



**International Center for
Leadership in Education**

RIGOROUS LEARNING FOR ALL STUDENTS

Quad D Classroom: From Rookie to Rock Star

Elementary Grade Levels

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Instruction and Leadership Coach
24th Annual Model School Conference
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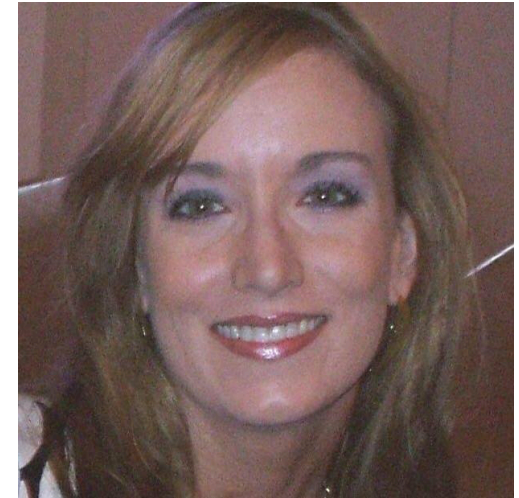
Agenda

5 Minutes	Welcome, Agenda and Learning Outcomes
5 Minutes	R/R Framework Review
60 Minutes	Experiencing High Rigor, Relevance and Learner Engagement from a Student Perspective
5 Minutes	Closing and Feedback Activity

About Jaime

ICLE Instruction & Leadership Consultant
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- 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



