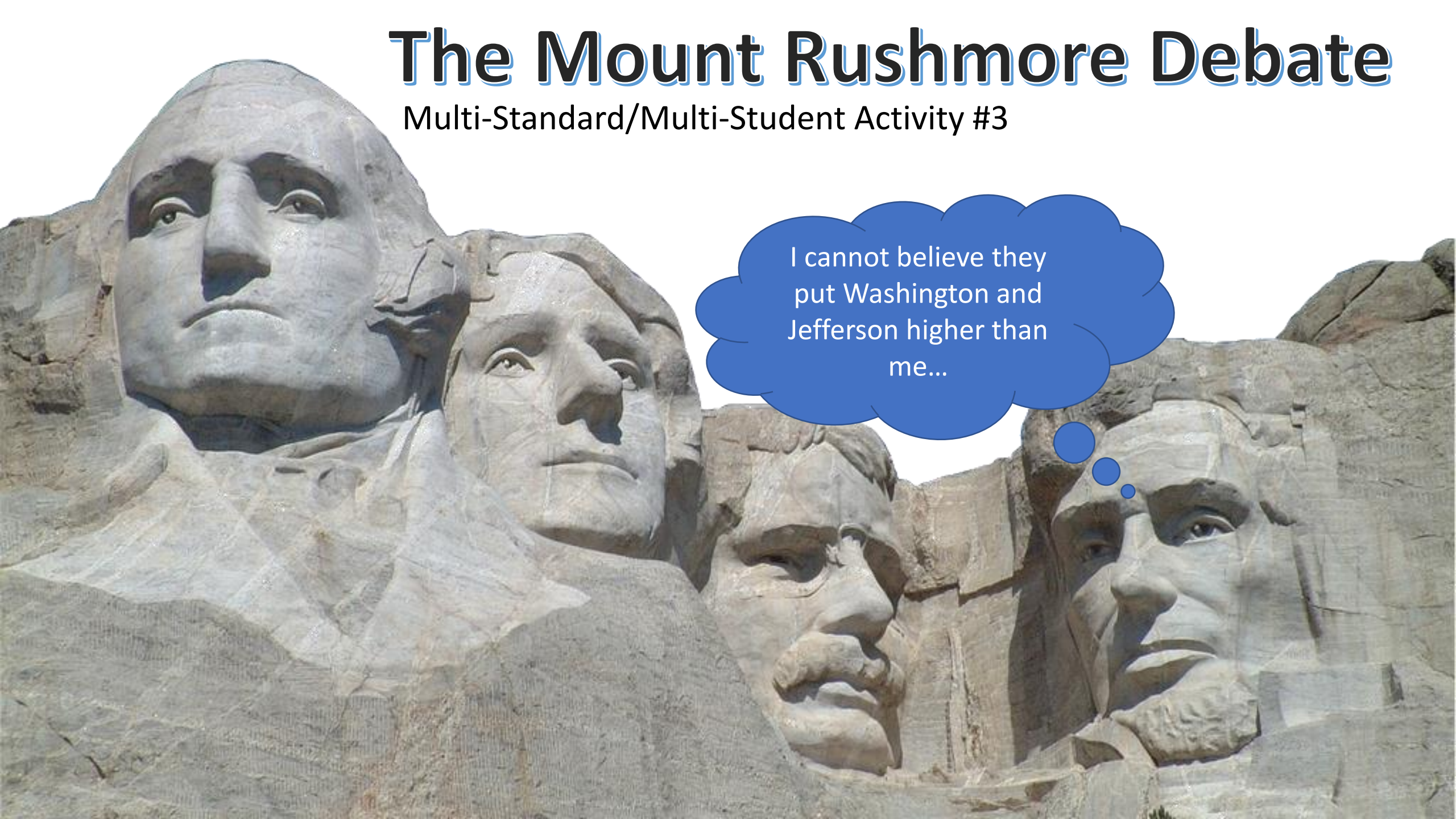


FEEDBACK

FORWARD

The Mount Rushmore Debate

Multi-Standard/Multi-Student Activity #3



I cannot believe they
put Washington and
Jefferson higher than
me...

Who deserved the top spot?

Why? What are your arguments? Can you defend your decision? Prove it.

Teddy



Georgie



Tommy



Abe



Variation

1

Teacher selects four items for the new Mt. Rushmore and assigns each item to a corner of the classroom

Students go to corner of room where self-selected/teacher-selected item is located

Four Corner
Variation on Mt.
Rushmore

As a Corner Group, students research and develop an argument to defend their item's deserving of the top spot

Each corner presents out to the class arguing for the top spot on Mt. Rushmore for their item as opposed to the other three

Juliet

Romeo

house
Capulet

Mt. Rushmore of Most
Important Characters in The
Tragedy of Romeo and Juliet

HOUSE
MONTAGUE

Tybalt

Mercutio

Who does what?

Teacher Work:

- Select topic and items for Mt. Rushmore
- Divide students as needed
- Provide materials/resources for student research
- Assist in student group discussions
- Develop scoring method

Student Work:

- Research items
- Work collaboratively to determine strongest points
- Develop method for displaying Mt. Rushmore
- Develop presentation
- Present arguments

Variation 2: Teacher Selection of Topic/Student Selection of Items

- **Students choose four items on their own based on a topic assigned by the teacher**
- **Topic can be broad or specific as determined by the teacher**
- **Students will then:**
 - **Research topic**
 - **Develop thesis**
 - **Design presentation**
 - **Present argument**
- **This can be independent or collaborative work**

Mt. Rushmore of 20th Century Poets

- Broad

Mt. Rushmore of 20th Century Poems

- Little deeper

Mt. Rushmore of Poetic Forms

- Finding Fossils

Mt. Rushmore of 20th Century Sonnets

- Journey to the Center of the Earth

Who does what?

