

GNSS - ELA PORTION - OCT 23, 2010 RETREAT

1. Review Analysis of ELA data (55 minutes)

- Overview- 5 minutes
- Review individually or pairs – 10 min
- What strikes you? Patterns? - 5 min
- Do one Reading (10 min) and one Writing-extended response item using notes from Listening (15 min) that involve understanding main idea and supporting detail.
 - 6th Reading- “Canstruction” Answer Question #25
 - 7th Reading – “Kids Can” Answer Question #21
 - ➡ REFLECT ON READING with Higher Order Thinking (HOTS) (5 min)
- Mini-Lesson: MODEL USE OF 2 Column Note-Taking GRAPH (5)
 - 6th Writing- Someone read aloud to the grade team “A Winning Heart”- Answer Question #28
 - 7th Writing- Someone read aloud to the grade team “Cooking with the Sun”. Answer Question #28.
 - ➡ Reflect on Writing Extended Response from Notes using Main Idea/Supporting details graph(5)

2. Review of Higher Order thinking Prompts for Writing (15)

- Introduce Bloom’s house & my chart of assignments
- Use of transition words

3. Study of National Core Samples (50 min)

- ➡ Read 2 grade appropriate pieces (10 min)
- ➡ Discuss: What prompts were used for higher order thinking? What scaffolding might it have taken for students to write pieces with a unifying main idea and specific RELEVANT details?(10 min)
- ➡ Examine exemplar graders’ annotations- criteria that align most with main idea and supporting & relevant details (Usually the first few annotations.) (10 min)
- ➡ What are we collectively coming to understand about how what “main idea and supporting relevant details ARE? How do the exemplar writings you are examining use the *Transition Words on our chart or similar transition or signal words?*)10 min)
- ➡ What scaffolding do we need to employ to support our students to write and think like these students? (10 min)

4. Content-based Team Conversations: Developing higher order writing prompts for individual writing maps using the tools we have used and reviewed above: PRODUCT- Refined individual Writing Across Curriculum (WAS) Calendars/Maps (30 Min)

5. Grade Level: Review 1st and 2nd Q Curriculum Maps/Unit Plans and Align Writing Across Curriculum (1 hr)

- ➡ Product: Individual WAC Maps (shared on site)
- ➡ Product: Grade Level Writing Maps to be produced on site (need charts/markers)