Quad D Classroom: From Rookie to Rock Star
Elementary Grade Levels

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Instruction and Leadership Coach
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<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Minutes</td>
<td>Welcome, Agenda and Learning Outcomes</td>
</tr>
<tr>
<td>5 Minutes</td>
<td>R/R Framework Review</td>
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<tr>
<td>60 Minutes</td>
<td>Experiencing High Rigor, Relevance and Learner Engagement from a Student Perspective</td>
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<tr>
<td>5 Minutes</td>
<td>Closing and Feedback Activity</td>
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</tbody>
</table>
About Jaime

ICLE Instruction & Leadership Consultant
jbissa@leadered.com

• Certified Online and Blended Teacher, Leading Edge Certification Program
• Certified Comprehensive eMINTS Teacher, eMINTS National Center

Previous:
• District Gifted Education Program Coordinator and Curriculum Coordinator
• K-8 teacher
• District PD leader and teacher trainer
• University professor
• Education nonprofit background
Learning Outcomes

• *Experience* a **rigorous and relevant** learning experience from a student perspective

• *Reflect* on **instructional strategies** that increase rigor, relevance, and learner engagement

• *Collaborate* with peers to **develop and share ideas** that increase rigor, relevance, and relationships

• *Engage* in **reflection and professional dialogue** focused on rigor, relevance, and relationships
Daggett System for Effective Instruction

...establishes vision and mission, deals with obstacles, aligns systems, and builds leadership capacity.

...ensures tools, data, training, and assistance for teachers.

...incorporates components of an effective and engaging learner environment and nurtures students’ needs.
ICLE’S Philosophy

Rigorous Learning For All Students
Instruction that is **Rigorous** means that lessons are framed at the high end of the Knowledge Taxonomy.
Relevance

…is the purpose of learning.
Rigor/Relevance Framework

- Creating (6)
- Evaluating (5)
- Analyzing (4)
- Applying (3)
- Understanding (2)
- Remembering (1)

Knowledge Taxonomy

Application Model

A: Teacher Works
1. Knowledge in one discipline
2. Apply in discipline
3. Apply across disciplines
4. Apply to real-world predictable situations
5. Apply to real-world unpredictable situations

B: Student Works

C: Student Thinks

D: Student Works and Thinks

International Center for Leadership in Education
80/20 Rule

Observing and listening to what the teacher is doing and saying

Observing and listening to what the students are doing and saying

The Visit

20%

80%
Experiencing High Rigor, Relevance, and Learner Engagement from a Student Perspective
# Verb List by Quadrant

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculate</td>
<td>Adjust</td>
<td>Analyze</td>
<td>Adapt</td>
</tr>
<tr>
<td>Choose</td>
<td>Apply</td>
<td>Practice</td>
<td>Argue</td>
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<tr>
<td>Count</td>
<td>Build</td>
<td>Produce</td>
<td>Compose</td>
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<tr>
<td>Define</td>
<td>Collect</td>
<td>Relate</td>
<td>Conclude</td>
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<tr>
<td>Describe</td>
<td>Construct</td>
<td>Role-play</td>
<td>Create</td>
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<tr>
<td>Find</td>
<td>Demonstrate</td>
<td>Show</td>
<td>Design</td>
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<tr>
<td>Identify</td>
<td>Display</td>
<td>Sequence</td>
<td>Develop</td>
</tr>
<tr>
<td>Label</td>
<td>Dramatize</td>
<td>Solve</td>
<td>Discover</td>
</tr>
<tr>
<td>List</td>
<td>Draw</td>
<td>Show</td>
<td>Explore</td>
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<tr>
<td>Locate</td>
<td>Fix</td>
<td>Sequence</td>
<td>Formulate</td>
</tr>
<tr>
<td>Match</td>
<td>Follow</td>
<td>Define</td>
<td>Invent</td>
</tr>
<tr>
<td>Memorize</td>
<td>Illustrate</td>
<td>Debate</td>
<td>Modify</td>
</tr>
<tr>
<td>Name</td>
<td>Interpret</td>
<td>Defend</td>
<td>Plan</td>
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<tr>
<td>Point to</td>
<td>Interview</td>
<td>Diagram</td>
<td>Predict</td>
</tr>
<tr>
<td>Recall</td>
<td>Look up</td>
<td>Differentiate</td>
<td>Prioritize</td>
</tr>
<tr>
<td>Recite</td>
<td>Maintain</td>
<td>Discriminate</td>
<td>Propose</td>
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<tr>
<td>Record</td>
<td>Make</td>
<td>Evaluate</td>
<td>Rate</td>
</tr>
<tr>
<td>Say</td>
<td>Measure</td>
<td>Examine</td>
<td>Recommend</td>
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<tr>
<td>Select</td>
<td>Model</td>
<td>Explain</td>
<td>Revise</td>
</tr>
<tr>
<td>Spell</td>
<td>Operate</td>
<td>Express</td>
<td>Teach</td>
</tr>
<tr>
<td>View</td>
<td>Play</td>
<td>Generate</td>
<td></td>
</tr>
</tbody>
</table>

