

¡Buenos días!

Please :

1. make a badge with your preferred name
2. also find (or make) a “table tent” name tag following Jorge’s example up in the front
3. log on as guest to the Point Loma Nazarene University wireless internet system
4. open up today’s [PPT](#) by downloading a copy here:

<http://tinyurl.com/Oct9ProjectCore>

All-Some-Me

On an index card write:

FIRST NAME & LAST NAME

- ❑ something in common with ***everybody in the room***
- ❑ something in common with ***many people in the room***
- ❑ something ***unique to you***

AGENDA

Explore, deconstruct, and evaluate lesson plans; Draft lessons

- Welcome; Reorientation to Optional Sessions, and the Google Drive; Community Building
- Repasar instituto #1
- Lesson Plan Samples; Deconstruction
- Validar textos para planear lecciones
- Lesson Plan Drafting
- Evaluación
- Closure



SAN DIEGO STATE
UNIVERSITY

REORIENTATION

Optional Institute Sessions;
Managing the Google Drive

Project CORE Dates & Content

Click to open up

[Project Core dates/times/content](#)

Project CORE 2016-2017

Audience: SDSU teacher candidates – Bilingual multiple subject and single subject

General Outline

Time	Agenda	Who
------	--------	-----

Project CORE Optional Sessions

Sat., November 7, 2014 Conference	CABE (California Association – South County Regional Conference http://www.cabe65.org/cabe-south-county-regional-mini-conference/
Tues., January 26, 2016 SDCOE	2016-2017 ELA/ELD K-12 Instructional Materials Fair: (optional) <i>Details to be announced early Winter 2015</i>
Wed. - Sat., March 23-26, 2016 San Francisco	CABE Statewide Conference: (optional) http://www.bilingualeducation.org/cabe2015/CABE2016SavetheDate.pdf
Tues., March 29, 2016 San Diego	Dual Language Institute: (optional) http://sdcoe.k12oms.org/902-102746



Google Drive Tips

1. Use Chrome primarily as browser
2. Set up folders by categories that make sense to you
3. Move any and all copies of documents to those places
4. Title new documents in searchable terms
5. Note the difference in resources “Shared with me” and the larger set in “My Drive”
6. Store drafts of lesson [HERE](#) with your name (e.g., “JorgeCuevasAntillonLesson”)

Community Building

Text Promotion:
Presentation about your text

Meaningfulness of Your Text

Review your text to consider:

- What does this text have to do with my life or interests?
- Why is this text I chose fascinating or valuable for planning a lesson?
- How would I motivate students who may be less interested in reading this text?

Prepare a [Google Slides presentation](#) about your text to answer the questions above.

Model Text Presentation

Haz clic aquí para ver
[Jorge's Text Presentation.](#)

- ❑ When signaled, you will share your text presentation with one person
- ❑ Click here for a [Google slides](#) template

Connecting Life to Texts

Group Reflection:

¿Cuáles fueron algunos de los textos que llamaron su atención? ¿Cuáles textos quisieran leer?

Repaso del último instituto

Previous Learning Intentions

- ❑ Investigated the state standards movement and the purpose of Common Core
- ❑ Explored California standards in literacy other subjects to be taught this year
- ❑ Studied how to text complexity is determined per Common Core
- ❑ Analyzed the readability of a text excerpt

Institute 1 Pop Quiz

Click here on the word

“QUIZ”

to test knowledge learned
from Project Core Institute 1

Anatomy of Lesson Plans

Project CORE, Institute #2

Learning Intentions

- ❑ Share and affirm texts to be built into a lesson
- ❑ Examine details of Common Core en español
- ❑ Explore, deconstruct and analyze lesson plans
- ❑ Draft lesson(s) based on text(s) brought today

Criterios para evaluar el éxito del aprendizaje

1. Puedo afirmar la conexión entre mi texto y el propósito de mi lección
2. Puedo elegir estándares de CCSS en español apropiados para mi lección
3. Puedo deconstruir los elementos esenciales de una lección
4. Puedo comenzar una lección basado en el texto que traje hoy día

