HOW TO ACHIEVE Common Core With Tech:

{ THE LANGUAGE STRAND }

[9] Grades [87+] Standards

[8] Projects

ASK A TECH TEACHER

How to Achieve Common Core with Tech:

The Language Strand

9 Grades
87+ Standards
8 Projects

By Ask a Tech Teacher©

2013

Visit the companion website at http://askatechteacher.com© for more resources to teach K-12 technology

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Introduction

Technology has become synonymous with education reform. Like starter on a barbeque, squirt around enough iPads and digital tools and classes start to sizzle.

Everyone agrees it's a transformative tool, but there's little consensus on how to integrate it into a curriculum. Endless conversation. Spirited debate. An impressive number of pilot programs and great ideas all with decidedly mixed results.

That is, until Common Core State Standards arrived in classrooms across the nation. Its rigorous approach to preparing students for college and career treats tech-in-ed as decided science. Of course teachers use it in classrooms, as one of many tools to deliver quality content to eager students.

Consider these tech-centric Standards spread throughout K-8 strands (truncated for brevity):

- *Expect students to demonstrate sufficient command of **keyboarding** to type a minimum of one page [two by fifth grade] in a single sitting*
- *Expect students to **evaluate different media** (e.g., print or digital …)*
- *Expect students to **gather relevant information** from print and digital sources*
- *Expect students to integrate and evaluate **information presented in diverse media** and formats*
- *Expect students to **interpret information** presented visually, orally, or quantitatively (e.g., … interactive elements on Web pages)*
- *Expect students to make **strategic use of digital media***
- *Expect students to use **glossaries or dictionaries, both print and digital** …*
- *Expect students to use information from **illustrations and words in print or digital** text*
- *Expect students to use a **variety of media** in communicating ideas*
- *Expect students to **use technology** and digital media strategically and capably*
- *Expect students to **use text features and search tools** (e.g., key words, sidebars, **hyperlinks**) to locate information*

> *Use of technology differentiates for student learning styles by providing an alternative method of achieving conceptual understanding, procedural skill and fluency, and applying this knowledge to authentic circumstances.*
>
> *—Common Core*

…and this Common Core note:

***New technologies** have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. **Digital texts** confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, **hyperlinks**, **and embedded** video and audio.*

The underlying theme can't be ignored: A 21st Century learner requires technologic proficiency. Proof enough is that Common Core summative assessments will be completed online—only possible if students use technology as comfortably as paper and pencil to demonstrate knowledge.

What's in the SL Common Core Tech Series

OK. You're convinced, but how do you get tech into your classes? There's no time for another subject in your already bloated curriculum?

You'll love this series—*How to Achieve Common Core With Tech*. Here, we show you easy-to-understand tech solutions that can be used as tools to accomplish Standards. The tech is always grade-appropriate, often intuitive, no more complicated than any other educational tool, like iPads or manipulatives.

Each volume addresses a separate Common Core strand:

- ***Language***
- *Math*
- *Reading*
- *Speaking-listening*
- *Writing*

You see how to use computers, websites, iPads, graphic art, infographics, web widgets and other tech tools to scaffold what you already teach, using tech to deliver Common Core's big ideas:

- *Provide practical strategies for students and teachers to publish and share*
- *Provide flexible learning paths*
- *Differentiate for varied student learning styles*
- *Provide scalable projects suited to classroom demands*
- *Increase rigor*
- *Make students accountable for their own learning*

Shift 6: Academic Vocab

Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

In this volume—*Language*—you'll find effective strategies to prepare students for Tier 1, 2 and 3 word study while covering 87+ **Common Core Standards in language, speaking/listening, and writing.**

Big Idea of This Book

Memorizing word lists, Friday vocab tests, and reading groups just doesn't work anymore. You need a new approach, one that makes vocabulary scalable, spiralable, and memorable. Something coherent and rigorous that helps students remember the words that will be required throughout their academic career.

How do you do that?

By making vocabulary organic to everything you teach. Language Anchor Standards explain: ***Vocabulary is inseparable from reading, writing, speaking, and listening.*** Every time students come across words they don't understand, decode them. Show how to figure out meaning based on context, clues, and parts. Whether they're Tier 1, 2 or 3, students develop strategies to define, understand, and own them, to—

…demonstrate command of standard English and acquire and use a wide-ranging vocabulary (from Common Core).

But, you say, that takes a lot of time.

Not if you use technology.