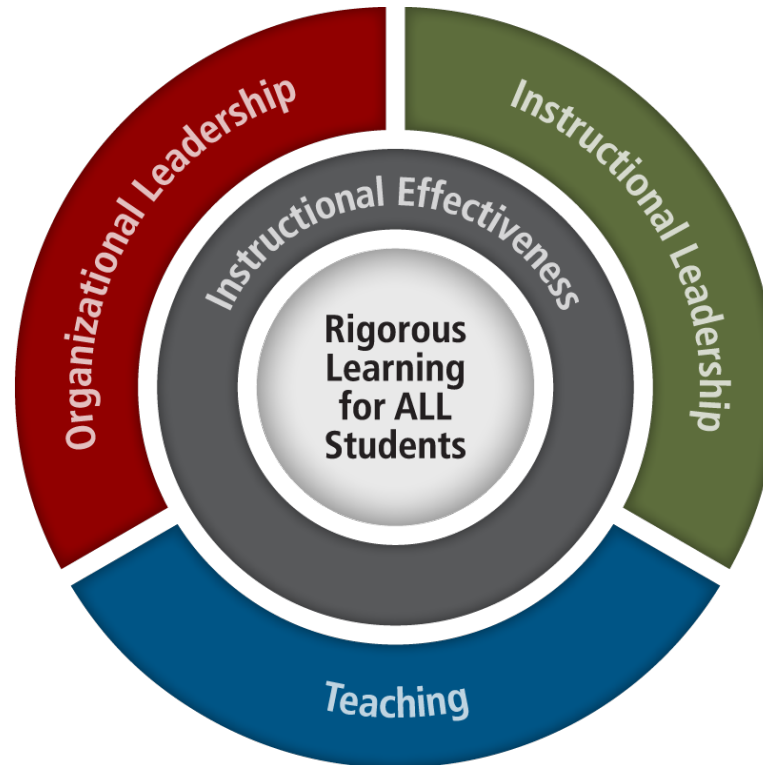
Learning Outcomes



- *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

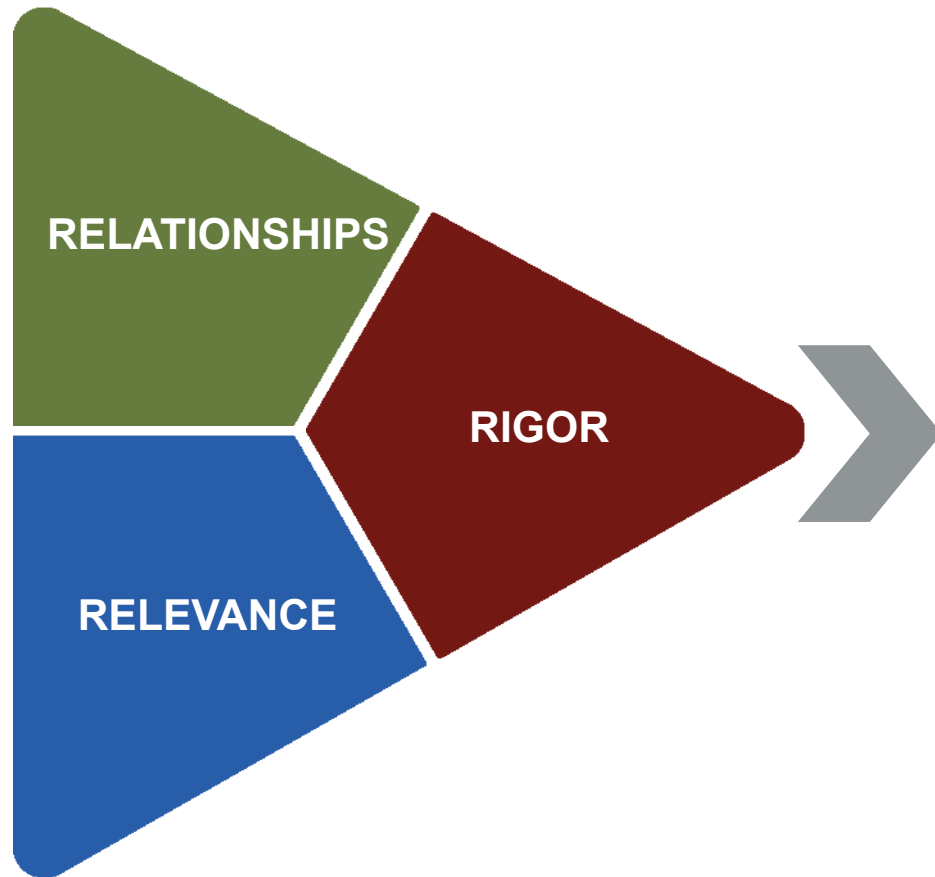
...establishes vision and mission, deals with obstacles, aligns systems, and builds leadership capacity.



...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**

Rigorous Learning

Instruction that is *Rigorous* means that lessons are framed at the high end of the Knowledge Taxonomy.



Relevance

...is the purpose of learning.