Teacher Work:

- Select topic
- Divide students as needed
- Provide materials/resources for student research
- Assist in student group discussions
- Develop scoring method

Student Work:

- Select four items within topic
- Research items
- Work collaboratively to determine strongest points
- Develop method for displaying Mt. Rushmore
- Develop presentation
- Present arguments



Just
completed
reading Of
Mice and
Men

Students
select their
own topic
related to
the novel

Once
approved
by teacher,
students
determine
the items

Students
present to
the class in
a visual,
written,
and oral
manner

Variation 3:
Student Selection of Topic
Student Selection of Items
Teacher Guided Instructions

Mt. Rushmore of Quotes from Of Mice and Men

- What is the importance of quote?
 - Why this order?
 - Class discussion/debate

Lennie said, "George."
"Yeah?"

"I done another bad
thing."

"It don't make no
difference," George
said, and he fell silent
again.

"Guys like us, that
work on ranches, are
the loneliest guys in
the world. They got
no family. They don't
belong no place."

--I remember
about them
rabbits, George.
--The hell with
the rabbits.
That's all you can
ever remember is
them rabbits.

Well, we ain't got
any," George
exploded. "Whatever
we ain't got, that's
what you want. God
a'mighty, if I was alone
I could live so easy. I
could go get a job an'
work, an' no trouble.
No mess at all...

Variation 3:
Student Selection of Topic
Student Selection of Items
Teacher Guided Instructions

Who does what?

Teacher Work:

- Divide students as needed
- Approve topics
- Provide materials/resources for student research
- Assist in student group discussions
- Develop scoring method

Student Work:

- Select topic and four items
- Research topic and items
- Work collaboratively to determine strongest points
- Develop method for displaying Mt. Rushmore
- Develop presentation
- Present arguments

Minecraft Effect Checklist:

- ✓ ☒ Challenging
- ✓ ☒ Collaborative
- ✓ ☒ Reward
- ✓ ☒ Product Development
- ✓ ☒ Real World Application



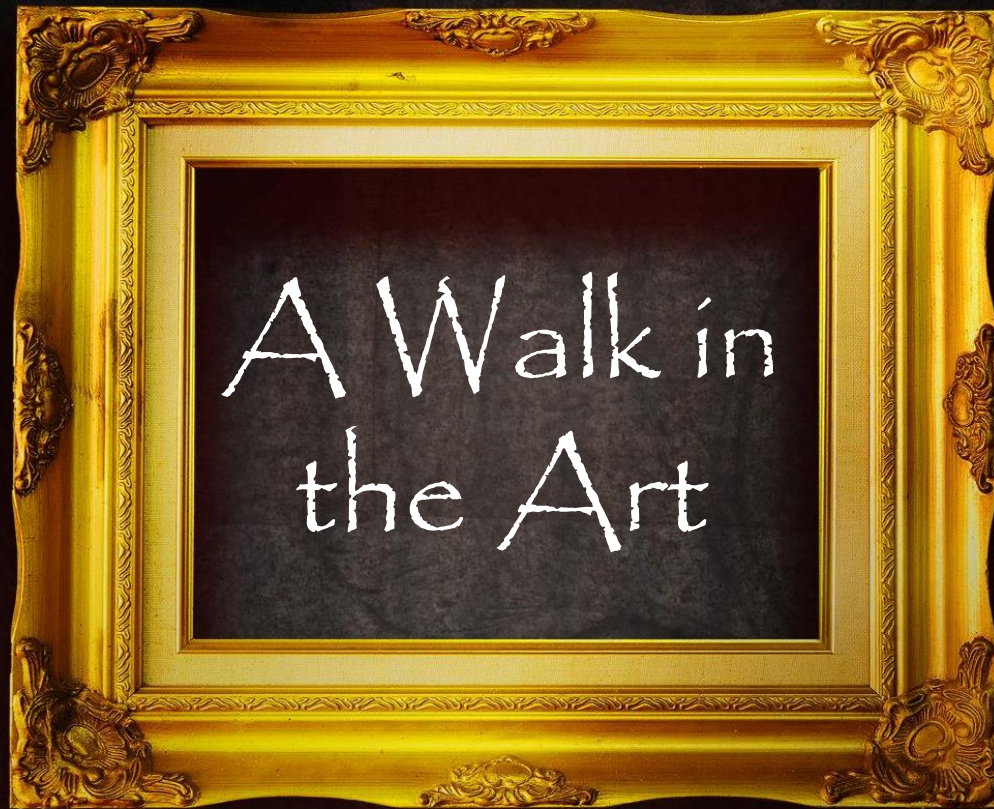


~~FEEDBACK~~

FORWARD



Multi-Standard
Multi-Student
Activity #4



Set up classroom to imitate an art gallery.

Variation 1

Students walk the gallery and make notes on the artwork that they like and dislike—specifying reasons for both.

Students rank all of the pieces from their most favorite to their least favorite.



This becomes their focus...

Students then stand by their least favorite piece.

1. Informative

- Research both the artist and specific piece using a minimum of three sources
- Write a summary of their findings
- Present the summary to small group

Student Work: (Variation 1)



2. Argumentative

- The local museum is getting ready to add a new piece of art. They have selected the piece you listed as your favorite. Write a letter arguing for your selected artwork (least favorite) to be added to the museum instead.

3. Creative

- Write a description of the artwork to be read to a blind person. The goal is for the individual to be able to “see” the artwork in the description. Descriptions from the group will be compiled as a “text museum.”

Set up classroom to imitate an art gallery.