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**Note:** This list is for educational reference and may vary based on specific curriculum requirements.
Examining the Standards

Reading: Informational Text - Key Ideas and Details
CCSS.ELA-Literacy.RI.5.1
*Quote* accurately from a text when *explaining* what the text says explicitly and when *drawing inferences* from the text.

Writing - Text Types and Purposes
CCSS.ELA-Literacy.W.5.2
*Write* informative/explanatory texts to *examine* a topic and *convey* ideas and information clearly.

Writing - Production and Distribution of Writing
CCSS.ELA-Literacy.W.5.4
*Produce* clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
Examining the Standards

Speaking and Listening - Comprehension and Collaboration

CCSS.ELA-Literacy.SL.5.1

**Engage** effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

Speaking and Listening - Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.5.4

**Report** on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Examining the Standards

Language – Conventions of Standard English
CCSS.ELA-Literacy.L.5.1

**Demonstrate** command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.2

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

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Examining the Standards

C3 Framework for Social Studies State Standards

DIMENSION 1. Developing Questions and Planning Inquiries: Constructing Compelling Questions
D1.2.3-5
Identify disciplinary concepts and ideas associated with compelling questions that are open to different interpretations.

DIMENSION 1. Developing Questions and Planning Inquiries: Constructing Supporting Questions
D1.3.3-5
Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

Examining the Standards

C3 Framework for Social Studies State Standards

DIMENSION 2. Applying Disciplinary Concepts and Tools: Civic and Political Institutions

D2.Civ.6.3-5
Describe ways in which people benefit from and are challenged by working together, including through government, work places, voluntary organizations, and families.

DIMENSION 2. Applying Disciplinary Concepts and Tools: Participation and Deliberation

D2.Civ.8.3-5
Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5
Identify the beliefs, experiences, perspectives, and values that underlie their own and others’ points of view about civic issues.

Examining the Standards

C3 Framework for Social Studies State Standards

**DIMENSION 2. Applying Disciplinary Concepts and Tools: Change, Continuity, and Context**

D2.His.3.3-5
Generate questions about individuals and groups who have shaped significant historical changes and continuities.

**DIMENSION 2. Applying Disciplinary Concepts and Tools: Causation and Argumentation**

D2.His.14.3-5
Explain probable causes and effects of events and developments.

**DIMENSION 3: Evaluating Sources and Using Evidence: Developing Claims and Using Evidence**

D3.4.3-5
Use evidence to develop claims in response to compelling questions.

C3 Framework for Social Studies State Standards

DIMENSION 4: Communicating Conclusions and Taking Informed Action: Communicating Conclusions

D4.2.3-5
Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

D4.3.3-5
Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

Examining the Standards

C3 Framework for Social Studies State Standards

DIMENSION 4: Communicating Conclusions and Taking Informed Action: *Critiquing Conclusions*

D4.5.3-5
Critique explanations.