ACQUIRE KNOWLEDGE

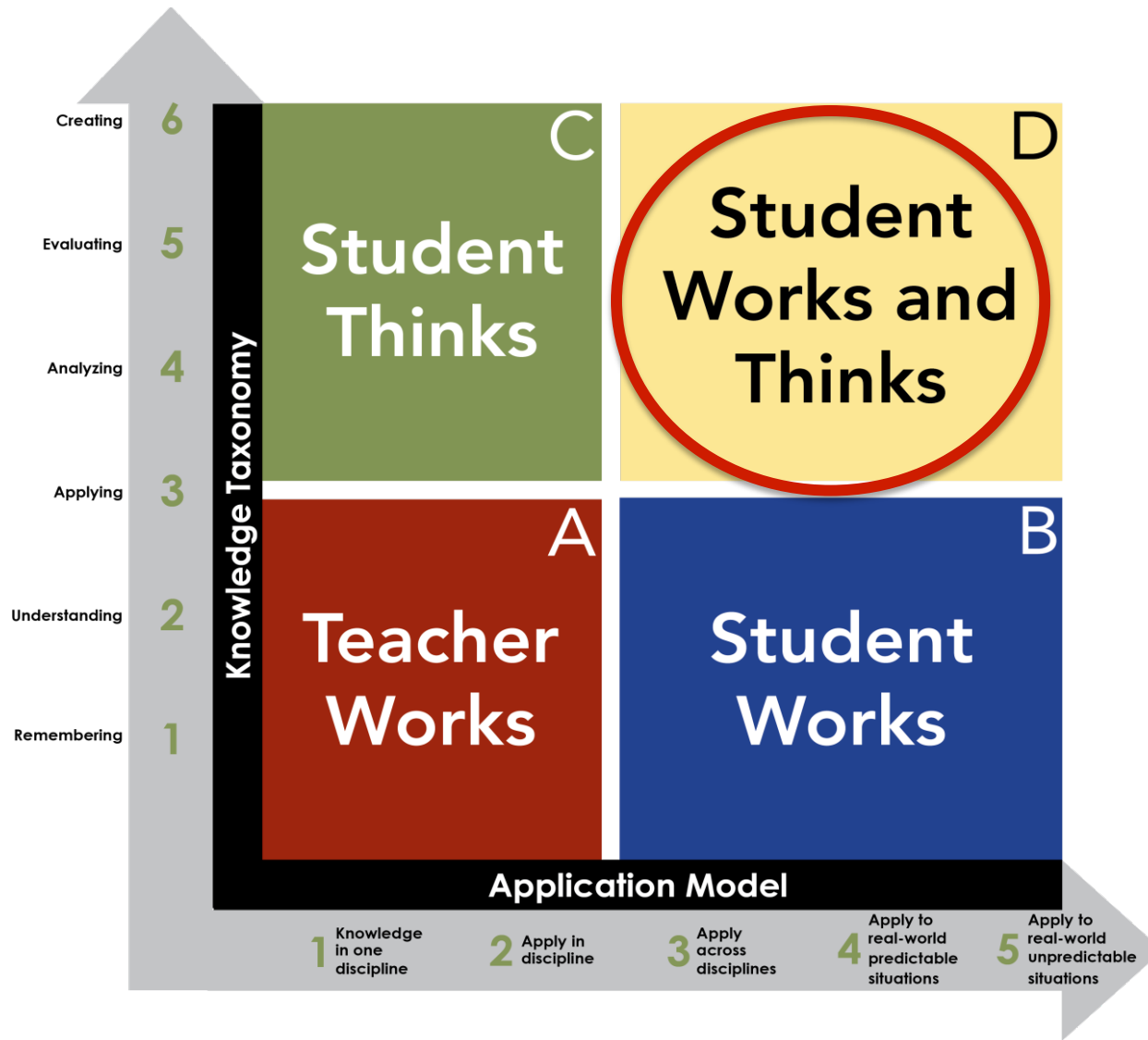
APPLY KNOWLEDGE

INTERDISCIPLINARY

REAL-WORLD PREDICTABLE

REAL-WORLD UNPREDICTABLE

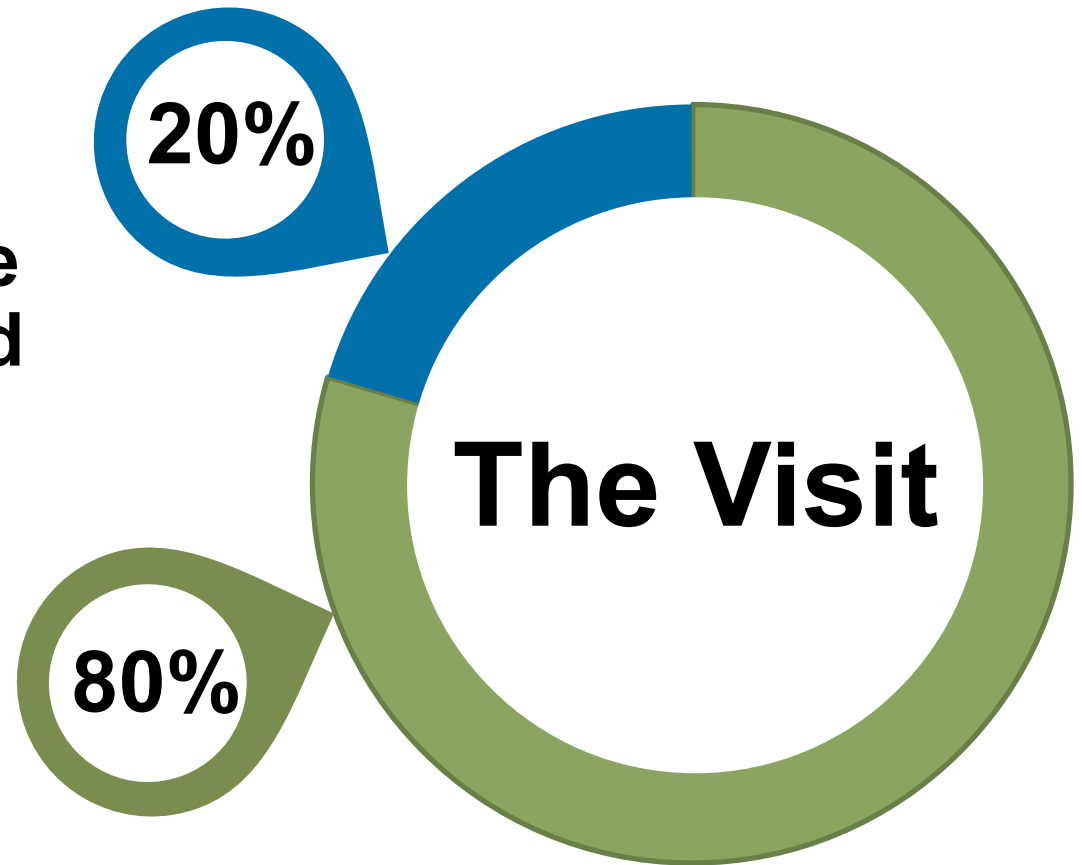
Rigor/Relevance Framework



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





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RIGOROUS LEARNING FOR ALL STUDENTS

Experiencing High Rigor, Relevance, and Learner Engagement from a Student Perspective

Verb List by Quadrant

A

Calculate
Choose
Count
Define
Describe
Find
Identify
Label
List
Locate
Match
Memorize
Name
Point to
Recall
Recite
Record
Say
Select
Spell
View

B

Adjust Practice
Apply Produce
Build Relate
Collect Role-play
Construct Sequence
Demonstrate Show
Display Solve
Dramatize
Draw
Fix
Follow
Illustrate
Interpret
Interview
Look up
Maintain
Make
Measure
Model
Operate
Play