Variation 2

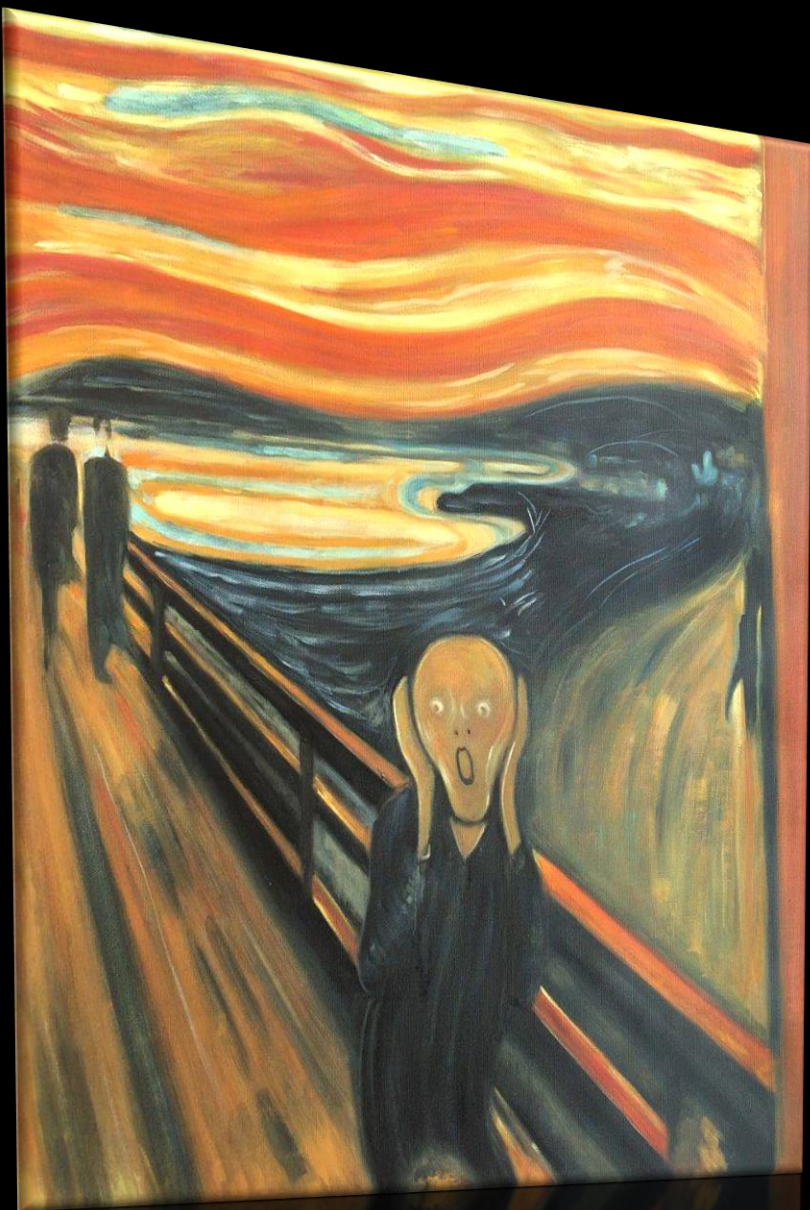
Students walk the gallery and make notes on the artwork that they like and dislike—specifying reasons for both.

Students connect one of the art pieces to a piece of text that has been covered in class.



This becomes their focus...

Students group by artwork selection.



Shadows on the wall
Noises down the hall
Life doesn't frighten
me at all...



1. Informative

- Research both the artist and the author
- Write a summary of their findings and make a connection between the two
- Present the summary to small group

Student Work: (Variation 2)



2. Argumentative

- Using the text and members of your group as resources, determine whether or not the author of the text would like or dislike the artwork. Write an article for an art magazine arguing your determination.

3. Creative

- Write a description of the artwork in the voice of the author. The goal is to capture the style of both the author and the artist in the writing. This may take the form of any genre of creative writing.

Minecraft Effect Checklist:


- ✓ ☒ Challenging
- ✓ ☒ Collaborative
- ✓ ☒ Reward
- ✓ ☒ Product Development
- ✓ ☒ Real World Application





~~FEEDBACK~~

FORWARD

A black and white profile photograph of Bob Dylan, looking downwards with his hand resting on his chin. The image is partially obscured by the text overlay.

**“You don’t need a weathervane to
know which way the wind blows...”**

**--Bob Dylan
2016 Winner Nobel
Prize for Literature**

“Our best understanding suggests that a student only learns when work is moderately challenging that student, and where there is assistance to help the student master what initially seems out of reach.”

—Carol Ann Tomlinson



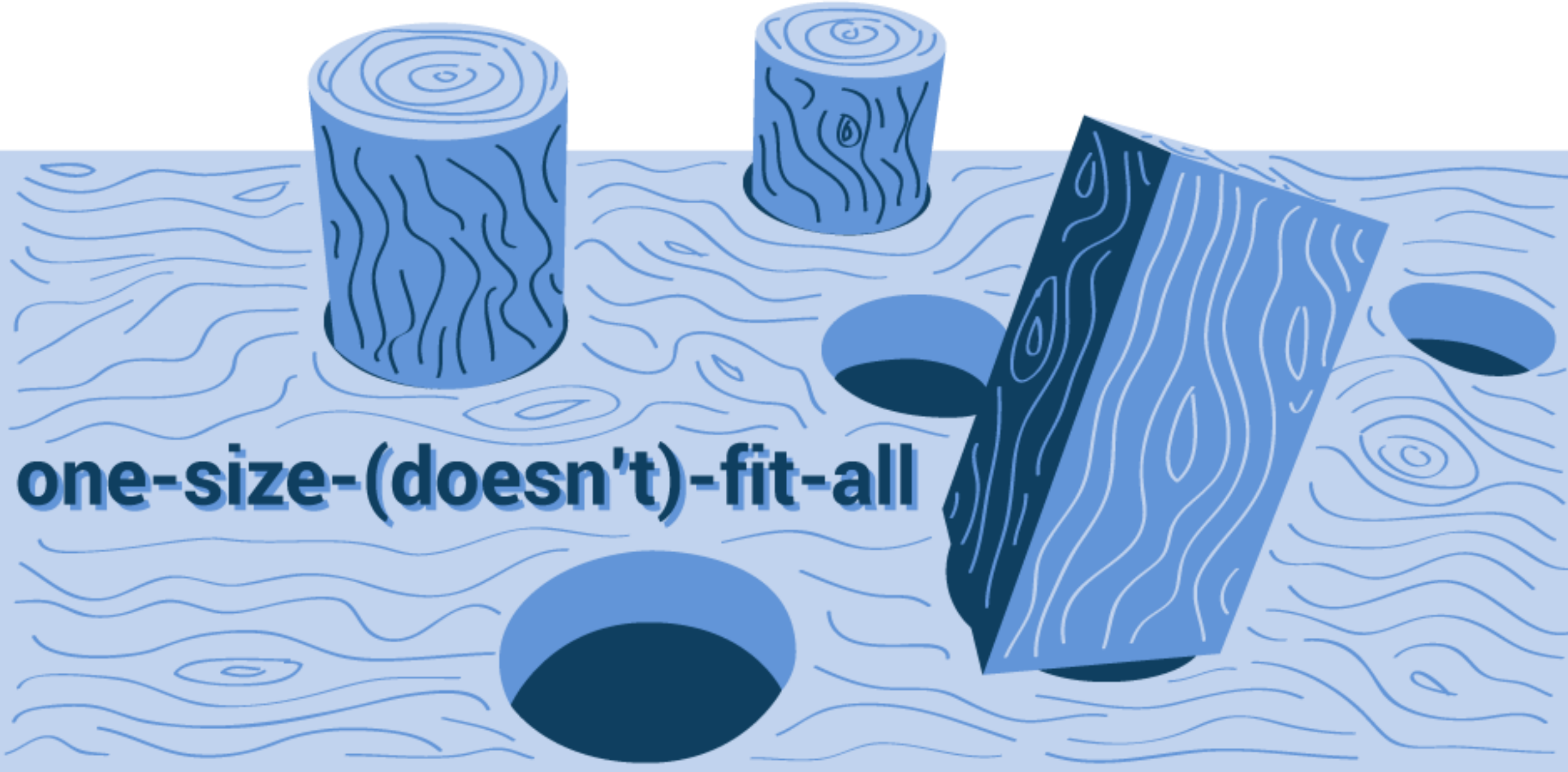
That's great, but my students are low readers ESE ELLs poor writers.
(fill in with appropriate label)

