



Shifting Toward a Culturally Responsive Common Core:
Reading, Writing, and Speaking **Grounded in
Evidence** from Literary and Informational Texts

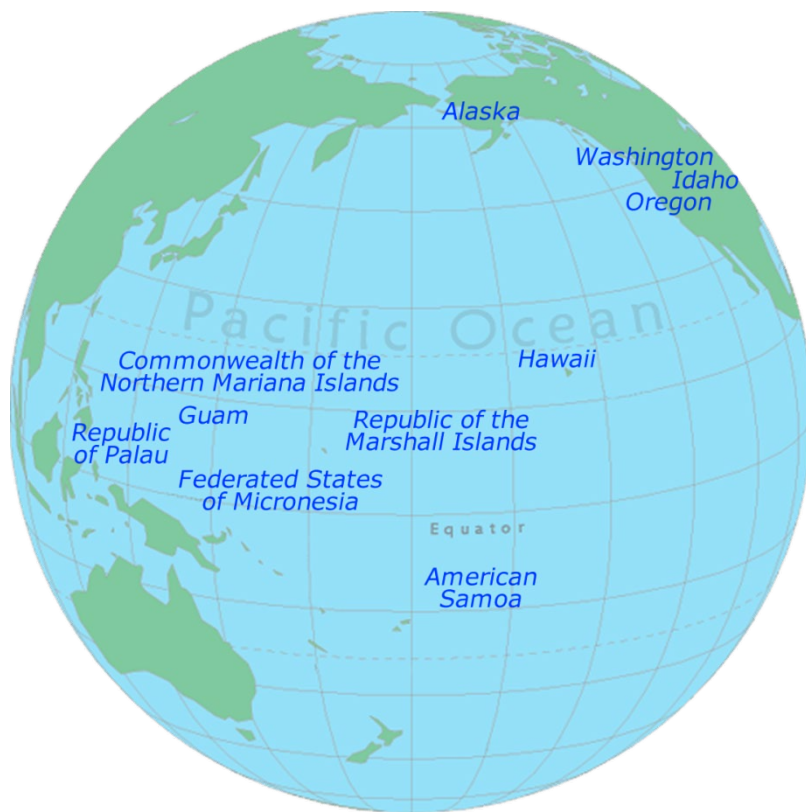
May 11, 2016

Erin Lolich

Erin.Lolich@educationnorthwest.org



Welcome and Background





About You

In the chat box, please share your:

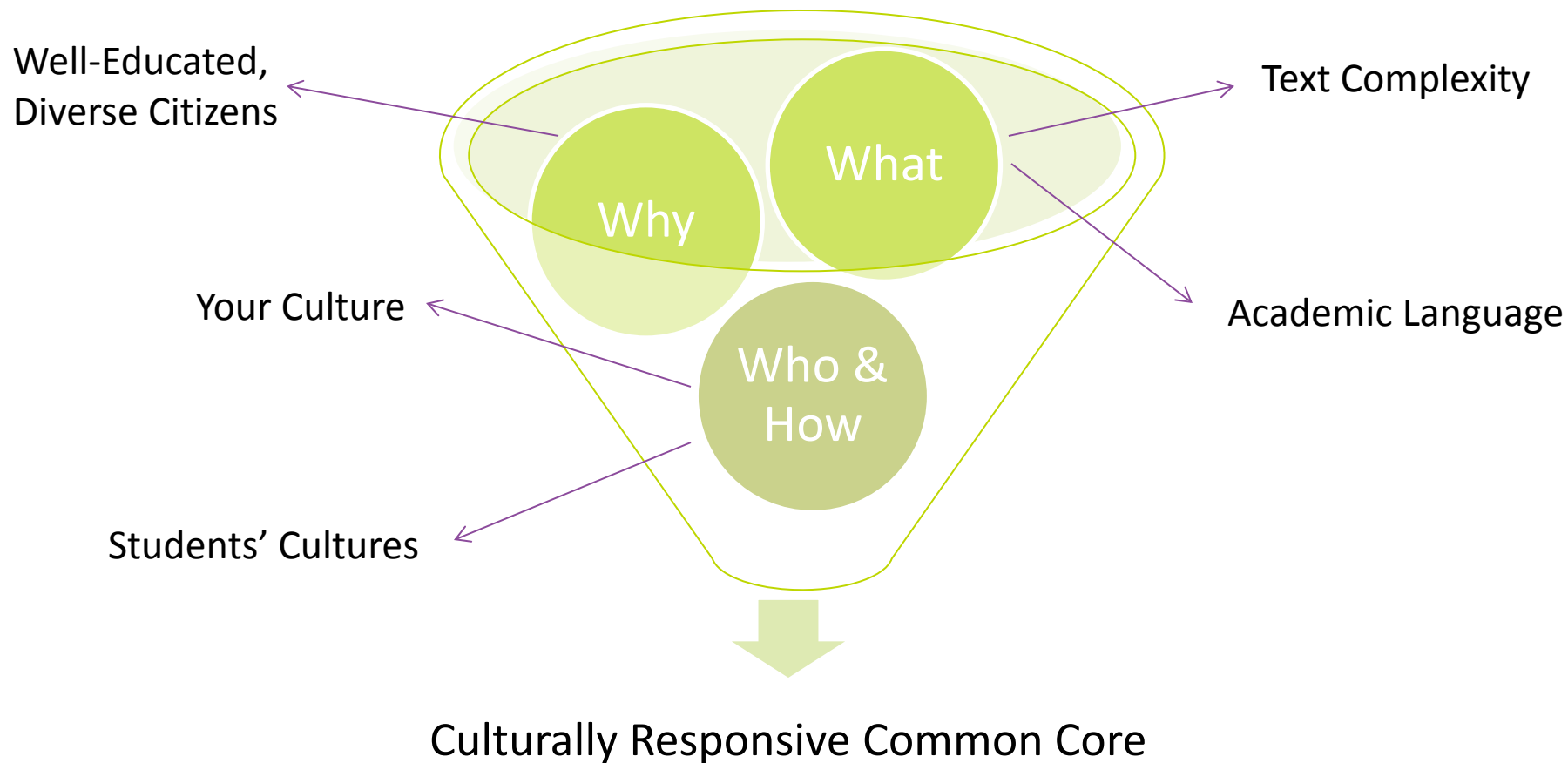
- Name
- Role
- Something you celebrate about your culture

For example:





Quick Recap of Webinar 1





Purpose

Examine the intersection of CCSS ELA Shift #2 and the