C

Analyze Research
Categorize Study
Cite Summarize
Classify
Compare
Conclude
Contrast
Debate
Defend
Diagram
Differentiate
Discriminate
Evaluate
Examine
Explain
Express
Generate
Infer
Judge
Justify
Prove

D

Adapt
Argue
Compose
Conclude
Create
Design
Develop
Discover
Explore
Formulate
Invent
Modify
Plan
Predict
Prioritize
Propose
Rate
Recommend
Revise
Teach

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

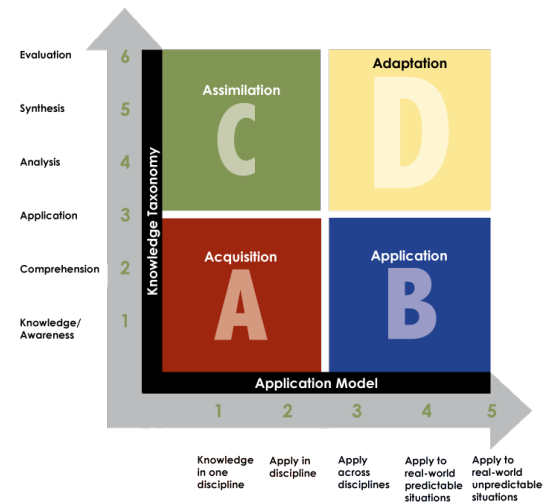
CCSS.ELA-Literacy.W.5.2

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.



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Examining the Standards

Speaking and Listening - Comprehension and Collaboration

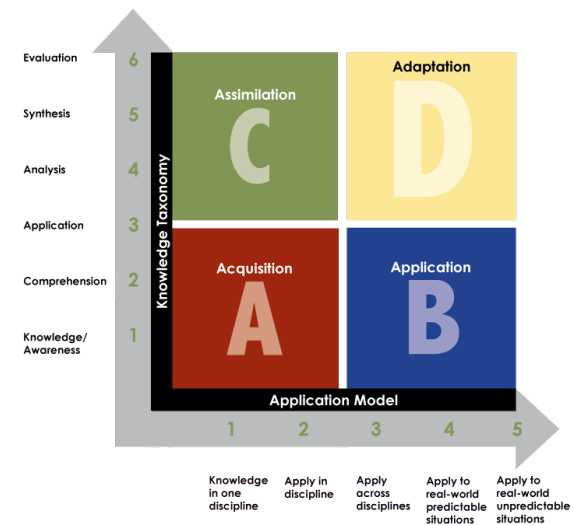
CCSS.ELA-Literacy.SL.5.1

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.



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Examining the Standards

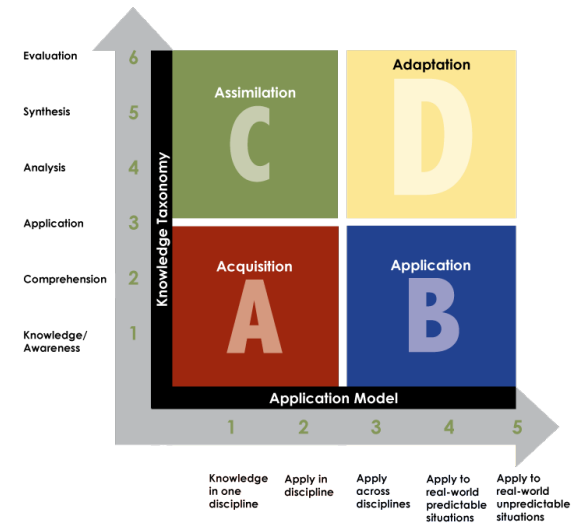
Language – Conventions of Standard English

CCSS.ELA-Literacy.L.5.1

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

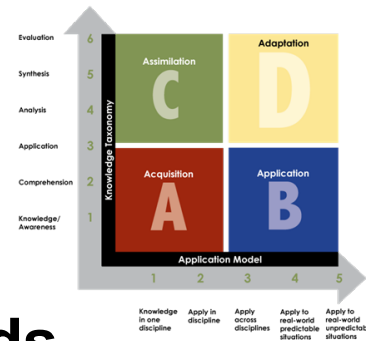
CCSS.ELA-Literacy.L.5.2

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.

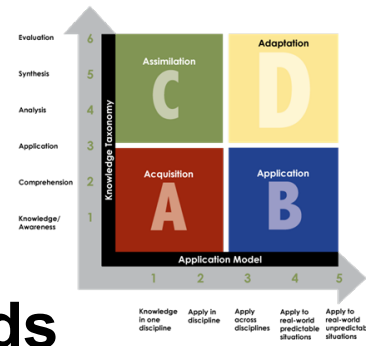
DIMENSION 1. Developing Questions and Planning Inquiries: *Constructing Supporting Questions*

D1.3.3-5

Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

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

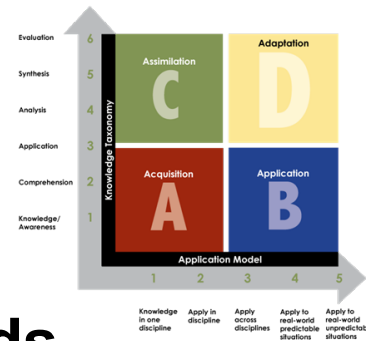
Identify core civic virtues and democratic principles that guide government, society, and communities.