They can't do that kind of in-depth activity yet.

And you're correct.

Like scuba diving, the deeper you go—the better the view. But you need to get past the surface first.





one-size-(doesn't)-fit-all





Cemetery Method:
Put them in rows and keep them as quiet
as possible.





Station Method:
Let them go where they need
to go and help them find their
way.



Multi-Standard/Multi-Student Tasks in the Secondary ELA Classroom

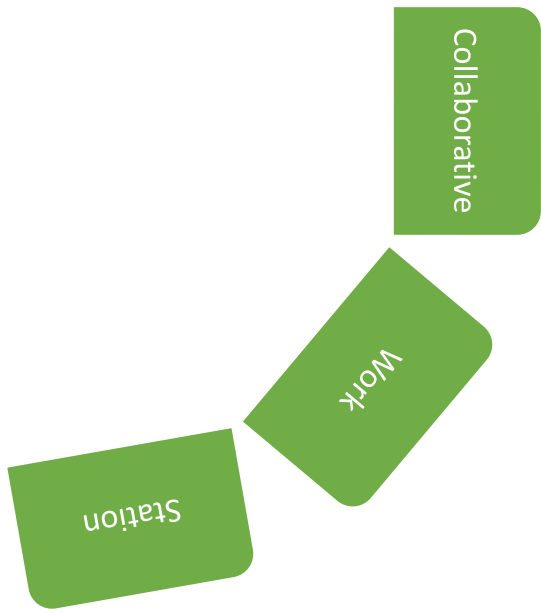
David Shelley, Curriculum Supervisor
Department of Secondary Learning
Office of Academics
Broward County Public Schools



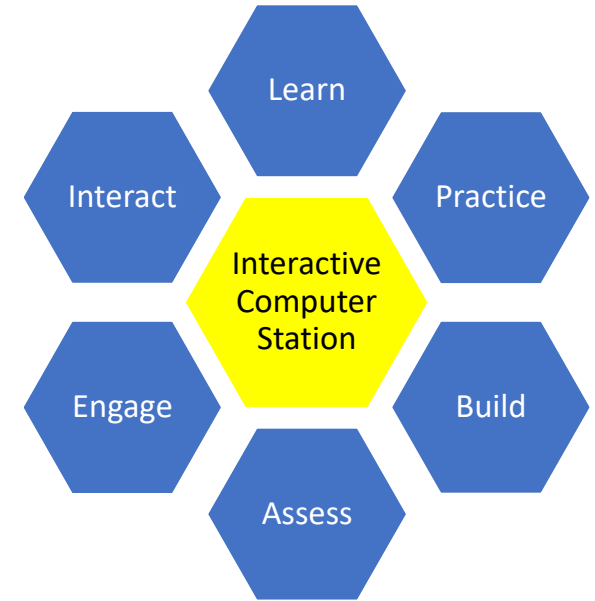
Stations: If Those
Elementary Folks
Can Do It, So Can
We...and Better!



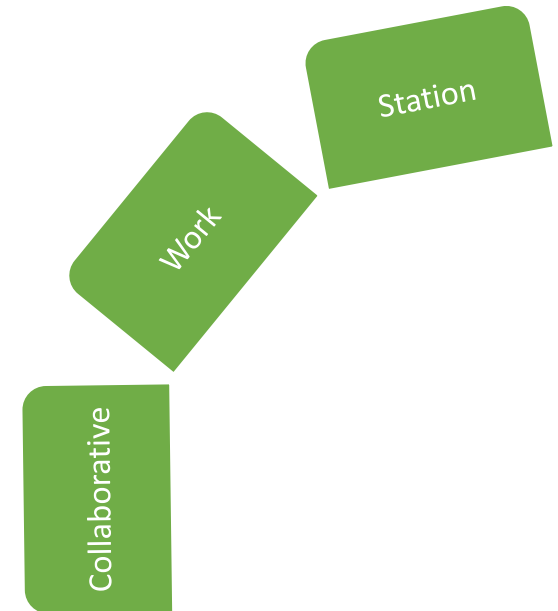
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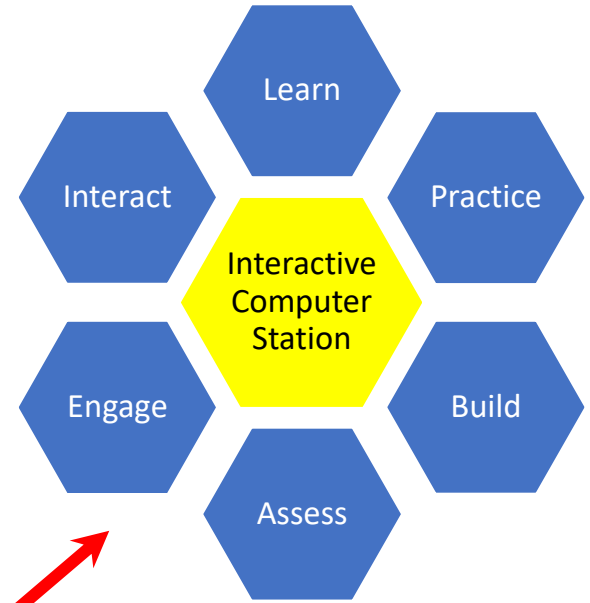
Learn		Practice
Independent	Student	Work
Build		Assess



