



# A Teacher's Toolbox: Student-Centered PARCC Aligned Strategies

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# Motivation & Background

- IDEA PCS, Title 1 Charter School; servicing approximately 300 students in Ward 7
- Labeled one of the lowest performing schools in Washington, DC prior to 2012
- #1 Turnaround school in Washington, DC
- Increased test scores in English 35.2% to 60.9%
- OSSE titled “Reward school” for IDEA for two consecutive years for **students’ academic growth in the top 5% of all DC schools.**



# Objectives:

Participants will be able to...

- prioritize two PARCC aligned instructional strategies to implement in student centered tasks around a literacy standard in small groups.
- compare student writing samples across grade levels and argue their areas of growth using the Improvement Writing rubric in small groups.



# Theoretical Connection: Constructivism Approach

*“According to constructivist theories, learning is a social advancement that involves language, real world situations, and interaction and collaboration among learners. The learners are considered to be central in the learning process” -Ozgur Ozer*

**Educational Theorists:** Piaget and Vygotsky

**Stakeholder Roles in this Learning Style:**

Teacher	Student
<ul style="list-style-type: none"><li>• Facilitator of tasks</li><li>• Interactive observer of students</li><li>• Supporter</li><li>• Spokesman</li></ul>	<ul style="list-style-type: none"><li>• Participants</li><li>• Creators</li><li>• Designers</li><li>• Collaborators</li><li>• Problem solvers</li></ul>



# Instructional Strategy # 1: Inquiry-based Knowledge Builder

## Description:

- Close reading strategy designed to allow readers the opportunity to question author's craft & structural components of a text from their own perspective.

## Benefits:

- Provides readers to discuss and build upon their own inquiries through discourse
- Enhances student voice in classroom
- Blends multiple Common Core Standards in one lesson



# Instructional Strategy # 1: Inquiry-based Knowledge Builder

Directions:

## Part 1

1. Read small portions of a complex text and write questions on the left margin
2. Then draw conclusions on the right using evidence to support your thinking.

Example:

Higher order thinking questions (how/why)	Text / Article	Inferences *evidence supported
<p>1. Why is Orwell writing in short sentences?</p> <p>2. How can war equate to peace?</p>	<p><b>WAR IS PEACE</b></p> <p><b>FREEDOM IS SLAVERY</b></p> <p><b>IGNORANCE IS STRENGTH.</b></p> <p>(excerpt from George Orwell's 1984)</p>	<p>1. Short sentences removes the need to explain thinking (line 1-3) has 3 words</p> <p>2. Two words are interchangeable; meaning unrest on both sides (line 1)</p>



# Instructional Strategy # 1: Inquiry-based Knowledge Builder

## Part II – Textual Discourse

Directions: Arrange students in collaborative groups and assign the task of completing the graphic organizer below. Allow students to enter (2) inquiries and follow the rubric for mastery responses.

Question: \_\_\_\_\_

<b>My Response</b> <i>(answer to question)</i>	<b>Evidence from the Text</b> <i>(direct quotes with pg. #)</i>
<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li></ul>

<b>My Thoughts Now:</b> <i>(record of new learning or validation of response)</i>
<ul style="list-style-type: none"><li>•</li></ul>



# Measure of Success: Student Self Check Rubric

## My Responses:

Masters the standard	Meets standard	Approaching the standard
Student response is clear and reflective on the passage. Student develops an original thought and draws a conclusion based on question asked.	Student response is somewhat clear and attempts to reflect on the passage. Student develops a thought and makes a basic conclusion with little elaboration.	Student response is present and addresses a portion of the passage. Student attempts to develop a conclusion / thought.

## Evidence from text:

Masters the standard	Meets standard	Approaching the standard
Student provides 3 strong pieces of textual evidence to support their original thought/ conclusion .	Student provides 2 pieces of evidence that attempts to support their thought or conclusion.	Student tries to provide a piece of evidence that attempts to address their thought or conclusion.

## My Thoughts Now:

Masters the standard	Meets standard	Approaching the standard
Student provides a reflective statement that shows building of new information based on multiple peer responses. Students add to or makes changes to their response because of the discussion.	Student attempts to provide a statement of their thoughts and builds new information from one peer response.	Student provides a new statement based on their own understanding.



# Let's Practice!

## Directions:

1. Complete an inquiry base close read on the passage titled "*Letter from Birmingham Jail*"
2. Next, complete the "***My Response and Evidence from Text***" portion of organizer.
3. Discuss your thinking with your group mates and complete the "***My Thoughts Now***" after your conversation.



# Instructional Strategy #2: Pass-Pass-Refute!

## Description:

- Interactive activity designed to strengthen students' ability to argue and defend multiple aspects of an argument with credible evidence
- Challenges students to become fair-minded thinkers with unbiased reasoning

## Benefits:

- High student engagement through refutation
- Requires use of close reading strategy
- Involves text dissection for concrete evidence
- Blends practice of multiple Common Core standards (RL/RI.9-12.8, RL/RI 9-12.1, RL/RI9-12.6)



# Instructional Strategy #2: Pass-Pass-Refute!

## Directions:

1. Complete an inquiry based close read on the article/speech (form of expository text)
2. Develop an evidence based claim based on your knowledge from the text.
3. On command pass your paper to your peer until commanded.
4. Stop and refute their thinking. Use evidence to disprove their claim.
5. After the rotations, complete your reactionary reflection.