**Estándares estatales comunes para
las artes de lenguaje en español
y para la lecto-escritura en
historia y estudios sociales,
ciencias y materias técnicas**

Examinar el desarrollo de los estándares a través de los grados

1. While Jorge presents an example of the task, take notes and record any questions.
2. When signaled, form a group of 3 or 4.
3. Claim one of the CCSS en español [HERE](#) by placing your names on the document.
4. Use this [TEMPLATE](#) to create your presentation.
5. When signaled, present your findings to another group.

Selecting Standards for Teaching

Use:

- Formative assessment (monitoring areas the students need to learn)
- Experience (grade level expertise)
- Other assessments (i.e., test data)
- Scope and sequence (predetermined by grade level team, school, district, curricular material)

Selecting Standards for Teaching

- ❑ Select the strand to study
 - ❑ Reading
 - ❑ Literature
 - ❑ Informational Text
 - ❑ Foundational Skills
 - ❑ Writing
 - ❑ Speaking and Listening
 - ❑ Language

Selecting Standards for Text Reading

- ❑ Browse through the clusters (substrands). For example if **Reading for Literature (RL)**:
 - ❑ **Key Ideas and Details**
 - ❑ Craft and Structure
 - ❑ Integration of Knowledge & Ideas
 - ❑ Range of Reading and Level of Text Complexity

Selecting Standards for Text Reading

- ❑ Identify a focal standard, but keep other standards in mind, including from other strands. For example:
 - ❑ LL: Lectura para Literatura
 - ❑ Ideas claves y detalles
 - ❑ 2. “Recuentan cuentos, incluyendo los detalles y demuestran comprensión del mensaje principal o lección.”
 - ❑ AE: Audición y expresión oral
 - ❑ Comprensión y colaboración
 - ❑ 2. “Hacen y contestan preguntas sobre los detalles del texto leído en voz alta, o información presentada a través de otros medios de comunicación.”

Selecting Text(s) for Standards

- Identify a text that matches the goals of the standards. For example:

El niño que gritó lobo

Selecting Text(s) for Standards

- Read, reread, deeply read, your text
- Annotate and analyze the text
 - As a reader
 - Important points
 - Comprehension challenges
 - As a teacher
 - Important points
 - Comprehension challenges

Selecting Text(s) for Standards

- Develop tasks, questions and prompts for this text based on your standard.

For example:

- “¿Qué sucedió en esta fábula?”
- “Las personas dejaron de salir corriendo para para ayudar al niño, ¿por qué?”
- “¿Qué puede pasar cuando mientes?”

Open the SDSU Lesson Template

Click to access [the SDSU lesson template.](#)

Steps for SDSU's Lesson Template

Click to access
[the SDSU lesson template](#)
[INSTRUCTIONS.](#)

Model Lesson via SDSU Template

Click to access

[Jorge's Model SDSU lesson.](#)

Lesson Plan Formats

Sample Math Lesson: Task

Click to access

[the 1st grade mathematics task.](#)

Sample Math Lesson: Instructions

Click to access
[the 1st Grade mathematics
full lesson.](#)

Comparing Lesson Formats

With a partner or group,
compare the sample

language arts

versus

mathematics

1st grade grade lessons.

Comparing Lesson Formats

On your own, compare the SDSU sample language lesson with any other lesson you have seen/read/written.