foundations of culturally responsive practice

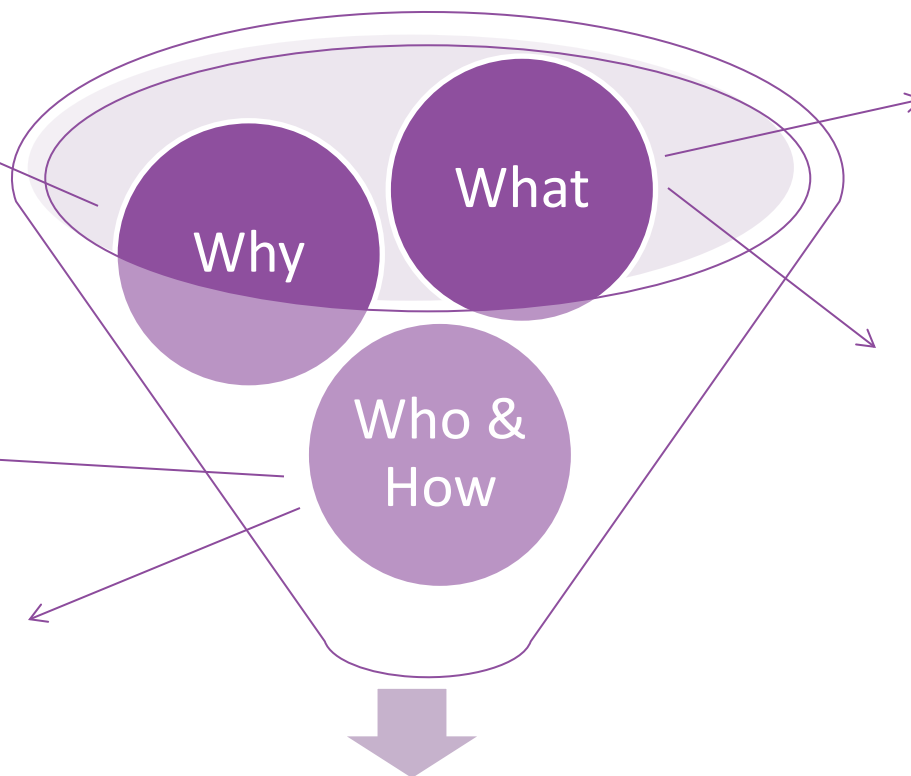


The Big Picture

Well-educated,
diverse citizens
prepared for the
reading and writing
demands of college
and the workplace