Follow this book's eight strategies to change your vocabulary study approach from stand-alone drudgery to CSI Detective. That's it. It's not complicated.

*A note: This book is **not** intended to teach Common Core Standards in Language. It assumes you have that training. What this book shows is how to use technology to teach students.*

Who Needs This Book

You are the Tech Specialist, Instructional Technologist, IT Coordinator, Technology Facilitator, Curriculum Specialist, Technology Director, or tech teacher—tasked with finding the right project for a classroom, an idea, a Standard. You have a limited budget, less digital tools, and the drive to do it right no matter the roadblocks.

Or you are the classroom teacher, a tech enthusiast with a goal—and this time you mean it—to integrate the wonders of technology into lessons. You've seen it work. Others in your PLN do it. And especially now, you want technology to help meet standards like those listed earlier *(…use technology strategically and capably… …use digital resources…*). But too often, technology seems like a puzzle box added to your already overflowing educational toolbox.

> *Digital materials that are smaller than a course can be useful. … adapted for clusters of standards or progressions within a cluster.*
>
> *—Common Core*

How do you do it? With these projects, where tech meets Common Core.

Equipment Needs

Tech infrastructure and equipment needs vary tremendously from school-to-school. We've kept this list as basic as possible, with options to assist in meeting Common Core demands:

- *Digital camera (optional)*
- *Digital portfolios (online, GAFE, server)*
- *Headphones, speakers*
- *Internet access*
- *Microphone (optional)*
- *Permissions for online ed tools, student use*
- *Printer*
- *Productivity program (Office, GAFE, OO)*
- *Projector, optional Smartscreen, printer*
- *Student response system (Today's Meet, Socrative, Twitter, Padlet)*
- *Students computers*
- *Video camera (optional)*
- *Writing forums (blogs, wikis, websites, more)*