Validating Texts for Lesson Planning

Text Complexity Analysis

Open up this document:

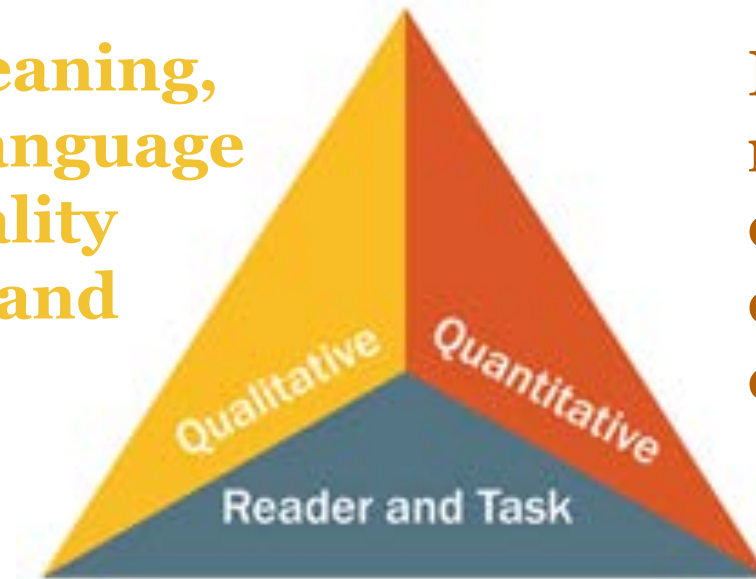
[Text Complexity Analysis](#)

DO NOT FILL OUT YET

Read the questions to yourself.

Measuring Text Complexity

Levels of meaning, structure, language conventionality and clarity, and knowledge demands



Readability measures and other scores of text complexity

Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Quantitative Text Complexity

Readability Levels:

- “Grade”
- “Guided Reading”
- “Lexile”
- “DRA”
- “Reading Recovery”
- etc.



**Readability
measures and
other scores
of text
complexity**

Text Complexity Analysis

Go back to the:

Text Complexity Analysis

Google Form (look for a purple square icon on a browser tab)

**Answer Question 1 and 2
(reflections on Quantitative complexity)**

Quantitative “Readability” Scales

See the [chart](#) comparing various reading levels.

Leveled Text Chart

GRADE LEVEL	GUIDED READING LEVEL	LEXILE LEVEL - CCSS	DRA LEVELS	READING RECOVERY
<p>Booksource relies only on reputable sources for our leveling information. Every effort has been made to ensure the accuracy of the levels presented in this catalog.</p>	<p>Guided Reading is based on the standards developed by Irene Fountas and Gay Su Pinnell in <i>Matching Books to Readers, Using Leveled Books in Guided Reading</i>, Heinemann, 1999; <i>Guiding Readers and Writers Grades 3-6</i>, Heinemann, 2001; <i>The Fountas and Pinnell Leveled Book List</i>, Heinemann, 2006</p>	<p>Lexile® measures are ©2011 MetaMetrics, Inc., and appear by permission, with all rights reserved. Lexile and related marks are registered trademarks of MetaMetrics, Inc.</p>	<p>DRA, or Developmental Reading Level Assessment, developed by Joetta Beaver and published by Celebration Press, 1977, is a method of assessing and documenting achievement within a literature based instructional program.</p>	<p>Reading Recovery, a registered trademark of The Ohio State University, creates a set of standards and guidelines. Developed by Marie M. Clay in the 1970s as a short intervention program, it helps low achieving first graders with one-on-one tutoring.</p>
Kindergarten	A		A-1	1
	B		2-3	2
	C		4	3-4
	D		6	5-6
	-		7	7-8

Sample:

Quantitative Text Considerations

Jorge notes about *El niño que gritó lobo*:

- text was written at a G/11, 390L lexile (mid year 1st grade reading level)
- struggling readers and Spanish learners new to español académico will be overwhelmed
- prefer to read aloud, followed by a choral or group read, paraphrased by students, heard again in a listening center, then shared reading or partner read, and finally independently read

Quantitative Text Complexity

Levels of meaning, structure, language conventionality and clarity, and knowledge demands



Qualitative Measures:

- Levels of Meaning
- Structure
- Language
- Conventionality and Clarity
- Knowledge Demand

Sample:

Qualitative Text Considerations

Language of Meaning

- Normally a fable states directly the lesson or moral of the story, but here the ethical mandate has to be inferred

Structure

- The story has a linear sequence with a simple plot

Language Conventions

- This story has mostly simple sentences but some have dependent clauses, some use of dialogue and pattern, and a few several challenging high level vocabulary word

Knowledge Demands

- Shepherding is avoided as a topic, but the story uses it.