Secondary Stations

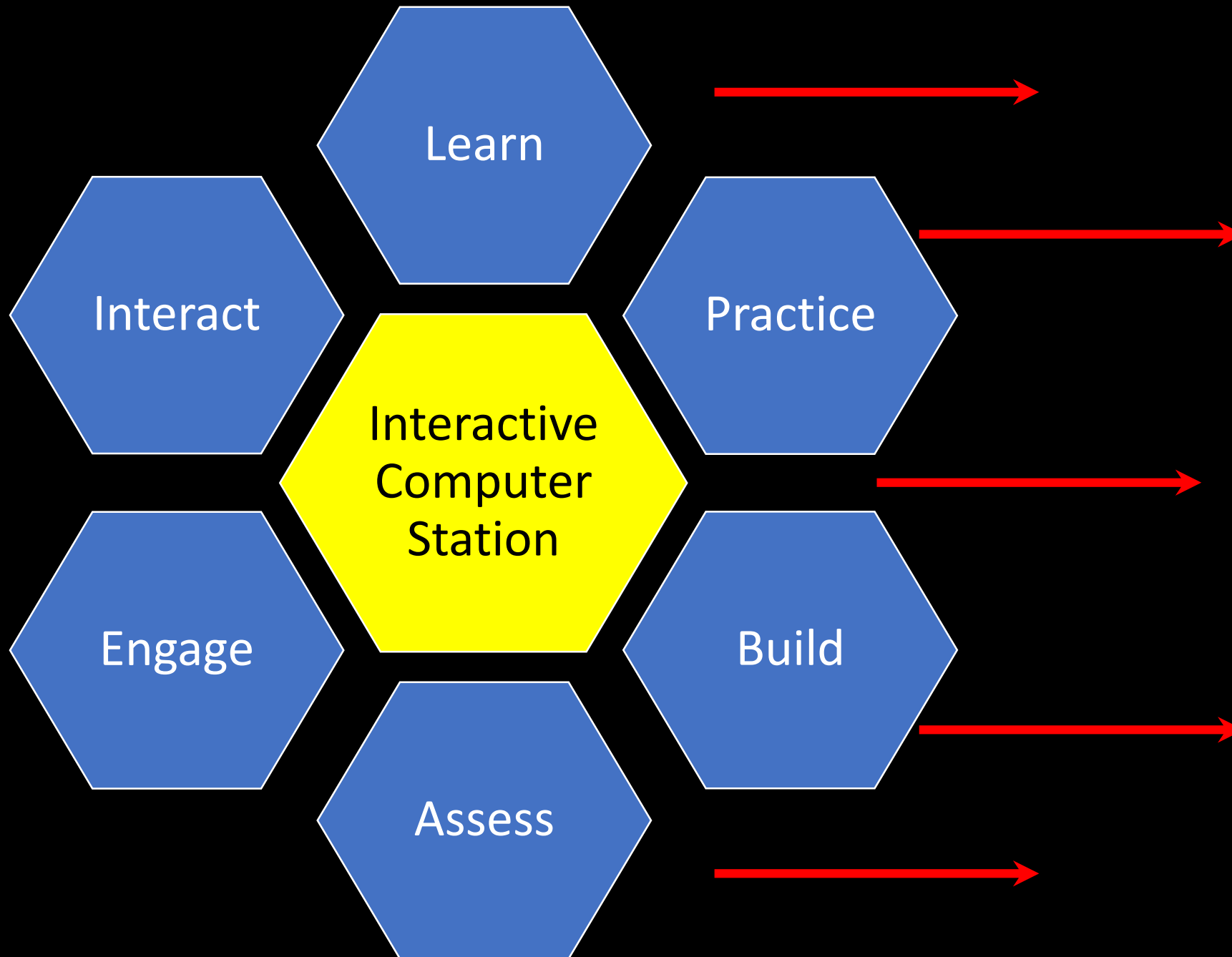


“Good teachers can't be replaced by tech. What tech does is allow teachers to spend more time focusing on their learners and building those relationships.” –Alice Keeler