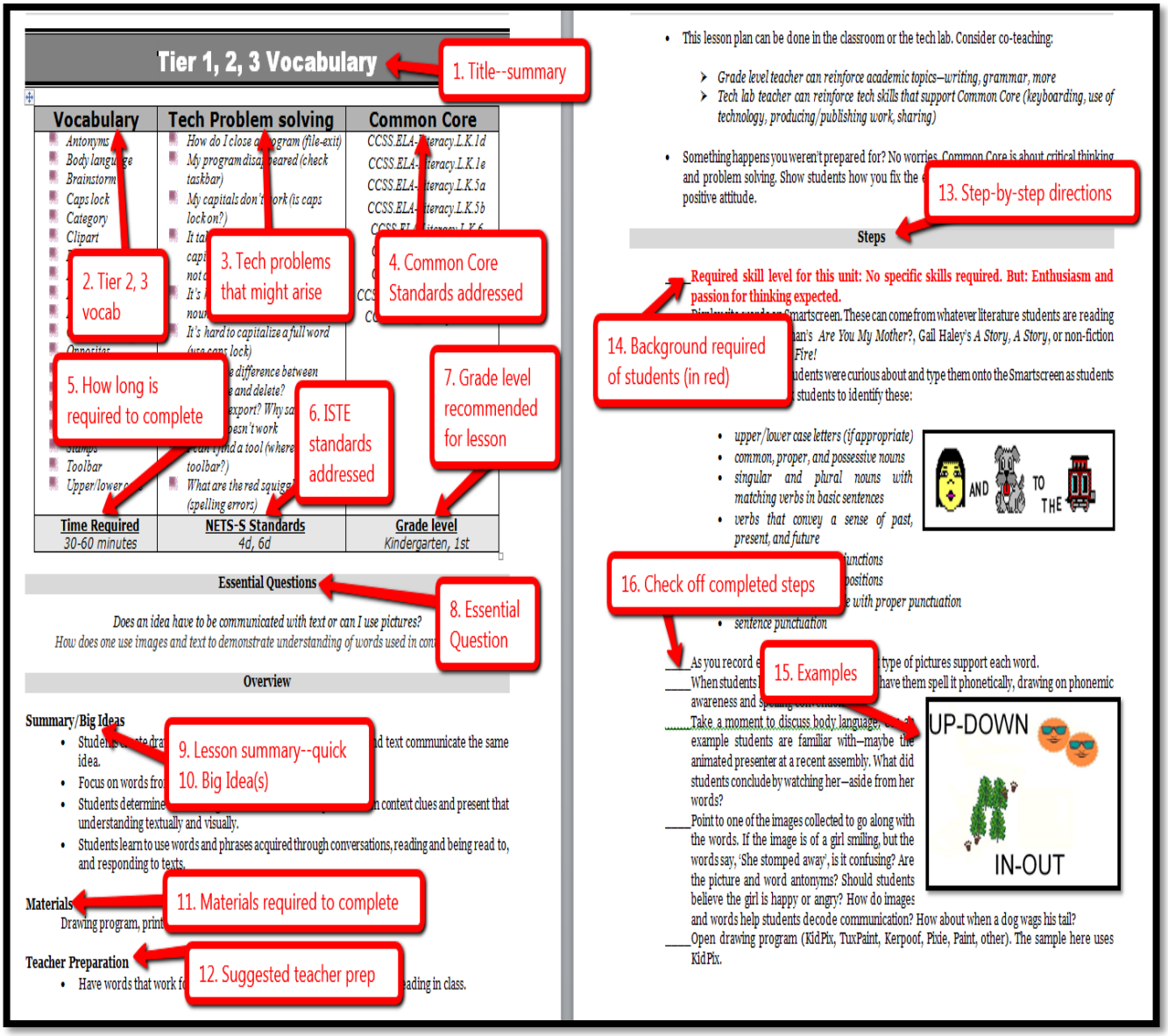
How Book is Organized

Each lesson shows how to use technology to meet Language Standards (*Figure 1*) as follows:

1. *Title—overview of what the project addresses*
2. *Vocabulary-academic/domain-specific used*
3. *Tech Problem solving—most common tech problems faced—and solutions*
4. *Common Core—standards addressed*
5. *Time Required—how long lesson will take to complete*
6. *NETS-S Standards—ISTE standards addressed*
7. *Grade level—recommended grades*
8. *Essential Question—what should student leave lesson understanding*
9. *Summary—what is accomplished*

10. *Big Idea—what student gets from time spent on this topic*
11. *Materials—software, hardware, equipment teacher should have available to complete lesson*
12. *Teacher preparation—how should teacher be prepared*
13. *Steps—step-by-step directions*
14. *Required skill level—what tech background should students have to accomplish stated goals*
15. *Examples—where relevant*
16. *Check off—track what's accomplished. Why? Some lessons take more than a class session*