Text Complexity Analysis

Go back to the:

Text Complexity Analysis

Google Form (look for a purple tab)

**Answer Question 3 and 4
(reflections on Qualitative
complexity)**

Reader and Task Text Complexity

Reader and Task

“...to be determined locally..student’s motivation, knowledge, experiences ... purpose...task...questions..”



Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Sample:

Reader & Task Text Considerations

- Probably all of the students will be well aware of the use and potential consequences of lying
- The mind state, emotions and motivations, reasoning of the main character are mostly inferred and little explored in this version
- The danger and consequences are underplayed in this version (cartoonish)
- Rich illustrations allow for elaboration of details beyond the text words
- Use of dialogue and simple plot will allow for an easier retelling through theater or puppets

Text Complexity Analysis

Go back to the:

Text Complexity Analysis

Google Form (look for a purple tab)

Answer Question 5 and 6

**(reflections on Reader and Text
complexity)**

Lesson Plan Drafting

Draft Your Lesson Plan

1. Start/edit a draft lesson using the SDSU template.
2. Skip/ignore the ELD Standards until next time.
3. Work with peers to ask question or develop a common lesson
4. Ask for assistance as needed
5. Place your name and draft lesson hyperlink [HERE](#).

Literacy Standards Online

- [California English Language Arts Standards \(Common Core\)](#)
- [Estándares estatales comunes para la artes de lenguaje en español y para la lectoescritura en historia y estudios sociales, ciencias y materias técnicas](#)

Other Standards Online

- [California Mathematics Standards \(CCSS\)](#)
- [Estándares estatales comunes de matemáticas](#)
- [All Other California State Standards](#)

Ideas for Teaching

- ❑ Examine the standards for potential ideas
- ❑ Review the DOK ([Depth of Knowledge](#)) chart
- ❑ Exchange ideas with others who are teaching in your same grade level/subject.
- ❑ Research lessons and videos about teaching the topic or standards you are focused on:
 - ❑ <http://www.teachertube.com/>
 - ❑ [Digital Content Portal](#)
 - ❑ YouTube
 - ❑ _____

Check in

If you hear your name, your lesson hyperlink is missing.

By 3 pm, please place a copy of the draft of your lesson [HERE](#) **with your full name**

Success Criteria #1

- ❑ Puedo afirmar la conexión entre mi texto y el propósito de mi lección
- *Check the Google slides presentation you created this morning & your draft lesson: **HOW STRONGLY CAN YOU CONFIRM A CONNECTION BETWEEN THE TEXT, YOUR INTEREST/PASSION, AND THE PURPOSE OF YOUR LESSON?***

Success Criteria #2

- ❑ Puedo elegir estándares de CCSS en español apropiados para mi lección
- *Check the draft lesson from this afternoon:
HOW STRONG IS THE FIT BETWEEN THE LESSON AND THE STANDARDS SELECTED?*

Success Criteria #3

- ❑ Puedo deconstruir los elementos esenciales de una lección
- *Check the table you made today comparing the language arts and mathematics lesson: **HOW WELL CAN YOU EXPLAIN THE ESSENTIAL ELEMENTS OF THE LESSONS?***

Success Criteria #4

- ❑ Puedo comenzar una lección basado en el texto que traje hoy día
- *Check your draft lesson worked on today:
HOW WELL DID YOU IDENTIFY A FOCUS,
ALIGN IT TO THE STANDARDS, PROPOSE
SOME IDEAS FOR TEACHING ?*

Evaluation

Closure

Texts that Influence What/How to Teach

Consider any texts you have read that influence what or how you want to teach.

- Jorge will MODEL an answer
- Reflect silently on your own texts for a minute, then speak with a partner

SDSU Announcements