The mission of GISD is to ensure that every student achieves maximum potential.

GISD Curriculum News

rigor/engagement/higher-order thinking

From the Desk of Keri Thoele, GISD Asst. Superintendent

ODD ONE OUT

A High-Yield Strategy that Addresses Process Standards

Lead4ward, our partner in data management whose modules are linked to Eduphoria, presented a workshop at ESC 12 with the focus on using data to impact instruction. Lead4ward has made many of their STAAR and instructional materials available to teachers for free (www.lead4ward.com) and has given rights to other materials to the schools that attended the 3Di workshop, including Groesbeck ISD. You will find these additional materials in my public drop box. They are for GISD teachers to use with GISD students; you may not distribute them to non-GISD employees or remove the copyright logo. The principals and I will be sharing various data tools and strategies with you throughout the year that came from this training. This newsletter centers around one idea – process standards – and one strategy that you can use over and over in the classroom that will reinforce all of the process standards in a variety of ways.

This newsletter is based on the workshop presented by lead4ward at ESC 12.

Strategy of the Week:

Odd One Out

A Review of STAAR Standards

The assessed curriculum for Texas (STAAR) falls into 3 categories:

Process Standards – Underlying processes which describe ways in which students are expected to engage the content.

Readiness Standards – Content that is essential for the current grade level.

Supporting Standards – Content that is introduced or reinforced in the current grade level that may be emphasized in a subsequent grade level.

BIG OL' HONKIN' STANDARDS

Shelby Waller, the Lead4ward trainer, called process standards *Big Ol' Honkin' Standards*! This makes sense because they basically say the students will be able to do everything (analyze, interpret, sequence, compare, classify, evaluate, etc.) for all the content.

The *Big Ol' Honkin'* standards are in all subjects and at every grade level, including non-tested grades. That's why we have to give them special consideration.

Process Standards
=
Big Ol' Honkin' Standards

SAMPLE PROCESS STANDARDS

Math (5th Grade) – Communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate.

Social Studies (8th Grade) – Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Science (Biology) – Analyze, evaluate, make inferences, and predict trends from data.

Reading (Grade 5) – Analyze how the organizational pattern of a text (e.g. cause-effect, compare-contrast, sequential order, logical order, classification schemes) influences the relationships among ideas.

Writing (Grade 7) – Develop drafts by choosing the appropriate organizational strategy (e.g. sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing.

High-Yield Activities Addressing *Big Ol' Honkin' Standards:*

Odd One Out

Instructions:

1. Organize students into pairs, triads, or groups of four.
2. Provide students with four pictures, problems, excerpts of texts, etc.
3. Students "jig saw" (see below) the four images and brain dump to summarize key points.
4. Student experts return to home groups and share the summaries.
5. Students identify one example that does not belong, and they must justify (evaluate, compare/contrast) why the example is the "odd one out."
6. Students select a second image as "odd one out" and justify.
7. Students then sequence the four pictures, identify cause/effect of two pictures, and predict what would happen if one picture was taken away.

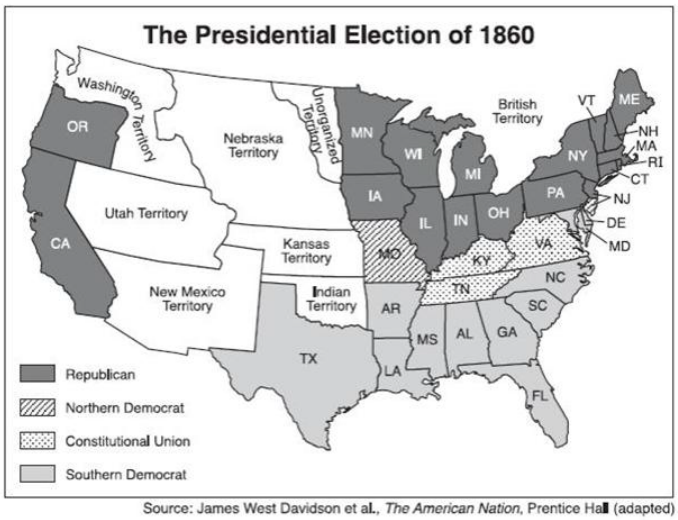
"Jig Saw"
Instructions

1. Organize students into "home groups."
2. Students number-off to form "expert groups."
3. Assign each numbered group a topic or step in a process.
4. Expert groups have 4-5 minutes to summarize assigned information.
5. Experts return to home groups.
6. Each expert teaches the group his/her summary.
7. After all experts have presented, students compare/contrast, analyze cause/effect, sequence, and evaluate the combined information.
8. Teacher clarifies/verifies.