DIMENSION 4: Communicating Conclusions and Taking Informed Action: *Taking Informed Action*

D4.6.3-5
Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

Quadrant D in Action
Calling All Heroes: Composing a Nomination/Informational Essay
**Lesson Objectives**

<table>
<thead>
<tr>
<th>Students will be able to analyze informational text to determine a specific individual's heroic traits and evidence of exhibiting such traits.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to demonstrate understanding of a text, by making inferences and by referring explicitly to the text as the basis for the answers.</td>
</tr>
<tr>
<td>Students will be able to take notes related to their purpose for reading and use their notes to construct a focused summary.</td>
</tr>
<tr>
<td>Students will be able to write an informational essay, a nomination for &quot;Hero of the Year&quot;, that has a main idea and provides details using supporting evidence.</td>
</tr>
<tr>
<td>Students will be able to participate in collaborative conversations with different partners and in small groups, and present information clearly to others, in order to express and understand ideas.</td>
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</tbody>
</table>
Classroom Conduct

• Be prepared to work with others throughout today’s lesson.

• Refer to any written directions for tasks as displayed throughout the presentation.

• Pay attention to verbal and sound cues given by the teacher to help you stay on task.

• Use the provided materials at your tables as instructed, including returning all materials where you found them at the conclusion of the session.
1. Reflect on the following compelling question: 
   *What are the traits of a hero?*

2. Use the following sentence frame to respond to the question, and to provide a statement to support your response. Complete this sentence frame on one side of an index card.
   
   “*I believe the traits of a hero include_________________.***”

3. Hold on to your index card and be prepared to use it for another activity.
Find the Fiction

Directions

1. As a table team, identify a reporter, or someone who will show your team's answers throughout the game.
2. You’ll be shown a PowerPoint slide with three statements about a real-life hero. Two of the statements are true and one of the statements is false.
3. Your team will need to discuss and reach consensus on your “best guess” answer as to which statement you think is false.
4. Reporters will stand up when time is called and will hold up an index card with either a #1, #2 or #3, to show which statement your team thinks is false.
5. Each team’s response will quickly be checked, and the correct answer will be shared.
6. The process repeats starting with step 2. Let’s Play!!!
Brainstorm: Traits of a Hero

- Integrity
- Selfless
- Valor
- Sacrifice
- Resilient
- Perseverance
- Passionate
- Humble

Heroic Traits
Teacher Question Stems by Quadrant

**A**
- What is/are...?
- How many...?
- How do/does...
- What did you observe...
- What else can you tell me about...
- What does it mean...
- What can you recall...
- Where did you find that...
- Who is/are...
- How would you define that in your own terms?

**B**
- Would you do that?
- Where will you use that knowledge?
- How does that relate to your experience?
- What observations relate to...
- Where would you locate that information?
- How would you illustrate that?
- How would you interpret that?
- How would you collect that data?
- How do you know it works?

**C**
- How are these similar/different?
- How is this like...
- What's another way we could say/explain/express that?
- What do you think are some reasons/causes that...
- Why did.....changes occur?
- What is a better solution to...
- How would you defend your position about that?

**D**
- How would you design a...to ...?
- How would you compose a song about...?
- How would you rewrite the ending to the story?
- What would be different today, if that event occurred as...?
- Can you see a possible solution to...
- How could you teach that to others?
- If you had access to all the resources, how would you deal with...
- What new and unusual uses would you create for...?
Ball Toss Q & A

1. Who are some examples of famous heroes? Why are they considered heroes? Does everyone consider them heroes? Explain your reasoning.

2. What is an unsung hero? Who are some examples of unsung heroes?

3. What is a personal hero? What are some of the similarities and differences between unsung heroes and personal heroes?

4. Do people change when they are labeled a hero? Explain your reasoning.

5. In what ways do our expectations of people change when they are labeled a hero?

6. Why are heroes important to individuals, groups and different cultures or societies?

7. How might the world be different if heroes were never recognized?
Time to Regroup

Red: "A Hero With Heart"

Orange: "Meet a Soldier"

Yellow: "More than music: Free violin lessons help poor Chicago students grow"

Green: "Pound pups become pilot's passengers"

Blue: "A School for Heroes"

Purple: "Teen wins U.S. peace prize for 100 Men Reading program"
Time to Read

1. In your small group, take turns reading aloud the article using the **Round Robin** strategy.

2. When your group finishes reading the article, each student in your group needs to reread the article silently.

3. You will need to **Annotate Text** as you reread. Be sure to follow the directions for annotating text on the next slide.