D2.Civ.10.3-5

Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

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.

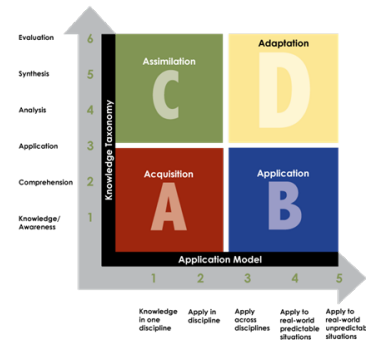
DIMENSION 3: Evaluating Sources and Using Evidence: ***Developing Claims and Using Evidence***

D3.4.3-5

Use evidence to develop claims in response to compelling questions.

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

Examining the Standards



C3 Framework for Social Studies State Standards

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

D4.2.3-5

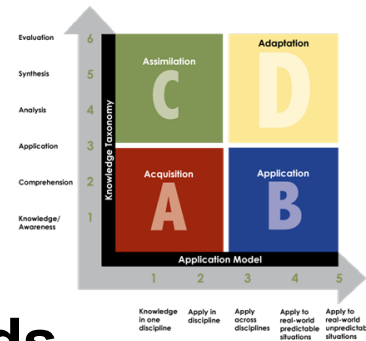
Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

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).

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).

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.

National Council for the Social Studies (NCSS), The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History (Silver Spring, MD: NCSS, 2013).



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RIGOROUS LEARNING FOR ALL STUDENTS

Quadrant D in Action

Calling All Heroes: Composing a Nomination/Informational Essay

Lesson Objectives

Students will be able to analyze informational text to determine a specific individual's heroic traits and evidence of exhibiting such traits.

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.

Students will be able to take notes related to their purpose for reading and use their notes to construct a focused summary.

Students will be able to write an informational essay, a nomination for "Hero of the Year", that has a main idea and provides details using supporting evidence.

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.

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.



Do Now: Entry Ticket



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 Power Point 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



Teacher Question Stems by Quadrant

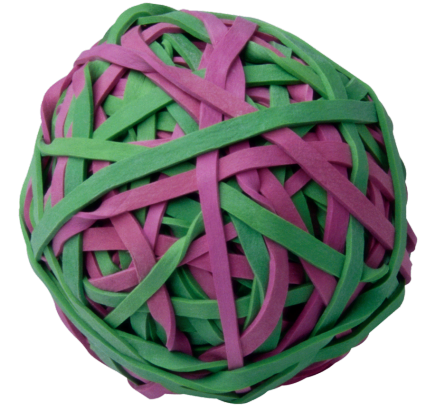
C How are these similar/different?
How is this like...?
What's another way we could say/explain/
express that?
What do you think are some reasons/
causes that...?
Why did.....changes occur?
What is a better solution to...?
How would you defend your position
about that?

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?

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...?

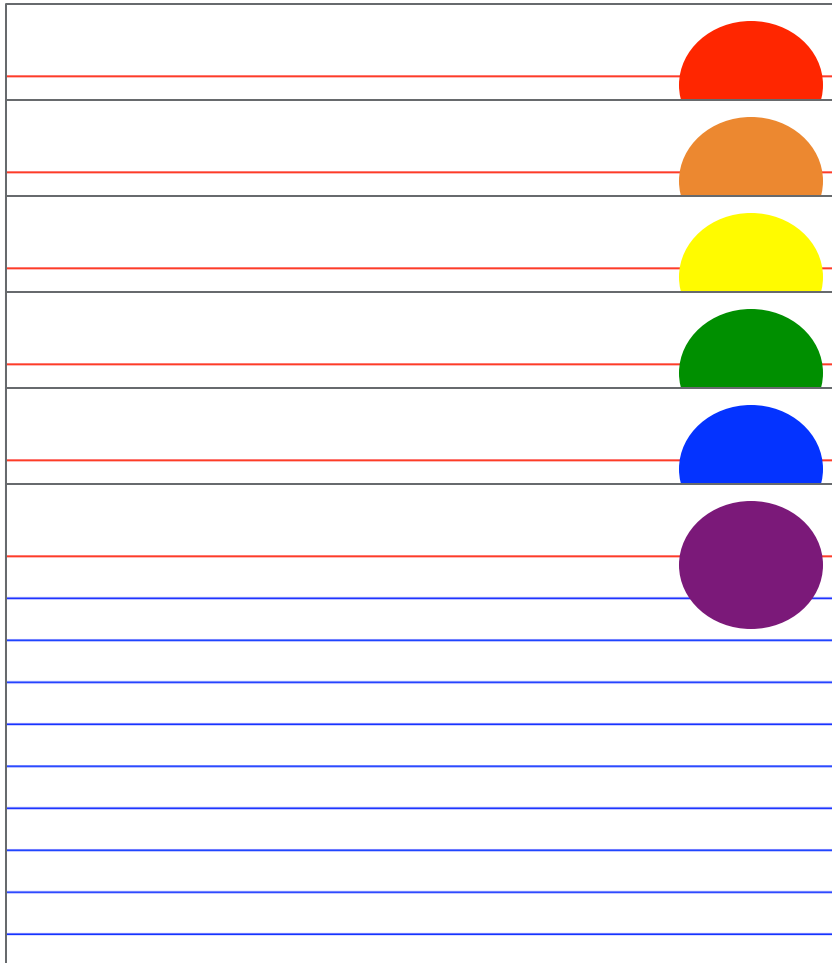
B Would you do that?
Where will you use that knowledge?
How does that relate to your experience?
What observations relate to...?
Where would you locate that information?
How would you illustrate that?
How would you interpret that?
How would you collect that data?
How do you know it works?