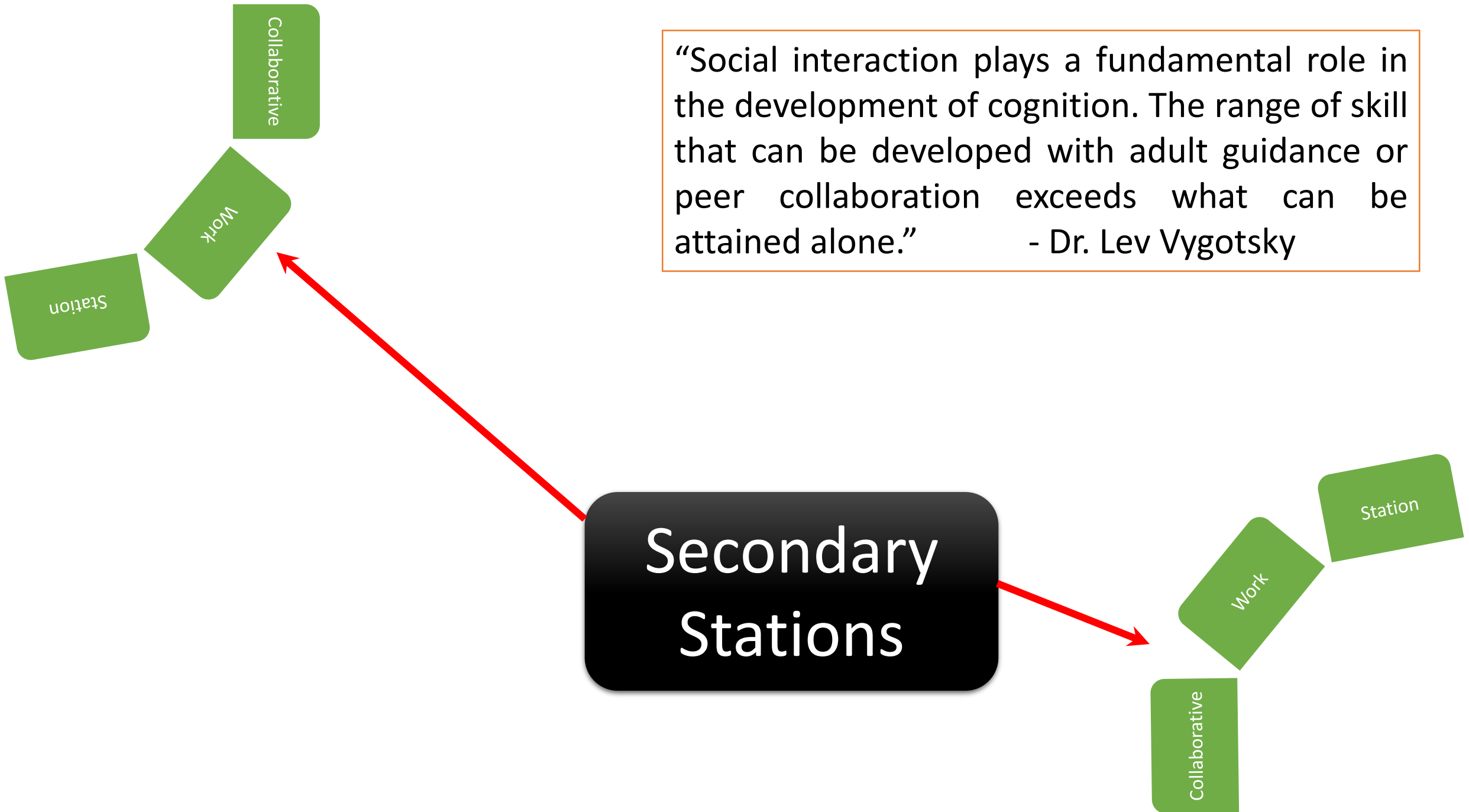
Secondary
Stations

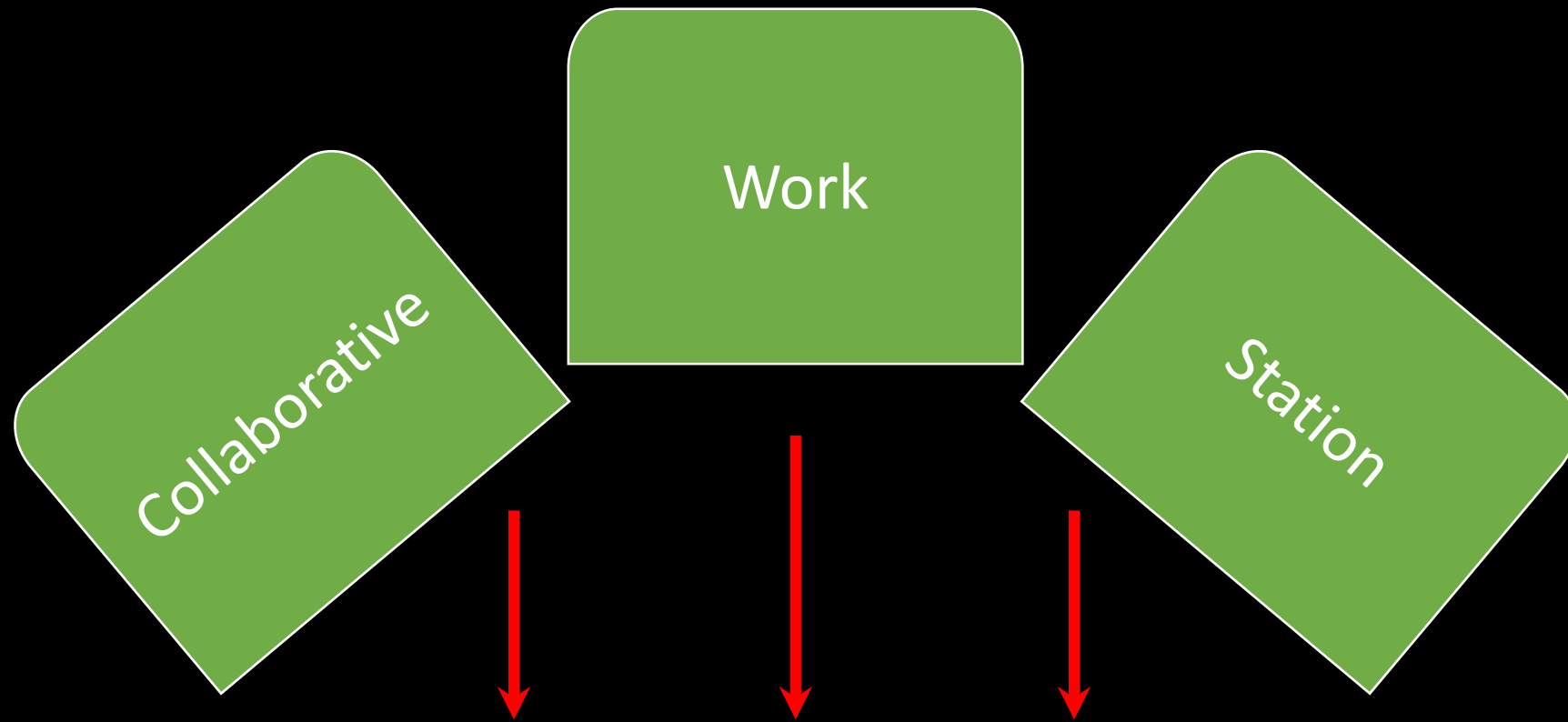
A red arrow points from the "Secondary Stations" box to the "Interactive Computer Station" in the diagram above.