4. When you come across unknown or difficult vocabulary words in the context of the reading, you may use your personal technology device to look up the meaning of the words. Recommended sites include:
   - [http://www.merriam-webster.com](http://www.merriam-webster.com)
Directions for Annotating Text

• Write brief comments in the margins or between or within lines of the text.

• Circle important or unknown vocabulary words or phrases.

• Use symbols, such as a star or an exclamation point, to note degrees of importance.

• Use numbers to organize supporting details.

• Connect words, phrases, and ideas with lines or arrows.

• Underline or highlight confusing phrases or information.
Cornell Notes

After you read and annotate the article, you will organize information using Cornell Notes. You will need to identify specific heroic traits exhibited by the individual whom your article is written about, and evidence from the text that demonstrates each heroic trait. Your group will collaboratively complete each other's notes using the Rally Table strategy.
## Rally Table

1. Write the name of the individual whom your article is written about next to "Nominee's Name" on your Cornell Notes Handout.
2. The goal for this activity is for each group member to identify one heroic trait of the individual in the article, and provide a phrase or sentence as evidence from the text that demonstrates the heroic trait.
3. Once a group member identifies a specific trait on a student's handout, that same trait, including its synonym, may not be listed again. An example is provided.
4. You will have ____ minutes to conduct the Rally Table once it begins.
5. You will start with your own handout by writing a heroic trait and a phrase or sentence identifying supporting evidence of the heroic trait.
6. Pass your handout clockwise to the next student in your group when they are ready to pass their handout as well.
7. Continue adding notes and passing handouts clockwise, until your own handout has been returned, or time is up.
8. Your group now has two minutes to discuss the notes, and you may add any additional notes during this time.
Quick Write Summary

You will now synthesize your learning by doing a Quick Write Summary on the topic of why the individual in the article you read should be "Hero of the Year". You will begin the Quick Write Summary with the following Sentence Frame:

\[(Nominee's Name) should be considered for “Hero of the Year” because _________________.\]

You should include the following elements in your Quick Write Summary:

• Key details (heroic traits and supporting evidence) that support the main idea
• Personal connections and/or background knowledge, if applicable
• Precise academic or domain-specific vocabulary words
• Organized, well-developed ideas
Group T-Chart

1. Each group will now work together to create a T-Chart to present to the class about the individual whom your article is written about.
2. One group member needs to get a sheet of chart paper and markers.
3. Each group should assign one or two students to be a recorder of the ideas, but every group member needs to contribute.
4. Write the name of the individual whom your article is written about next to "Nominee's Name" at the top of the chart paper.
5. Use your completed Cornell Notes and Quick Write Summaries to provide information on the T-Chart.
6. You will have ____ minutes to complete the T-Chart.
7. Your group is allowed to complete only the phrases or sentence they are in the middle of writing when time is up.

Nominee's Name:

<table>
<thead>
<tr>
<th>Heroic Traits</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gallery Walk

Directions

1. Groups need to display their T-Chart on a wall.
2. You will receive a handout with a total of six T-Charts, similar to the T-Chart you created with your group.
3. You will stay with your group during the Gallery Walk, and you will have 2 minutes to read the T-Chart of another Nominee, and record heroic traits and evidence on one of the six T-Charts provided.
4. When you hear the signal, groups move to another T-Chart, and repeat the process of reading and taking notes on other Nominees.
5. Return to your seat. You now have an additional 2 minutes to complete the sixth T-Chart for someone who is a personal hero to you who you would like to be considered as a Nominee.
## Student Work Products by Quadrant