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://dictionary.reference.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.

Nominee's Name: _____

Heroic Traits	Evidence
Summary	

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:

Heroic Traits	Evidence

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

A

Answer
Definition
Explanation
List
Quiz
Recitation
Reproduction
Selection
True/False
Worksheet

B

Collage
Collection
Data
Demonstration
Interpretation
Notes
Painting
Performance
Service
Skit
Solution
Survey
Theatre Set

C

Abstract
Annotation
Blog
Chart
Classification
Debate
Essay
Evaluation
Exhibit
Inventory
Investigation
Journal
Outline
Plan
Report

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:

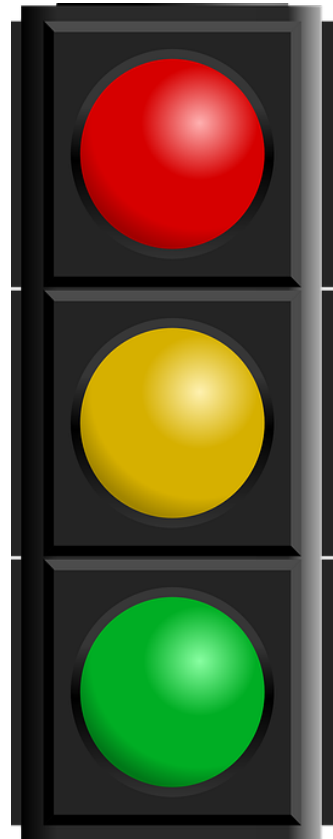
- *Key details (heroic traits and supporting evidence) that support the main idea*
- *Personal connections and/or background knowledge, if applicable*
- *Precise academic or domain-specific vocabulary words*
- *Organized, well-developed ideas*

Nomination/Informational Essay Writing Rubric

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

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.