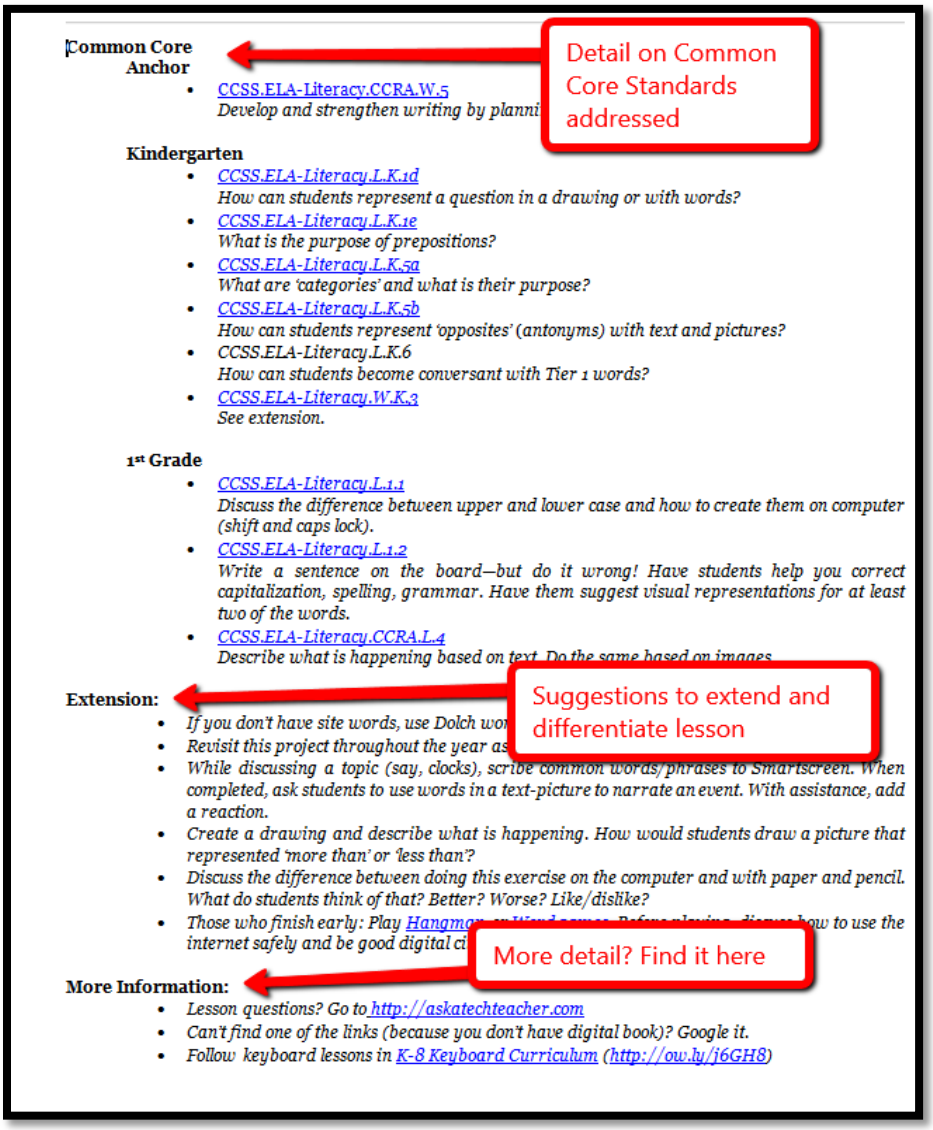
Figure 1



The next three are found at the end of each lesson (see *Figure 2*):

- *Common Core—detail of standards addressed*
- *Extension—suggestions on how to extend and differentiate lesson*
- *More information—where to go for additional help*

Figure 2



Tips for Using This Book

When you unpack this tome, you likely will find many familiar strategies—but presented in Common Core ways. This means you aren't learning new programs, but a new way of scaffolding comprehension to optimize learning.

Here are tips for using this ebook:

- Lessons are device-neutral. It doesn't matter if you're a Mac or PC school with desktops, laptops or Chromebooks. The Big Ideas and Essential Questions are valid on any platform. Yes, you might have to make a few adjustments—but, you're a techie. No worries.
- Lessons can be done in the classroom or lab. Consider co-teaching:
    - *Grade level teacher reinforces academic topics*
    - *Tech teacher reinforces tech skills*

- Use 'Vocabulary' in each lesson as you teach to support Standards. Students learn by your example.
- 'Tech Problem Solving' opportunities are the most common geeky show-stoppers. Don't rush in to solve problems. Help students determine strategies that worked in the past. Focus on listed problems, but embrace all that come your way.
- All teachers share responsibility for student literacy. Use strategies to demystify vocabulary no matter where it appears—math, science, literature, other. Pause to decode meaning every time required. Be tenacious and vigilant about understanding text. Make that a literacy habit that soon will take no longer than traditional reading.
- Throughout lessons are instructions to '*pick which program works best*' and '*devise a plan to accomplish goals*'. It means exactly that: Differentiate instruction for your unique group. Be flexible, open-minded, and adventurous with choices.
- Lessons are to be integrated into class inquiry. For example, use the Evidence Board and Speak Like a Geek presentations as class starters.
- Common Core standards are a cumulative progression designed to enable students to meet college and career expectations. They build year-to-year, scaffolding on prior knowledge, developing depth:

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades… (from Common Core)

Most lessons in book are for multiple grades. Pay attention to grade as you implement lesson.

- Lessons use free software and web-based tools where possible. If you can't access one, email us (info@structuredlearning.net) and a curriculum specialist will help you develop a work-around.
- Assessment isn't limited to traditional approaches (see next section on *Assessment*). Be creative. Materials in this book allow flexibility in meeting the needs of a range of students. The wide variety of assessments included in each lesson reflect that. Adjust as needed (maintaining core teaching principals), refine content and methodology, and pick assessment approach suited to your needs. Remember why you assess: 1) to measure understanding, 2) to help students prepare for college and/or career.

> *The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*
>
> *—CC Anchor Standards*

- Consider a BYOD approach so students can use the device they are most comfortable with (if your IT folks and infrastructure support this approach). Because lessons cross content boundaries, learning is optimized by encouraging students to complete projects when convenient for their schedule.
- At every opportunity, use technology—to schedule projects, take a poll, read, time an activity. Expect students to devise tech alternatives to common activities.
- Questions? Don't know how to perform a required tech skill? Get answers from the companion website, AskaTechTeacher.com where you always find a teacher familiar with Structured Learning books. Let them know where you need help and they'll figure it out with you.