<table>
<thead>
<tr>
<th>Quadrant</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Answer</strong></td>
<td><strong>Answer</strong></td>
<td><strong>Collage</strong></td>
<td><strong>Abstract</strong></td>
<td><strong>Adaptation</strong></td>
</tr>
<tr>
<td><strong>Definition</strong></td>
<td><strong>Collection</strong></td>
<td><strong>Collection</strong></td>
<td><strong>Annotation</strong></td>
<td><strong>Blueprint</strong></td>
</tr>
<tr>
<td><strong>Explanation</strong></td>
<td><strong>Data</strong></td>
<td><strong>Demonstration</strong></td>
<td><strong>Blog</strong></td>
<td><strong>Book</strong></td>
</tr>
<tr>
<td><strong>List</strong></td>
<td><strong>Interpretation</strong></td>
<td><strong>Notes</strong></td>
<td><strong>Chart</strong></td>
<td><strong>Brochure</strong></td>
</tr>
<tr>
<td><strong>Quiz</strong></td>
<td><strong>Painting</strong></td>
<td><strong>Performance</strong></td>
<td><strong>Debate</strong></td>
<td><strong>Debate</strong></td>
</tr>
<tr>
<td><strong>Recitation</strong></td>
<td><strong>Service</strong></td>
<td><strong>Essay</strong></td>
<td><strong>Essay</strong></td>
<td><strong>Device</strong></td>
</tr>
<tr>
<td><strong>Reproduction</strong></td>
<td><strong>Skit</strong></td>
<td><strong>Evaluation</strong></td>
<td><strong>Evaluation</strong></td>
<td><strong>Editorial</strong></td>
</tr>
<tr>
<td><strong>Selection</strong></td>
<td><strong>Solution</strong></td>
<td><strong>Exhibit</strong></td>
<td><strong>Exhibit</strong></td>
<td><strong>Estimation</strong></td>
</tr>
<tr>
<td><strong>True/False</strong></td>
<td><strong>Survey</strong></td>
<td><strong>Inventory</strong></td>
<td><strong>Inventory</strong></td>
<td><strong>Game</strong></td>
</tr>
<tr>
<td><strong>Worksheet</strong></td>
<td><strong>Theatre Set</strong></td>
<td><strong>Investigation</strong></td>
<td><strong>Investigation</strong></td>
<td><strong>Invention</strong></td>
</tr>
</tbody>
</table>

**Quadrant A:** Answer, Definition, Explanation, List, Quiz, Recitation, Reproduction, Selection, True/False, Worksheet

**Quadrant B:** Collage, Collection, Data, Demonstration, Interpretation, Notes, Painting, Performance, Service, Skit, Solution, Survey, Theatre Set

**Quadrant C:** Abstract, Annotation, Blog, Chart, Classification, Debate, Essay, Evaluation, Exhibit, Inventory, Investigation, Journal, Outline, Plan, Report

**Quadrant D:** Adaptation, Blueprint, Book, Brochure, Debate, Device, Editorial, Estimation, Game, Invention, Lesson, Model, Newspaper, Play, Poem, Song, Trial, Video, Website, Wiki
Calling All Heroes!!!

You have been asked to write a nomination for “Hero of the Year” for one of the 7 individuals you have studied and taken notes about. You need to write the nomination as an informational essay.

You will need to refer to the heroic traits identified for the individual and supporting evidence and information in your Cornell Notes. You will compose your essay on one sheet of paper, and will type your final draft during a following class after revisions and editing occur.

Your goal is to persuade the Board of Directors for the Hero of the Year Program to choose your nominee as "Hero of the Year". Refer to the Nomination/Informational Essay Writing Rubric for essay expectations. You should include the following elements in your essay:

• Key details (heroic traits and supporting evidence) that support the main idea
• Personal connections and/or background knowledge, if applicable
• Precise academic or domain-specific vocabulary words
• Organized, well-developed ideas
# Nomination/Informational Essay Writing Rubric