Your culture

Students' cultures



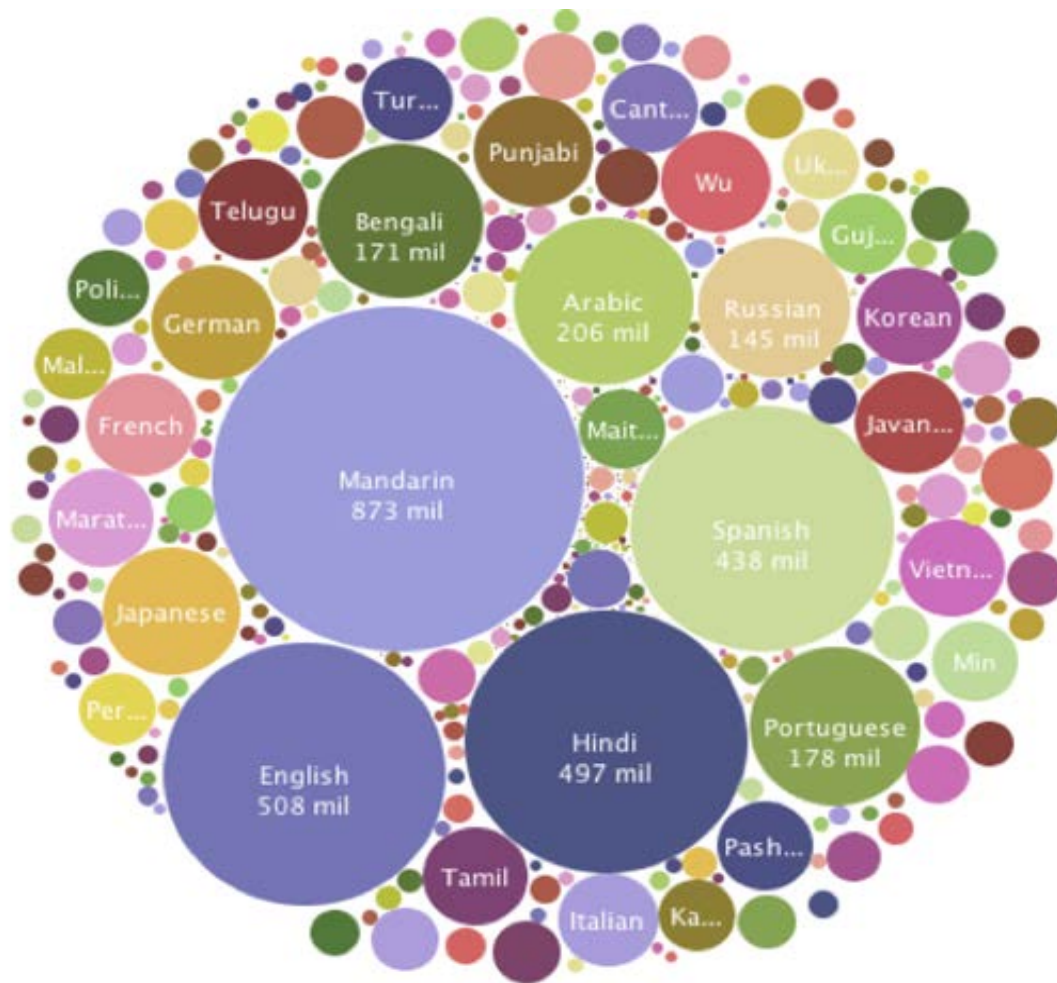
Read carefully
and answer
text-dependent
questions