This activity is only as good as the structure, feedback, and question stems that the teacher provides. It is designed so that the teacher teaches through clarification and verification throughout the activity in small chunks. For instance, after the students choose the first "odd one out" and each group reports back to the class, the teacher provides feedback (positive reinforcement) to the groups, adds other pertinent information (may even have the students jot notes or put information in a graphic organizer), and clarifies any misconceptions. Teaching is occurring throughout the lesson. The students also have to JUSTIFY their answers every time. "Prove It!" needs to be the classroom mantra! Also, through well-constructed questions or sentence stems, the teacher structures the lesson so that it will develop in a way that fulfills the TEKS. There is a Lead4ward document in my public drop box in the Lead4ward folder called "Questioning Stems" that you can access to help with this process.

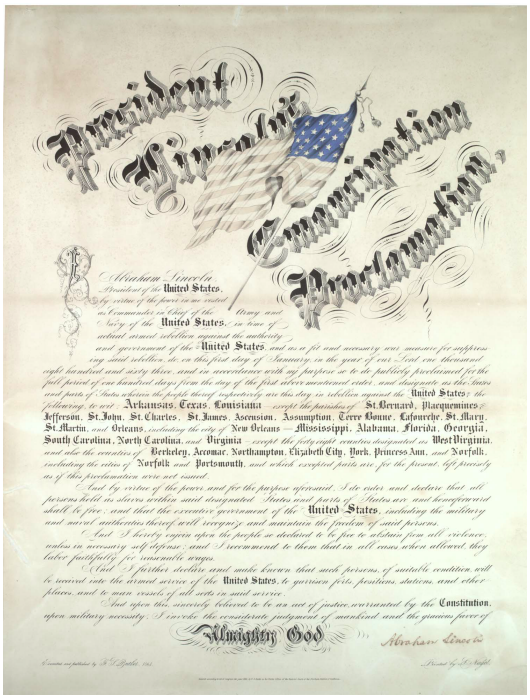
Sample: Social Studies

Picture: Sectionalism



Source: James West Davidson et al., *The American Nation*, Prentice Hall (adapted)