Assessment

Assessment is always challenging, isn't it? Finding evidence that students have learned what you taught, that they can apply knowledge to complex problems—how do you do this? Rubrics? Group projects? Posters? None

sound worthy of the Common Core education environ. You need authentic assessments that are measurable and student-centered, promote risk-taking by student and teacher alike, are inquiry-driven, and encourage students to take responsibility for his/her own learning.

Here's a general list included in this ebook that are scalable, age-appropriate and effective:

- **Anecdotal**
  Observe how students show learning. Are they engaged, making their best effort? Do they remember/apply skills taught prior weeks? Do they self-assess and make corrections as needed?
- **Transfer knowledge**
  Can students transfer learning to life? Do you hear fun stories from parents and teachers about how students used tech? Do students share how they 'helped mom use Google Maps …"
- **Teach others**
  There's a hierarchy of learning that goes like this:

  - ✓ *Student listens*
  - ✓ *Student believes*
  - ✓ *Student tries it*
  - ✓ *Student remembers it*
  - ✓ *Student shows others*
  - ✓ *Student teaches others*

  Authentic learning. That's rigor.

> *Use precise language and domain-specific vocabulary to inform about or explain topic.*
>
> *—Common Core*

- **Verbalize**
  Can students use the right words? No umms, hand motions, giggles. Can they share knowledge in succinct, pithy sentences?
- **Portfolio**
  Do students collect work to a digital portfolio—a wiki, digital locker, DropBox, via embeds or screen shots? Is it in the cloud where stakeholders can access it, never wondering what grade has been earned because they know.
- **Summarize knowledge**
  Can students use knowledge to create a magazine, a video, a how-to audio or screencast? 'Use' is important. Or does it sit in a mental file folder?
- **Oral presentations**
  This can be summative, formative, informational, formal, or informal. It can be a quick answer to classroom questions, solving a problem on the Smartscreen, teaching classmates to solve a problem during class, or preparing a multimedia presentation to share.

In the end, choice of assessment depends upon teaching goal. Which works best for you?

Companion Website

Books are static. The challenge is to keep them current—especially in a field like technology where nothing remains the same for more than ten minutes. Common Core recognizes this:

Digital texts confront students with the potential for continually updated content…

To address this reality, we provide a companion website—Ask a Tech Teacher.com—that is always up-to-date, staffed by tech teachers using Structured Learning materials, and ready to answer your questions on lesson plans, tools, strategies, pedagogy. Drop by for a visit and find:

- *Free lesson plans*
- *Targeted websites*
- *Free tech tips and weekly newsletters*
- *Teacher resources*
- *Free training videos on tools used in lesson plans*
- *Great apps to include on iPads, digital devices*

> *Vocabulary deficiency is one of the primary causes of the achievement gap*
>
> *—Baumann & Kameenui, 1991*

Find not just project help, but answers to questions about technology in education. When should you start teaching keyboarding? How do you introduce computers to kindergarteners? What do you do when students know more than parents (or teachers)?

And more.

License

About the Publisher

Structured Learning IT Team *is the premier provider of technology instruction books and ebooks to education professionals including curricula, how-to guides, theme-based books, and one-of-a-kind online help—all to fulfill the tech demands of the 21st century classroom. Materials are classroom-tested, teacher-approved with easy-to-understand directions supported by online materials, websites, blogs, and wikis. Whether you are a new teacher wanting to do it right or a veteran educator looking for updated materials,* ***Structured Learning*** *and its team of technology teachers is here to assist.*

About the Author

Ask a Tech Teacher *is a group of technology teachers who run an award-winning resource* ***blog*** *where they provide free materials, advice, lesson plans, pedagogic conversation, website reviews, and more to all who drop by. The free newsletters and website articles help thousands of teachers, homeschoolers, and those serious about finding the best way to maneuver the minefields of technology in education.*

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Evidence of Language Knowledge

Vocabulary	Tech Problem Solving	Common Core
• *Beautiful words* • *Conventions* • *Decode* • *Digital* • *Discourse* • *Domain-specific* • *Evidence Board* • *Internet start page* • *Linoit* • *Padlet*	• *Can't remember how to use tool (Take a deep breath, think back to how you used in past)* • *No one ever asks me for help (offer. Look around, do you see a classmate struggling?)* • *Padlet doesn't work right (refresh browser)* • *I use tool a lot and want it on toolbar (drag and drop there)*	*CCSS.ELA-Literacy.L.4.3-4* *CCSS.ELA-Literacy.SL.4.1c, 3, 6* *CCSS.ELA-Literacy.L.5.3-4,6* *CCSS.ELA-Literacy.SL.5.1c,6* *CCSS.ELA-Literacy.L.6-8.1,4.6* *CCSS.ELA-Literacy.SL.6-8.1c,6* *CCSS.ELA-Literacy.RH.6-8.4* *CCSS.ELA-Literacy.WHST.6-8.2d*
Time Required *10 minutes per event*	**NETS-S Standards** *2b, 4b*	**Grade level** *4th- Middle School*

Essential Question

Why do people think words are beautiful? They're difficult!

