

The Standards in Our Classrooms

Share Content Knowledge with Your Students:
The Arts, Career Technical Information,
World Languages, ESL, Health,
& Physical Education



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Participant Outcomes



- Identify and articulate the meaning of the standard of your choice.
- Articulate the role of literacy (reading, writing, collaborating, and thinking) in your content area
- Create an activity that utilizes literacy to promote student mastery of content specific standard.
- Articulate the proper way to identify and collect materials for NC ASW.

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Turn and Talk



Purpose: to collaborate with peers around a certain idea, concept, or prompt

Directions:

1. Read the prompt & think about an appropriate response (write if need be).
2. Turn to either your shoulder or face partner when the signal sounds and share your responses.
3. Exchange conversational dialogue with your partner until time is up.

Time Frame: 5-7 minutes

Activity Aliases: Think Pair Share or Stop Script Say

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The Prompt



Find your set of Essential Standards and take a few moments to read through them, making any notes you would like. Pick the one that interests you the most and be prepared to discuss why with a peer.

	Essential Standard	Clarifying Objective
7.MS.1	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	PE.7.MS.1.1 Execute complex combinations of movements specific to game, sport, or physical activity settings in at least one of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance, or gymnastics.

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Consensus Placemat



Purpose: to encourage agreement building by activating prior knowledge and motivating explanation through thinking, writing, and collaboration.

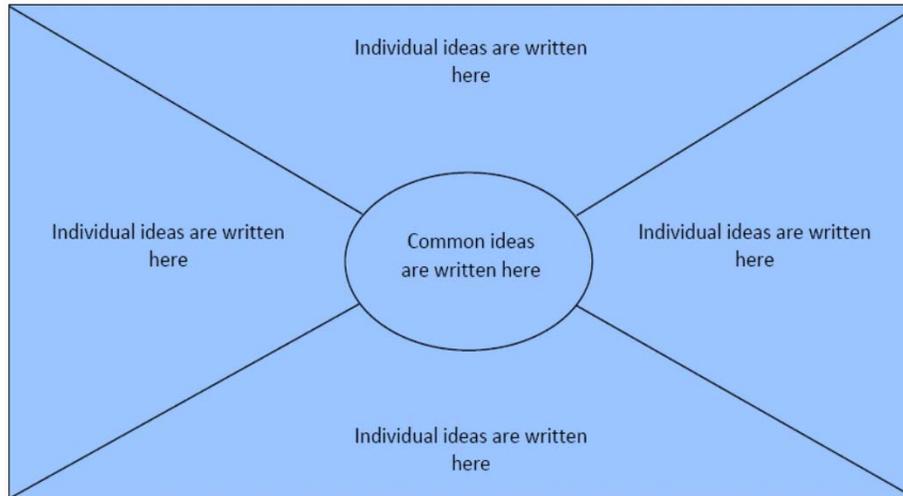
Participant Directions:

1. answer the question in the center circle by writing thoughts in the individual section of the chart paper
2. share ideas with the table group one at a time
3. “come to a consensus” on the ideas that are common to all responses
4. write the common responses in the center circle
5. create a common response to the original question using the ideas in the center circle

Activity Aliases: Shared Agreement Activity or Sticky Note Acceptance

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Consensus Placemat



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Literacy as a Shared Responsibility



Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well. Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

(North Carolina Literacy Standards Intro)

articulate the role of literacy (reading, writing, collaborating, and thinking) in your content area

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Final Assessment and ASW



- What is it?
- What do you know?
- How do you collect materials?
- When are items due?
 - Semester Classes
 - Year-long Classes

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Talk, Think, Write to Learn



- Any activity geared toward getting students to process information and share it with others.
 - Always model your talking, thinking, and writing.
 - Frames are a great way to build in support and gradually release the responsibility to the student learner.
- I. Review PE Model/Exemplar
 - II. Q&A about thinking frame
 - III. Try it on your own (with coaching support)

What do you need?

- writing utensil
- NC Standards (specific to your content)
- Planning template (in your curriculum notebook)

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Individual Planning



- What are your needs?
- Create a lesson plan, research strategies, vocabulary strategies, generate high order thinking questions assessments...
- Come back together!

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Before You Go, What Do You Know?



Purpose: to reflect on experience and learning based on outcomes.

Participant Directions:

1. Use your post-it note to respond to the question presented to you.
2. On your way out the door, stick your post-it note under the topic that you responded about.

Time Frame: 5 minutes

Activity Aliases: Exit Ticket & Out the Door Opinions

*we will be modeling this, as we will want to come back for a discussion!

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