<table>
<thead>
<tr>
<th>Criteria for Student Learning</th>
<th>Advanced (4 Points)</th>
<th>Proficient (3 Points)</th>
<th>Developing (2 Points)</th>
<th>Beginning (1 Point)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose &amp; Organization</strong></td>
<td>A clear and consistent purpose is stated and on topic. The text is logically organized and engaging.</td>
<td>A clear purpose is stated, is mostly consistent, and on topic. The text is well organized.</td>
<td>A purpose is stated related to the topic. The text is somewhat organized.</td>
<td>The purpose stated is vague or not related to the topic. The text is lacking organization.</td>
</tr>
<tr>
<td><strong>Evidence &amp; Elaboration</strong></td>
<td>Details and facts are well chosen and there is expansion on ideas from the text using citations.</td>
<td>Details and facts are well chosen and there is expansion on ideas from the text.</td>
<td>Details and facts are present. Ideas from the text are rarely expanded upon.</td>
<td>Few details and facts are present or they do not support the stated opinion.</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Vocabulary is specific and varies. Academic and domain-specific words are used correctly to support the text.</td>
<td>Vocabulary varies with some correct use of academic or domain-specific words.</td>
<td>Vocabulary tends to be repetitive. There is an attempt to use academic or domain-specific words.</td>
<td>Vocabulary is limited and simplistic. Academic or domain-specific words are not present or not used correctly.</td>
</tr>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td>Sentences vary widely, are engaging, and flow easily.</td>
<td>Sentences vary widely and most flow easily.</td>
<td>Sentences vary with some repetition.</td>
<td>Sentences are choppy and repetitive.</td>
</tr>
<tr>
<td><strong>Conventions</strong></td>
<td>There are no errors in the text. Grammar, punctuation, spelling, and mechanics are correct.</td>
<td>There are few errors in the text. Grammar, punctuation, spelling, and mechanical errors are not distracting.</td>
<td>There are some errors in the text. Grammar, punctuation, spelling, and mechanical errors are somewhat distracting.</td>
<td>Text is difficult to read due to numerous errors in grammar, punctuation, spelling, and mechanics.</td>
</tr>
</tbody>
</table>
Traffic Light Routine

You will be using the Traffic Light Routine for self-assessment and peer-assessment. Students will use their set of red, yellow and green construction paper cards to "signal", like a traffic light signal, how you are progressing in the writing process.

"STOP"
"Not ready to move on"
"I need to review"

"Need to pause or YIELD"
"Slow down"
"I need help"
"I have a question"

"Good to GO"
"I'm doing well"
"I don't need help"
"Ready to move on"
3-2-1 Reflection

3. Define **three** heroic traits of a typical real-life hero.

2. Elaborate on **two** ways students your age can be a real-life hero.

1. Write **one** brief paragraph explaining why our society needs heroes. Be sure to explain your reasoning.
Reflecting on Rigor and Relevance
Reflecting on Your Experience

What is the **rigor and relevance** of the lesson? Justify using evidence from the lesson.

Which **instructional strategies** are used? Why?
Debrief, Reflection and Evaluation

Knowledge Taxonomy

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Application Model

1. Knowledge in one discipline
2. Apply in discipline
3. Apply across disciplines
4. Apply to real-world predictable situations
5. Apply to real-world unpredictable situations

Teacher Works
Student Works
Student Works and Thinks

C
A
B
D
Application Model Decision Tree

1. Is it application?
   - NO
   - YES

2. Is the application real-world?
   - NO
   - YES

3. Is more than one discipline involved?
   - NO
   - YES

   - Level 1 Knowledge in one discipline
   - Level 2 Application in one discipline
   - Level 3 Interdisciplinary application
   - Level 4 Real-world predictable application
   - Level 5 Real-world unpredictable application

   - NO
   - YES

   - YES
Formative Assessments

What were some of the checks for understanding and feedback methods used throughout this lesson?