Write to inform
and persuade
based on
evidence

Culturally Responsive Common Core



Why





What: *Read carefully* and answer text-dependent questions



What is said
RL & RI
Standards 1-3



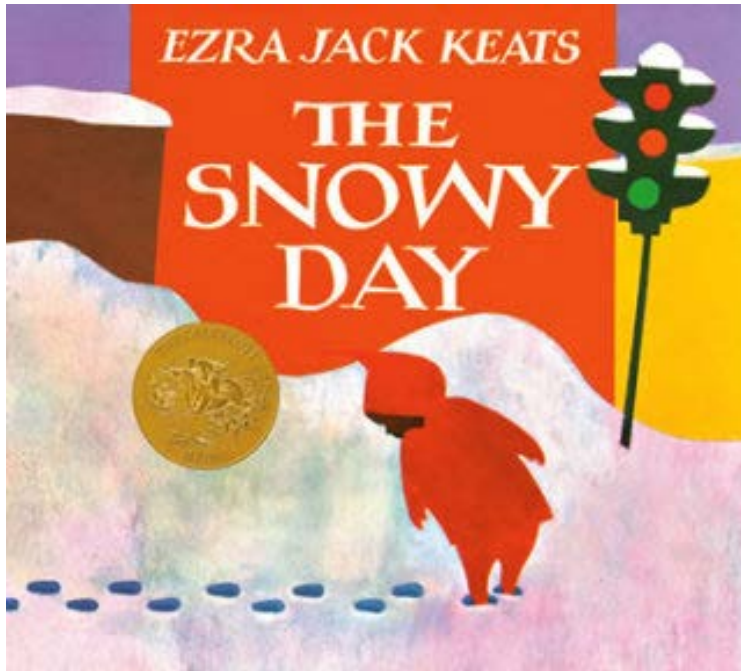
How it's said
RL & RI
Standards 4-6



What it means
RL & RI
Standards 7-9



What: Read carefully and *answer text-dependent questions*



Not text-dependent:

- What do you like to do when it snows?

Text-dependent:

- Why was the snow piled high along the street?

What: Read carefully and *answer text-dependent questions*



Not text-dependent:

- Have you ever gone to the dentist for anything except a cleaning?

Text-dependent:

- What can you infer from the tooth on the ground?



Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

1. Think about what you think is the **most important learning** to be drawn from the text. Note this as raw material for the culminating assignment and the focus point for other activities to build toward.
2. Determine the **key ideas** of the text. Create a series of questions structured to bring the reader to an understanding of these.
3. Locate the most **powerful academic words** in the text and integrate questions and discussions that explore their role into the set of questions above.
4. Take stock of what **standards** are being addressed in the series of questions above. Then decide if any other standards are suited to being a focus for this text. If so, form questions that exercise those standards.



Creating Questions for Close Analytic Reading Exemplars: A Brief Guide

5. Consider if there are any other academic words that students would profit from focusing on. Build discussion planning or additional questions to focus attention on them.
6. Find the **sections of the text that will present the greatest difficulty** and craft questions that support students in mastering these sections. These could be sections with difficult **syntax**, particularly **dense information**, and **tricky transitions** or places that offer a variety of possible **inferences**.
7. Develop a **culminating activity** around the idea or learning identified in #1. A good task should reflect mastery of one or more of the standards, involve **writing**, and be structured to be done by students independently.



SMARTER Balanced Practice

Question: 3rd-Grade ELA

Which source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space? Explain why this source **most likely** has the most useful information about the kinds of work that astronauts do while they are in space. Support your explanation with **two** details from the source.



Fun Facts

80% of the ELA Standards require students to be able to respond to text-dependent questions

0% of the ELA Standards require students to be able to respond to make text-to-self connections

20% of the ELA Standards require students to be able to respond to make text-to-text or text-to-world connections

Please respond in the chat box

Rate your skill at developing text-dependent questions.

Scale

1: text-dependent super star

5: I miss text-to-self questions!



What: Write to *inform* and persuade based in evidence

Chester's Way

Chester's Way by Kevin Henkes is a storey about two mice named Chester and Wilson. They were best friends. They played with echether. They remgndid echether to wear sunscreen. They rode bikes with echother. They drest the same way for Halloween. Chester and Wilson were probelby best friends forever. I have a best friend his name is Chris we like to takeing trns paying at our house.