- Utilize for independent or collaborative research (beyond Google and Wikipedia)
- Skill building time for remediation or acceleration with tools like Newsela, Vocabulary.com, NoRedInk
- Design presentations, build models, develop audio products
- Communicate and engage with the global community via Google Hangout, Today's Meet
- And yes, use for specific assessments related to the topics being covered

“Social interaction plays a fundamental role in the development of cognition. The range of skill that can be developed with adult guidance or peer collaboration exceeds what can be attained alone.”
- Dr. Lev Vygotsky



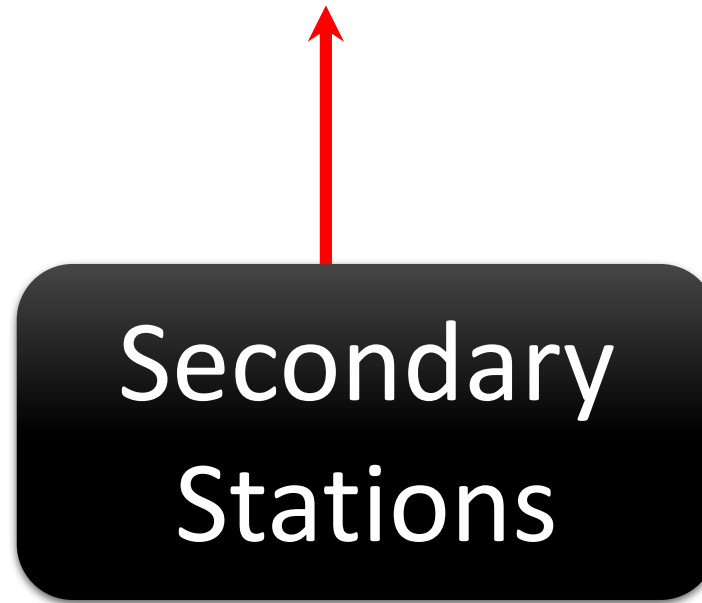
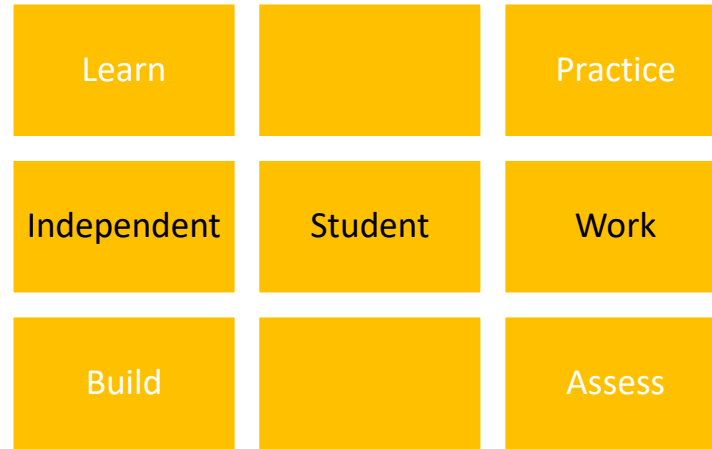


- Time for authentic group work
- Brainstorming sessions
- Hands on product development
- Planning for projects, assignments

- Study groups
- Reading clubs
- Writing workshop
- And yes, socialization

“Excessive help and support denudes students of the opportunity to think for themselves. It stops them having to work through difficulties or solve problems. The tacit message is that there will always be someone else there to do it for them.”

—Mike Gershon



Sometimes, students just need the time to:

- Work through problems
- Respond to questions
- Develop thoughts
- Read
- Write
- Think
- And yes, sometimes they need to struggle a bit