<table>
<thead>
<tr>
<th>Activity</th>
</tr>
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<tbody>
<tr>
<td>Observing, monitoring, and facilitating student work and discussion</td>
</tr>
<tr>
<td>Observing and asking questions as students read, annotate text, and take notes</td>
</tr>
<tr>
<td>Completed Entry Ticket/Sentence Frame <em>(Optional: Google Doc or TodaysMeet)</em></td>
</tr>
<tr>
<td>Completed Venn Diagram comparing/contrasting real-life and fictional heroes</td>
</tr>
<tr>
<td>Completed Cornell Notes</td>
</tr>
<tr>
<td>Completed Quick Write Summary</td>
</tr>
<tr>
<td>Completed T-Charts on chart paper and on the handout</td>
</tr>
<tr>
<td>Encouraging self and peer assessment and providing feedback on the writing process using the Traffic Light Routine</td>
</tr>
<tr>
<td>Completed 3-2-1 Reflection <em>(Optional: Lino or Google Form)</em></td>
</tr>
</tbody>
</table>
Technology Use by Quadrant

Knowledge

- **Evaluation**
  - Creating
  
  Can the student create new product or paint of vine?

- **Synthesis**
  - Evaluating
  
  Can the student justify a stand or decision?

- **Analysis**
  - Analyzing
  
  Can the student distinguish between the different parts?

- **Application**
  - Applying
  
  Can the student use the information in a new way?

- **Comprehension**
  - Understanding
  
  Can the student explain ideas or concepts?

- **Awareness**
  - Remembering
  
  Can the student recall or remember the information?

Verbs

- Sequence
- Annotate
- Examine
- Report
- Criticize
- Paraphrase
- Calculate
- Expand
- Summarize
- Classify
- diagram

Products with Technology

- Programming
- Editing
- Monitoring
- Testing
- Hyperlinking
- Validating resources
- Media clipping/cropping
- Photos/video
- Reverse engineering
- cracking

Verbs

- Evaluate
- Validate
- Justify
- Rate
- Referee
- Infer
- Rank
- dramatize
- Argue
- conclude

Products with Technology

- Mashing-mixing/remixing
- Broadcasting
- Podcasting
- Composing – GarageBand
- Audio casting
- Digital storytelling
- Blog commenting
- Reviewing
- Collaborating
- Networking
- Directing
- Photo/video blogging
- Animating
- Modifying/game modding

Products with Technology

- Word Doc
- Bullets & lists
- Internet searching
- Highlighting selecting
- Creating & naming folders
- Using a mouse
- Typing
- Editing
- loading

Verbs

- Apply
- Sequence
- Demonstrate
- Interview
- Construct
- Solve
- Calculate
- Dramatize
- Interpret
- Illustrate

Products with Technology

- Google docs
- Blogs
- Posting – social media
- Web authoring
- Advanced searching
- Tagging
- Subscribing to a RSS feed
- Annotating
- Replying – commenting
- Social bookmarking
- Texting
- Sharing
- Operating/running a program
- Hacking
- uploading

1. Knowledge in one discipline
2. Application within one discipline
3. Application across disciplines
4. Application to real-world predictable situations
5. Application to real-world unpredictable situations

http://commoncore.fcoe.org/subject/technology
Homework/Extension

This lesson can be extended into a performance task in which students *investigate* heroism in informational text, literature and film and use research to *create* a Prezi, Screencast, or other approved format to *present* how stories of heroism have impacted and shaped culture and society.

This lesson may naturally lead into another lesson in which students *develop* questions and *conduct* an interview with a real-life, personal hero in their own family, community, etc. and then *create* a magazine article for the class or school newspaper about their hero.
Differentiation

- Students could be paired or grouped more intentionally to provide more academic support or accelerated learning.

- Students could use http://www.screencast-o-matic.com/ to create their own screencast commercial about their nominee with visuals, video, and audio and upload it to https://www.youtube.com/.


- Students might integrate https://prezi.com/ for presenting information about their nominee.
Bibliography

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Session # 58
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• MSC App
• QR Code
• http://tinyurl.com/MSC16eval

Session Handouts can be downloaded at:

www.modelschoolsconference.com

#ModelSchools
If you can measure it, you can improve it!

Do you know what RIGOROUS LEARNING looks like?
Assess your ability to identify key indicators of RIGOR, RELEVANCE, and LEARNER ENGAGEMENT

How does your SYSTEM measure up?
Measure your system’s readiness to CREATE A CULTURE of RIGOROUS LEARNING

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