Names a topic

Supplies some facts about the topic



What: Write to inform and *persuade* based in evidence

States an opinion

School Year Time

I do not think school should be year round. Do you think school should be year round? Without summer vacation students would not be able to go on family vacations. If a student wanted to go to a sleepaway camp they would not be able to do it. At camp you learn how to do things on your own. If school was year round older siblings would not have time to teach younger siblings how to swing or climb trees. Teachers would also not have time for vacation. Even if you are not at school you can still learn things. Teachers can also learn things outside of school. Kids need to get their energy out. They can get it out by doing big races. In summer it is very hot indoors and children would be thinking about outside and not school. Children usually like warm or hot weather. I know that towards the end of the year I look forwards to summer vacation and I think other children do to. If a student wants to learn more things in the summer, they can take classes about that subject. I do not think school needs to be

Introduces the topic

Provides reasons that support the opinion

Uses linking words and phrases to connect opinion and reasons

Creates an organizational structure that lists reasons



What: Write to inform and *persuade* based in evidence

Book Response on Roll of Thunder, Hear My Cry

Roll of Thunder, Hear My Cry by Mildred Taylor takes place in Mississippi in the 1930's, a time when segregation was present. Some of the characters in this story are: the Logans (Cassie, Stacey, Little Man, Christopher John, Mama, and Papa), T.J. Avery, and Mr. Morrison. In the book, one of the characters, Mr. Morrison says, "In those years I suppose it was just as hard being free as it was being a slave." In this book response, I am going to use examples from the book to help explain why I agree with that quote.

One of the examples to support the quote is Soldiers Bridge.

Soldiers Bridge is a bridge on which white men have power over black men. The bridge has only one lane for only one car. If two people with the

Introduces the text clearly by providing some background information about the time period, as well as the quote on which the response is based

States an opinion

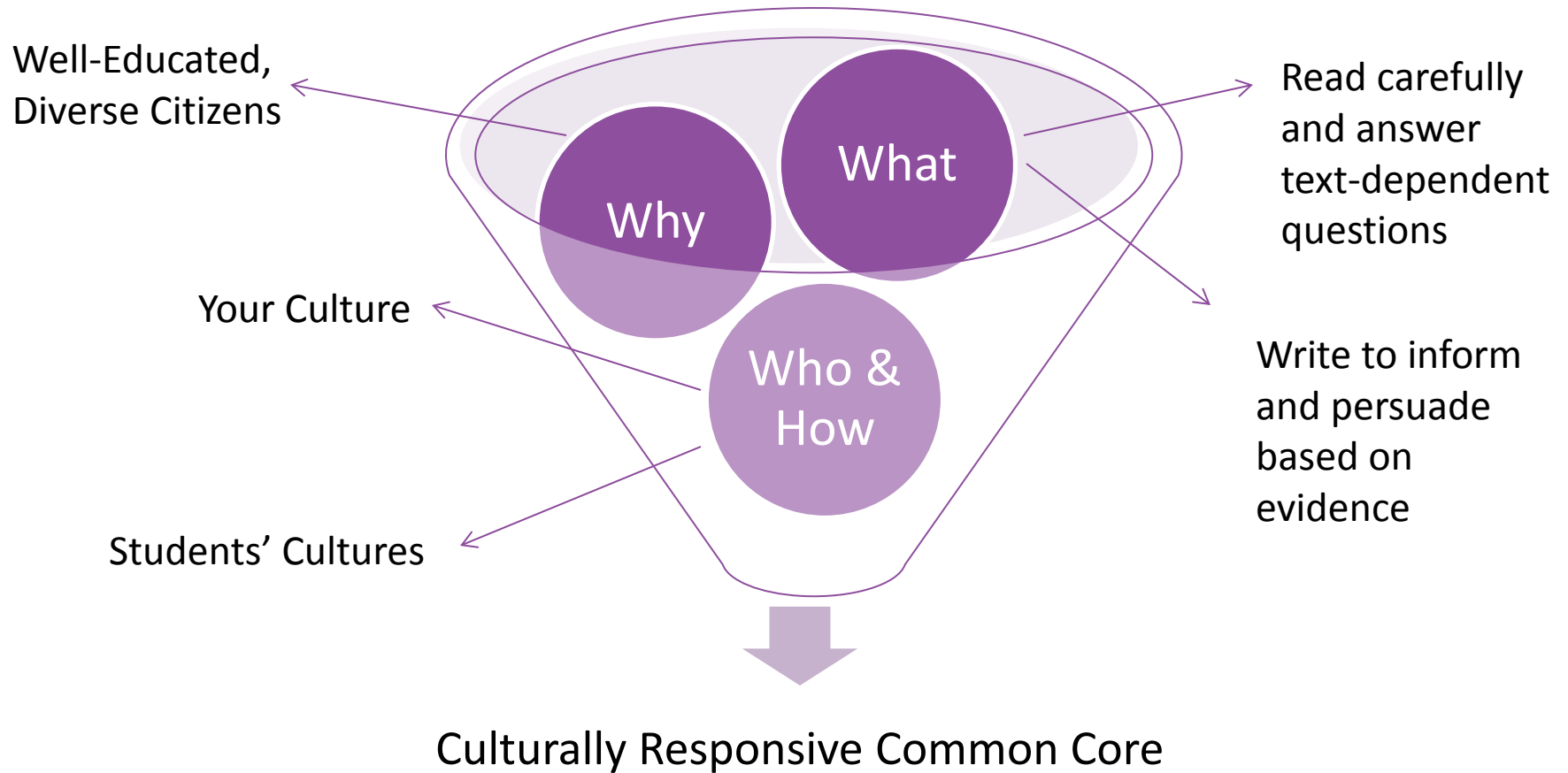
Provides logically ordered reasons for the opinion **that are supported by details** from the text.