Picture: Emancipation Proclamation

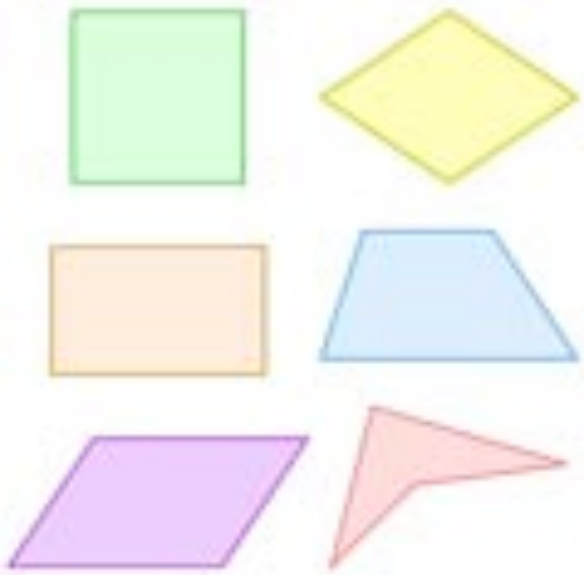


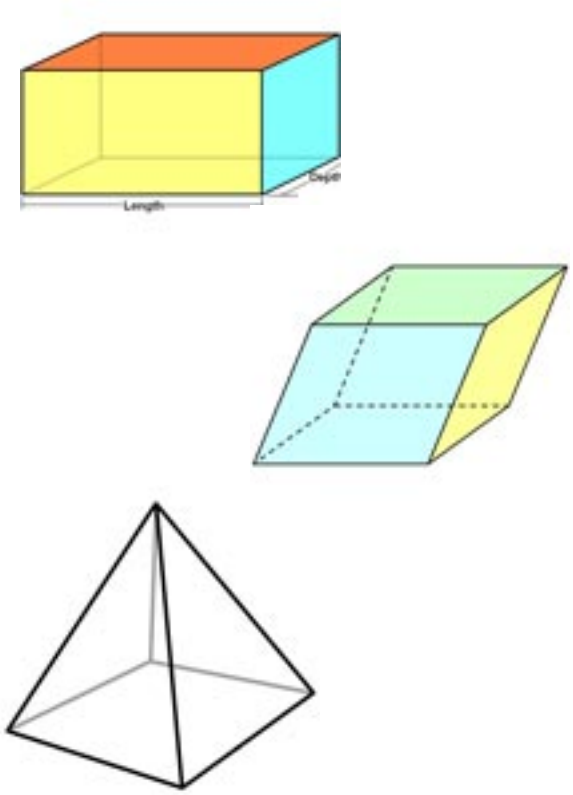
Picture: State's Rights

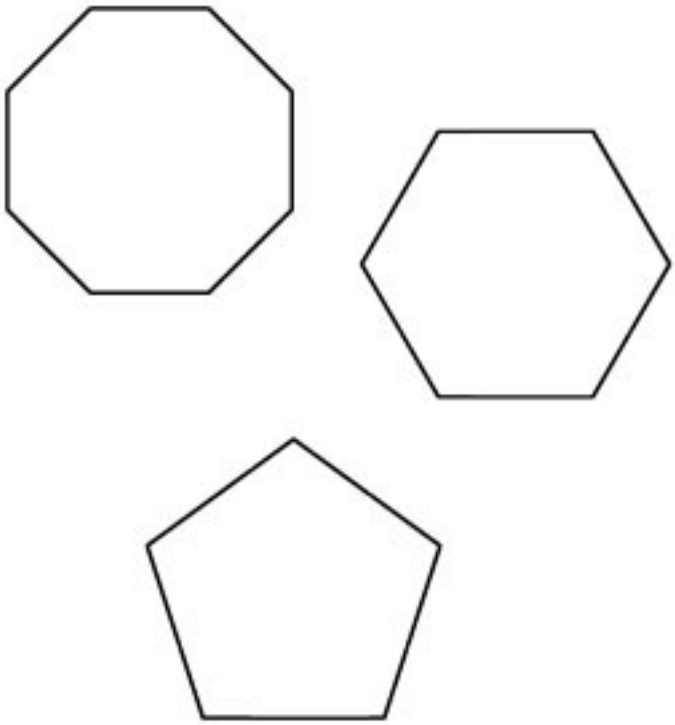
TENTH AMENDMENT

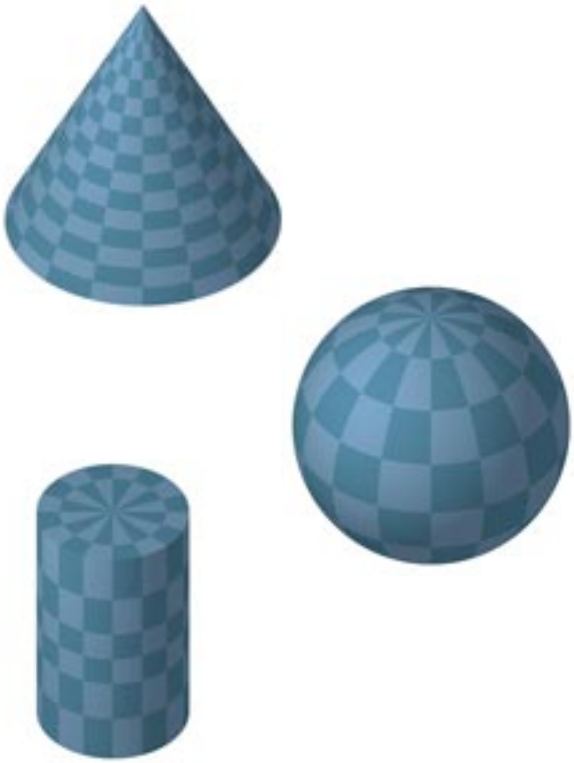
The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