# Instructional Strategy #2: Pass-Pass-Refute!

## Measures of Success: Student Self Check Rubric

Evidence Based Claim 4- Exemplary	3- Proficient	2-Basic- Support needed	1-Below on targeted skill
Student writes a clear evidence based claim based on the text. It gives an overall view of the argument identified and is stated in 1 strong sentence.	Student writes an evidence based claim based on the text. It gives a general view of the argument identified and is stated in 1 -2 sentences.	Student attempts to write an evidence based claim based on the text. It does not clearly reveal the argument identified and is stated in sentence form.	Student shows minimal attempt to write an evidence based claim based on the text. It does not reveal the argument identified in a chapter and is not comprehensive.

REBUTTAL: 4-Exemplary	3-Proficient	2-Basic Support Needed	1-Below on targeted skill
Student responds and shows a strong shift in their thinking based on rebuttals by admitting potential flaws in his/her argument and/or validations.	Student responds and shows a shift in their thinking based on rebuttals by admitting potential flaws in his/her argument and /or validations.	Student attempts to respond and somewhat shows a shift in their thinking based on rebuttals. Student attempts to address what was validated.	Student responds poorly and/or does not respond and does not shift their thinking based on rebuttals. Student does not validate his/her thinking.



# Let's Practice!

## Directions:

1. Complete an inquiry based close read on the article titled: \_\_\_\_\_.
2. Develop an evidence based claim based on your interpretation of the reading. Be sure to take a position!
3. On command, pass your paper to the right until directed to stop.
4. Stop and refute their thinking. Use evidence to disprove their claim.
5. After the rotations, complete your reactionary reflection.



# Student Reactions to Strategies

## Inquiry Based Knowledge Builder

- *“Today was very productive. I close read my text and got a better idea of how I’m going to write my paper from my annotations”. –Breanna Anderson (12<sup>th</sup>)*
- *“One skill that I mastered this quarter was close reading. In the beginning of the quarter I had a struggle with it. I did not want to ask and answer questions based on the reading, but now I don’t have a problem with it. I now enjoy marking up the text with questions because it helps me better understand the text.” – Kristina Wiley (12<sup>th</sup>)*
- *“Before close reading, I would just highlight everything and write what each paragraph is about. I would then forget everything I read. I now learned how to ask how and why questions . Now I am much better with close reading and I have a better way to get through not only reading books but every reading assignment.” – Dajanique Green (12<sup>th</sup>)*

## PASS- PASS-REFUTE!

- *“My thinking changed after reading my peer’s rebuttals because now I see the whole argument. The activity was actually fun and I had a lot to talk about...” -Tamara Showell (10<sup>th</sup>)*
- *“completing this activity and reading the arguments have in some way made me look at it in a different way.” – Clarice Daniels (11<sup>th</sup>)*
- *“my thinking changed after reading my peer’s rebuttals because it gave me a different view of people’s perspective.” – Dionna Mitchell (10<sup>th</sup>)*
- *“Today was highly impactful because I’d rather have an open discussion rather than a written test, it gave me the opportunity to hear my classmates different views. I learned how to create a better argument by considering rebuttals that might be used against my argument.” -Jazmyne English (12<sup>th</sup>)*



# Innovative Technique for Writing

## Motivation:

Time saving technique to identify student trends in writing within written artifacts in large scales

## Description:

Writing rubric that allows teachers to categorize students according to the greatest area of growth.

## Benefits:

- Streamlines a clear focal area of re-teaching for teachers
- Gives a target area to advance student mastery in writing
- Simplifies grading system for written assessments



# Writing Trends Rubric

Mastery	Approaching	Below
M.1 Shows full comprehension of text through writing	A.1 Shows some comprehension of the text through writing	B.1 Lack of comprehension of text or no attempt to answer
M.2 Cites 2-3 strong pieces of evidence to support claims	A.2 Cite 1 -2 pieces of evidence with attempt to support claim	B.2 Attempt to paraphrase or cite examples from text; however does not support claim
M.3 Well executed progression of ideas including (strong intro, body, conclusion)	A.3 Some logical ideas that provides some clarity. May include intro, body and /or conclusion.	B.3 Lacks cohesion and appears to have no organizational structure



# Let's Practice!

## Directions:

1. Read the sample writing prompt.
2. In your groups, read each student sample and place a coding on top right corner.
3. Rotate samples and compare responses on the major “push area” for each student.
4. Sort and separate into piles. Develop next steps using this data sort.

## *For example:*

- Alice Smith BCR- A.2 = means that she is Approaching but citing strong evidence is a major area of growth for her.
- Ben Jack Writing -M.3 = continuous practice would help to strengthen his writing in organization (into, body, conclusion)



# Want More Tools for your Toolbox?



## Teacher's Toolbox Series: PARCC Aligned Literacy Collaborative Strategies

**Hosted by:** Purposed Teaching Solutions

**When:** Friday, July 31, 2015

9:00 AM to 3:00 PM

**Where:** FHI 360 Conference Center -8<sup>th</sup> Floor

1825 Connecticut Avenue NW

Washington, DC 20009

**Email:** [purposedteachingsolutions@gmail.com](mailto:purposedteachingsolutions@gmail.com)

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