Please respond in the chat box

How much of the student writing you see informs or persuades, versus narrates personal experience?



The Big Picture



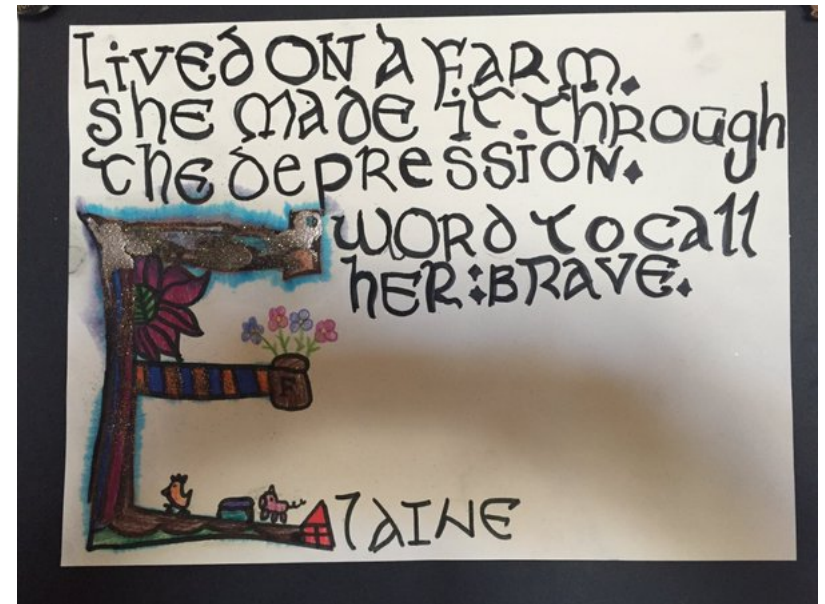


Who and How: Culture



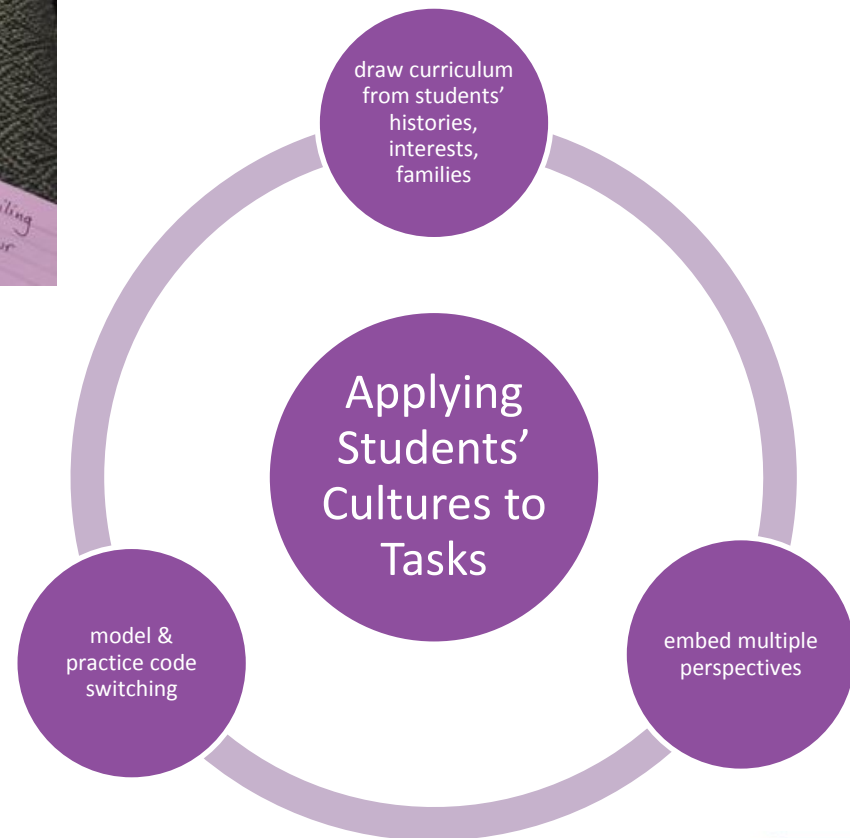
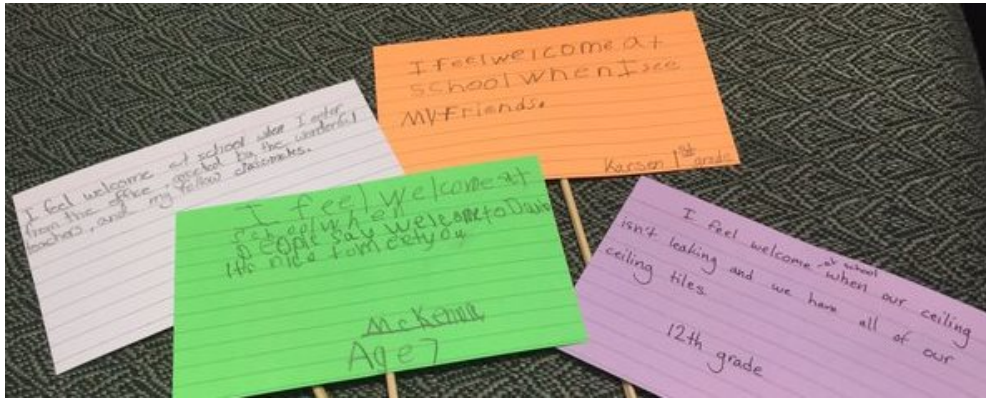


Who and How: Applying Students' Cultures to Tasks





Who and How: Applying Students' Cultures to Tasks





Who and How: Applying Students' Cultures to Tasks

What Our Teachers Need to Know

Students experience the pressure of multiple expectations:

- Family roles and expectations
- Academics
- Social issues

You need to encourage students but *not overwhelm them*.

Students want to embrace being part of the community's culture as well as part of their own cultures and ethnicities.

Examples of successful people need to include people with disabilities, or who are adopted, multiracial, LGBT, etc.

Don't *focus* on just one student.

Don't assume students know "their" history.

Be sensitive towards all cultural/ethnic groups.

Respect individuality—don't stereotype.

- Talk about culture.

- Ask about activities/experiences.

- Ask about family events and traditions.

Cultural roots—second and third generations are not as versed in cultural history.

Don't assume that students know some things and don't know other things.

Use texting and email.

Enunciate names.

Form relationships with your students by:

- Conversations

- Saying hello in the hallways

- Checking emails and texts



Please respond in the chat box

How could the three examples shown be made more rigorous?