Picture: Slavery



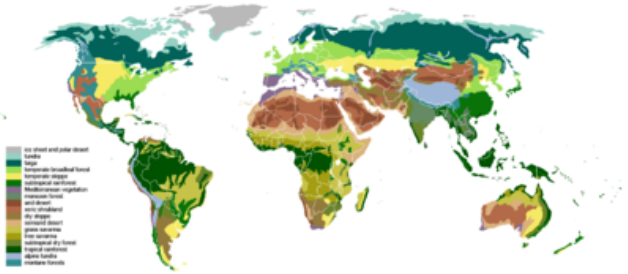




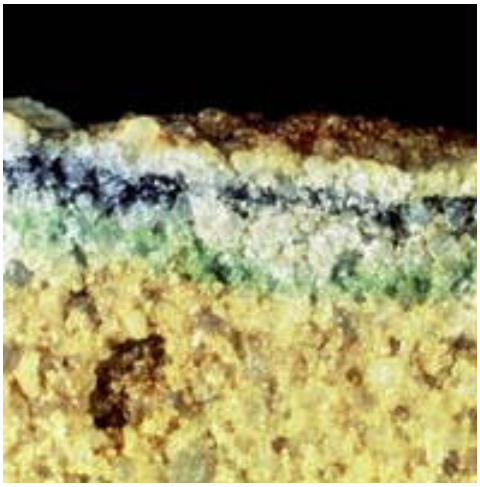


Pictures: Eucalyptus Forest, Rain Forest, Desert

Map: Distribution of Biomes



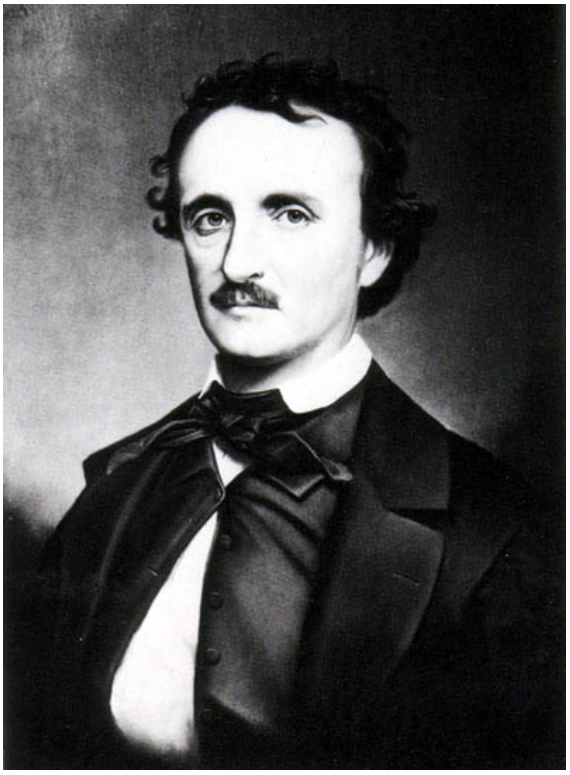
Picture: Description and Picture of Endolith



An endolith is an organism (archaeum, bacterium, fungus, lichen, algae, or amoeba) that lives inside rock, coral, animal shells, or in the pores between mineral grains of a rock. Many are extremophiles, living in places previously thought inhospitable to life.

Picture: Vultures Eating Carcass

Picture: Edgar Allen Poe



"The Children Fled From His Approach," illustration by Elenore Abbott, 1900

Quote

He piled upon the whale's white hump the sum of all the general rage and hate felt by his whole race from Adam down; and then, as if his chest had been a mortar, he burst his hot heart's shell upon it.

- Herman Melville

Picture: Gothic Castle