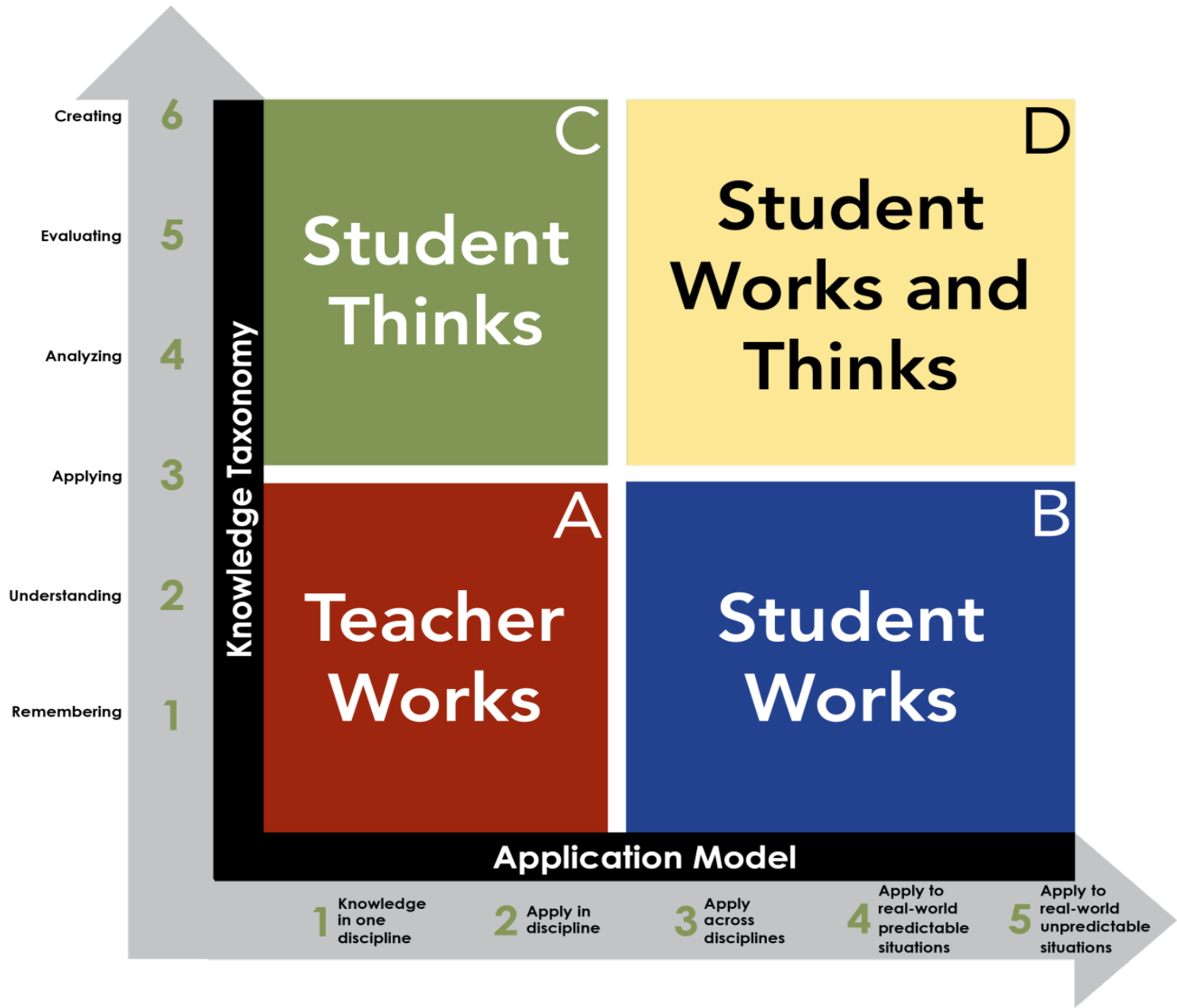


Reflecting on Rigor and Relevance

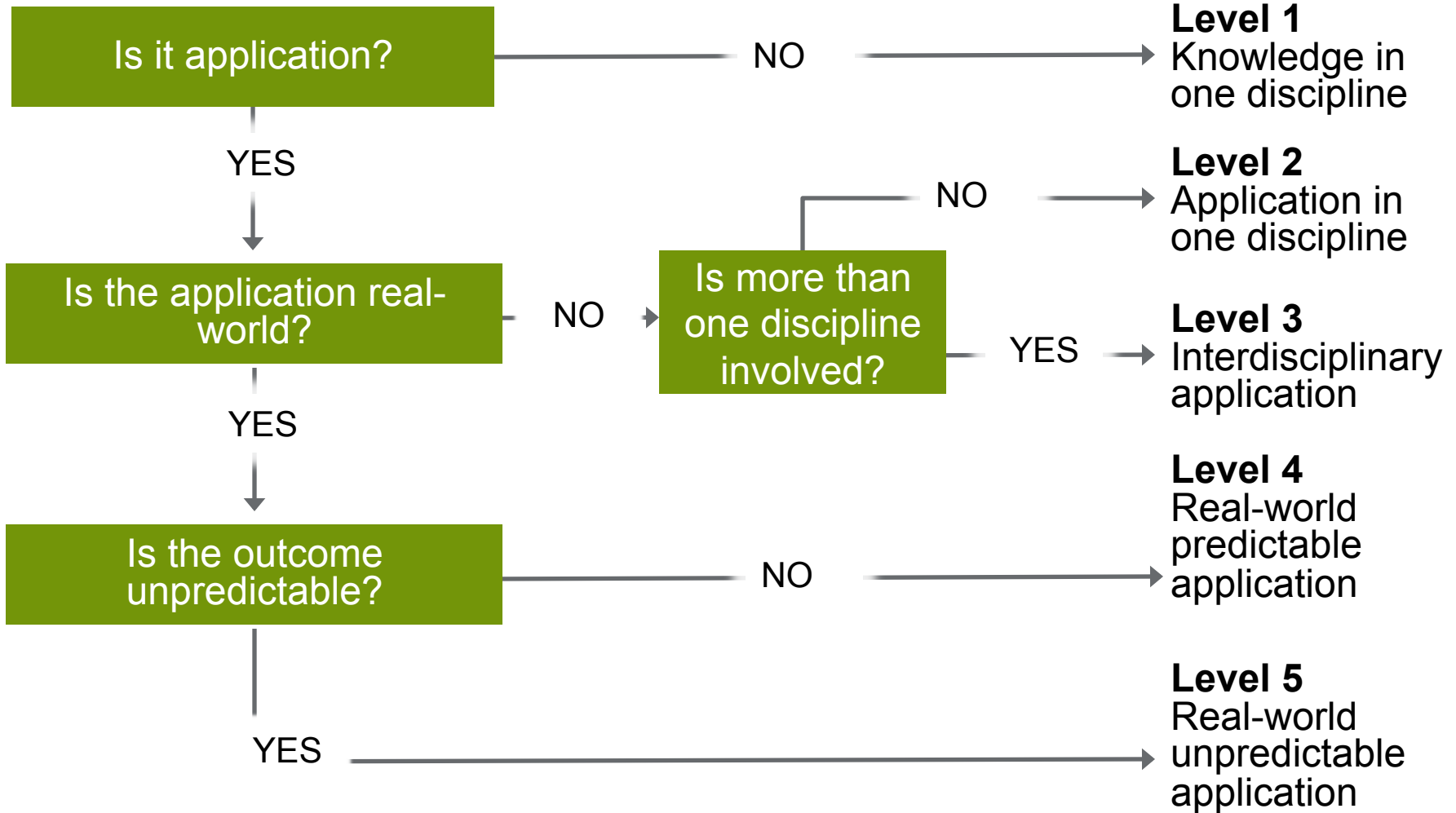
Reflecting on Your Experience

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

Which **instructional strategies** are used? Why?



Application Model Decision Tree



Formative Assessments

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

Observing, monitoring, and facilitating student work and discussion

Observing and asking questions as students read, annotate text, and take notes

Completed Entry Ticket/Sentence Frame (*Optional: Google Doc or TodaysMeet*)

Completed Venn Diagram comparing/contrasting real-life and fictional heroes

Completed Cornell Notes

Completed Quick Write Summary

Completed T-Charts on chart paper and on the handout

Encouraging self and peer assessment and providing feedback on the writing process using the Traffic Light Routine

Completed 3-2-1 Reflection (*Optional: Lino or Google Form*)

Technology Use by Quadrant

Knowledge

Evaluation 6

Creating

Can the student create new product or point of view?

Synthesis 5

Evaluating

Can the student justify a stand or decision?

Analysis 4

Analyzing

Can the student distinguish between the different parts?