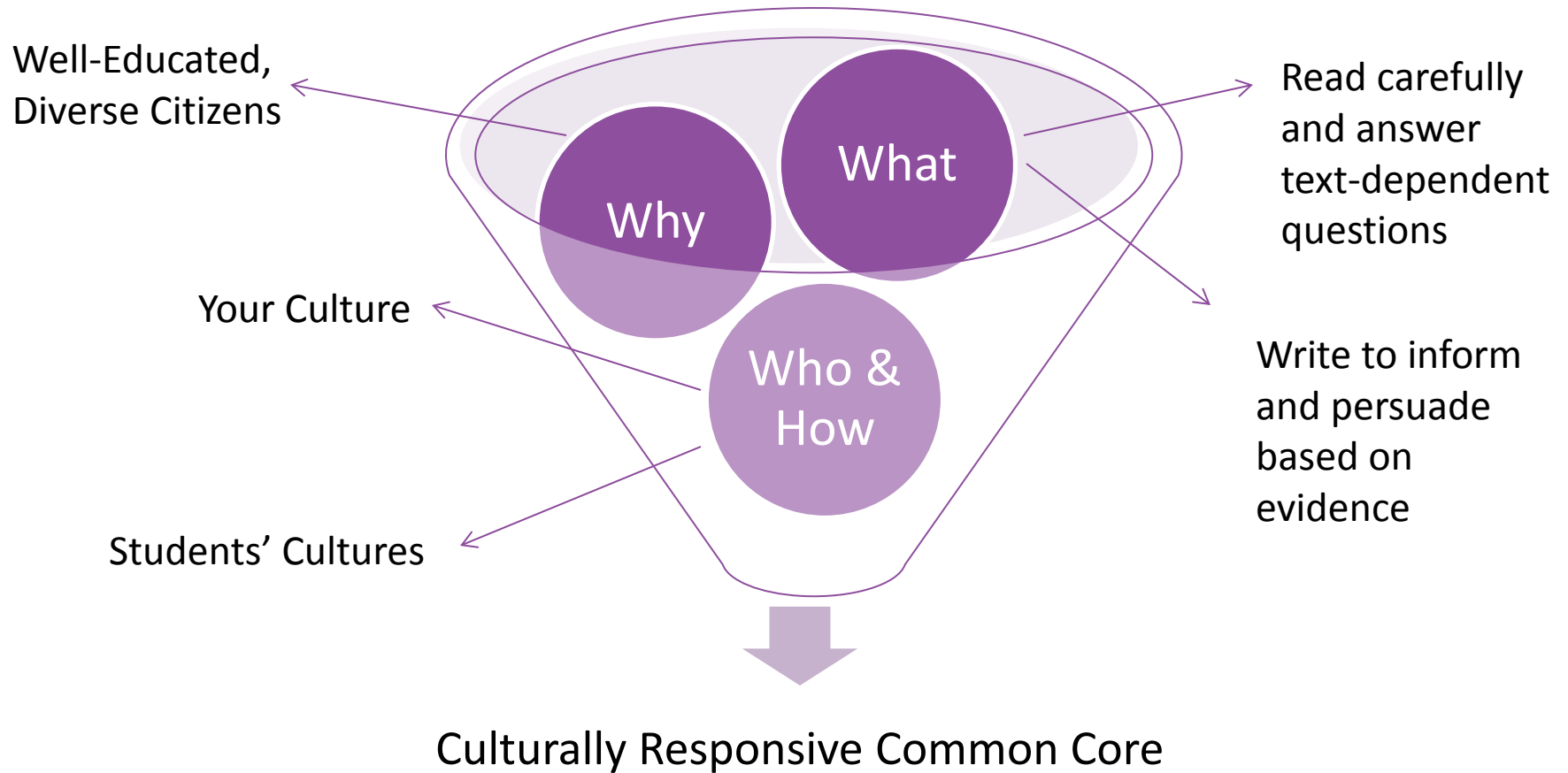
Please respond in the chat box

What other strategies have you found effective for developing and supporting students to respond to text-dependent questions?

What other strategies have you found effective for teaching writing to inform and persuade using evidence?



The Big Picture





Thank you!

@erinlulich

Erin.Lolich@educationnorthwest.org

Upcoming Webinars: tinyurl.com/zur9vjn

Shift 3: Building Knowledge Through Content-Rich Nonfiction
May 17, 2016, 2:00–3:00 p.m. Pacific Daylight Time

Please fill out the feedback form:
<http://goo.gl/forms/7G48ukGsGS>

Resources and References

Common Core Standards Appendix A
tinyurl.com/66n79bz

Achievethecore.org

Nationalequityproject.org

PBS Race: The Power of an Illusion
tinyurl.com/b3xq

Home Visit Guide
tinyurl.com/zbd6bq8