Learn

Practice

Independent

Student

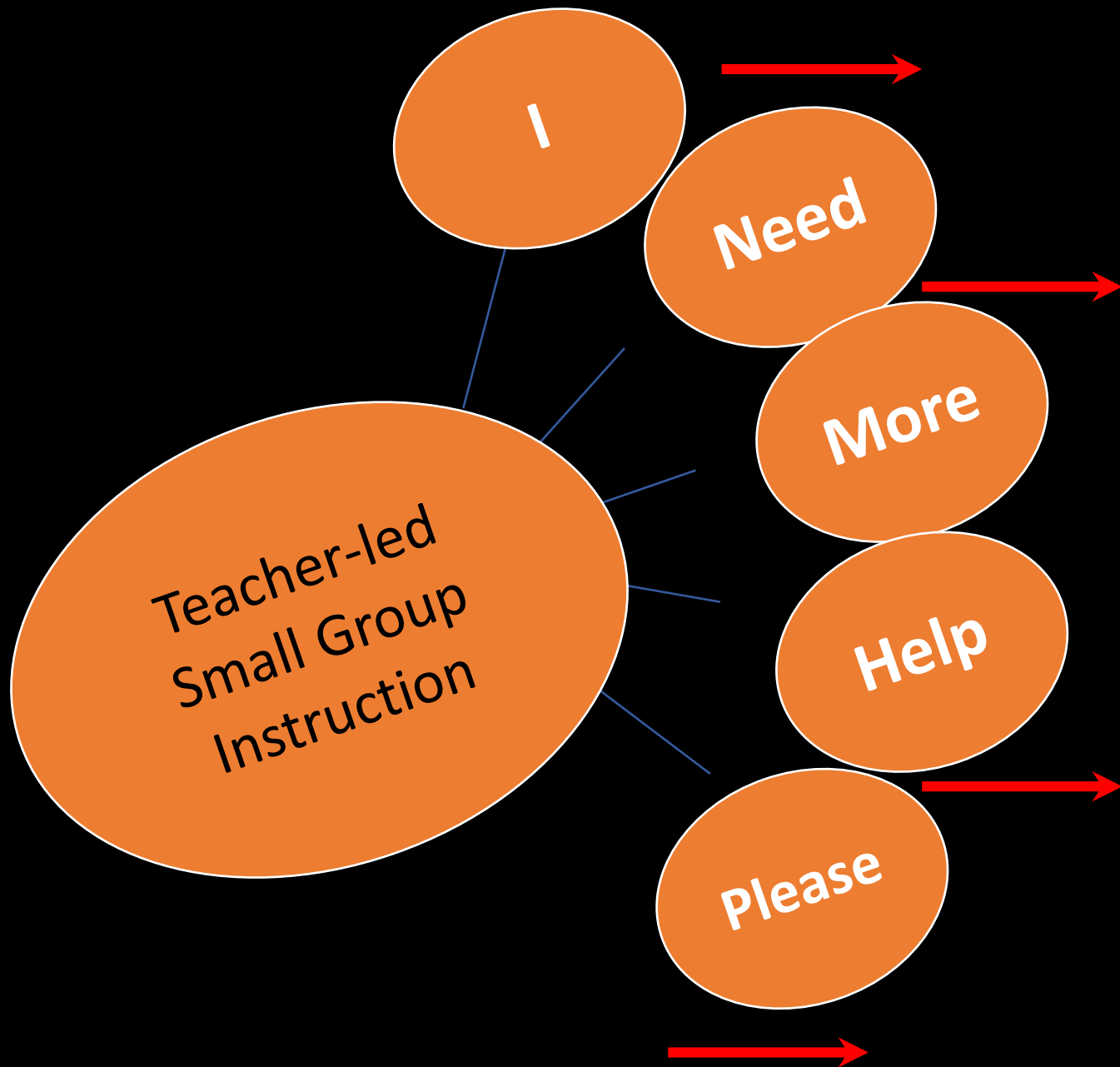
Work

Build

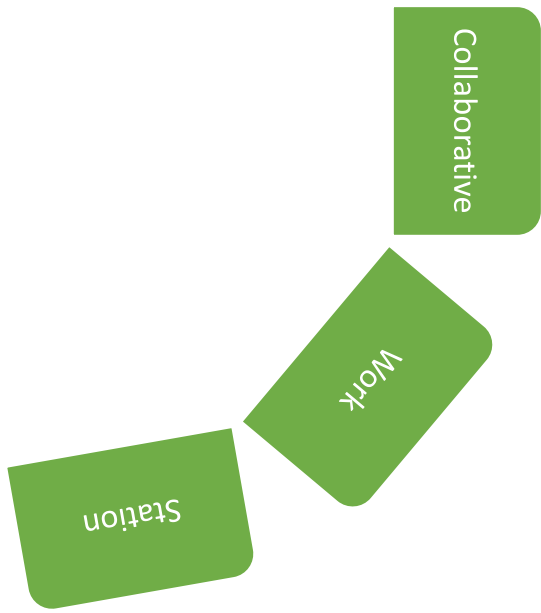
Assess

“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” —Albert Einstein

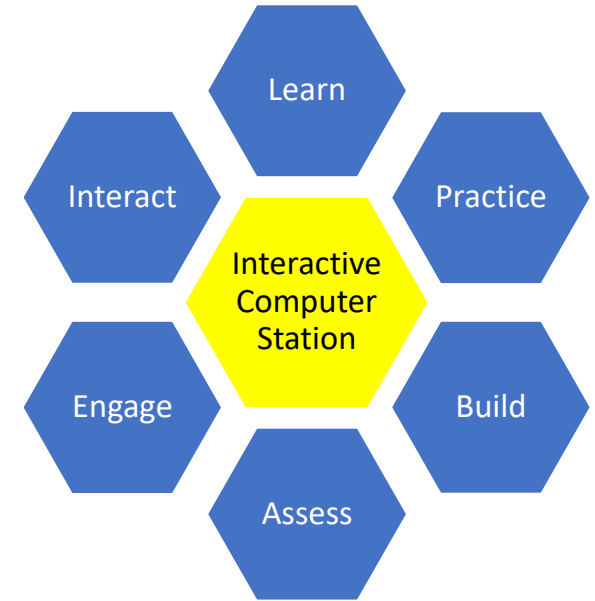




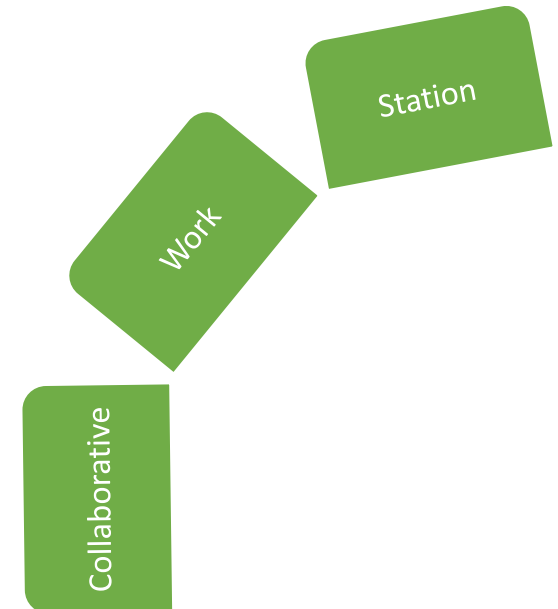
- Initial instruction
- Remediation
- Enrichment
- Focus on individual skills
- Collaborative meeting as a group
- And yes, it's where you do what you do



Learn		Practice
Independent	Student	Work
Build		Assess



Secondary Stations



Emma, age 13, grade 8



What
did
you do
in class
“Where
today?
do I
even
begin?”



Jackie, age 16, grade 11



Questions?
Comments?
Concerns?