Application 3

Applying

Can the student use the information in a new way?

Comprehension 2

Understanding

Can the student explain ideas or concepts?

Awareness 1

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

Verbs

- Name
- Label
- Define
- Select
- Identify
- List
- Memorize
- Recite
- Locate
- record

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

Application

<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 could use <http://linoit.com>, <https://padlet.com>, <http://edu.glogster.com/> to create a virtual nomination using text, audio, video, images, and hyperlinks.
- Students might integrate <https://prezi.com/> for presenting information about their nominee.

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Please Provide Session Feedback

Session # 58

Presenter: Jaime Bissa

Pick One Feedback Option:

- Paper (2 in bag)
- MSC App
- QR Code
- <http://tinyurl.com/MSC16eval>



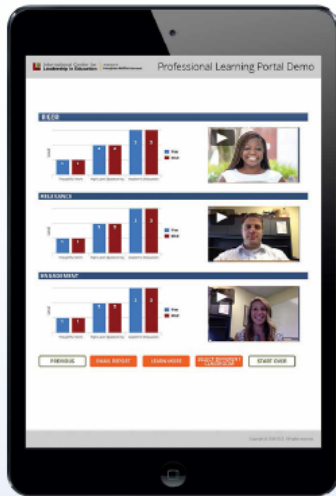
Session Handouts can be downloaded at:

www.modelschoolsconference.com

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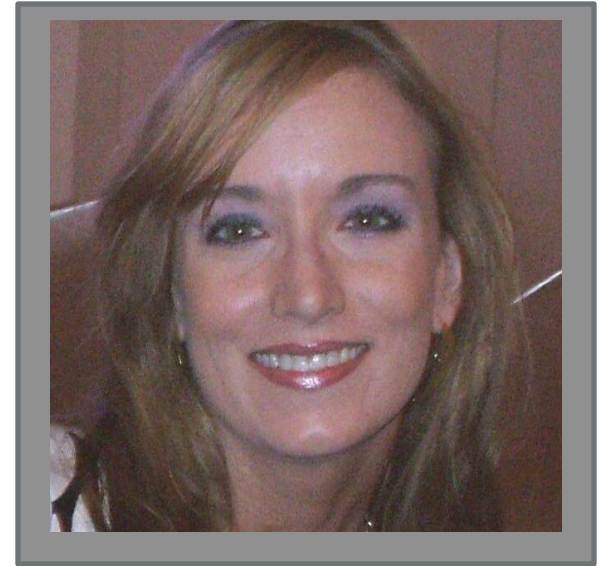
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