Overview

Summary

Students decode words (roots, affixes, context) used outside of school. Once a month, they share experiences using domain-specific language. They then post badges to Evidence Board.

By the end of this unit, 4th-middle school students will review up to 3 L, 3 SL, 1 RH and 1 WHST, as well as share a granular usage of vocabulary to prepare for college and career.

Big Idea

Decoding unknown words is done daily, not just for a class assignment.

Materials

Internet, wall poster, evidence badges

Teacher Preparation

- This lesson plan can be done in the classroom or tech lab. Consider co-teaching:
  - *Grade level teacher—reinforce academic topics.*
  - *Tech lab teacher—reinforce tech skills.*
- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you respond in an emergency without a meltdown.

Steps

_____**Required skill level: Enthusiasm for the beauty of words.**

_____The Evidence Board is a classroom bulletin board. Yes, it can be digital using Padlet, Linoit, a Wiki page, even a blog page, but better it's noticeable every time students enter class. To participate, students present specific evidence of transfer of knowledge—for example, on how they decode words in their daily life using strategies learned in class.

Figure 3

_____In *Figure 14,* the Evidence Board is divided by grade level and teacher (for example, *4th* and *5th* across top, *teacher names* in a vertical line down center of yellow board). Badges verifying student evidence are posted almost haphazardly by teacher names in a robust flow along classroom walls. These encircle room by year's end!

_____Here's how Evidence Board runs:

- *Create Evidence Board on classroom wall (Figure 14).*
- *Review purpose with students: They are expected to decode unfamiliar words they encounter in their daily lives--be it in grocery store, a soccer game, or while watching TV with family--using strategies learned in class.*
- *Once a month, they have an opportunity to share with classmates strategies they used to determine meaning of a word they didn't understand (root, affix, dictionary, context).*
- *Students who share put Evidence Badges on board (see Figure 15 for sample. There are alternative Badges at end of Unit).*
- *Once a grading period, assess.*
- *This is student-centered, student-driven.*

_____When sharing Evidence, students follow agreed-upon rules for speaking and listening:

- *Use domain-specific language.*
- *Speak succinctly without umms and slang.*
- *Answer audience questions to clarify.*
- *Use informal discourse.*

Figure 4

_____Expect presenters to solve problems as independently as possible. Tech problems at beginning are the most common faced during this lesson.

_____Expect students to make decisions that follow class rules.

_____*A note: Every chance you get, use technology to facilitate class. Students will see you using tech quickly and facilely and follow your good example. Remember: They want to use tech. Don't' discourage them!*

Common Core (truncated for brevity; refer to original Standards for exact wording)

4th Grade

- CCSS.ELA-Literacy.L.4.3
  Use knowledge of language and its conventions when speaking or listening. Choose words to convey ideas precisely and succinctly
- CCSS.ELA-Literacy.L.4.4
  When presenting, explain information in multiple ways for students who may not understand
- CCSS.ELA-Literacy.SL.4.1c
  Pose and respond to questions to clarify or follow up on information. Make comments that contribute to the discussion and link to the remarks of others
- CCSS.ELA-Literacy.SL.4.3
  When asking questions, identify reasons and evidence student provided to support points
- CCSS.ELA-Literacy.SL.4.6
  Differentiate between formal and informal discourse

5th Grade

- CCSS.ELA-Literacy.L.5.3
  Use knowledge of language and its conventions when speaking, listening
- CCSS.ELA-Literacy.L.5.4
  As a presenter, clarify unknown words and phrases in multiple ways
- CCSS.ELA-Literacy.L.5.6
  Use this lesson to acquire and use grade-appropriate academic and domain-specific words
- CCSS.ELA-Literacy.SL.5.1c
  Pose and respond to questions with comments that contribute to discussion and elaborate on remarks of others
- CCSS.ELA-Literacy.SL.5.6
  Adapt speech to the informal context of this lesson

Middle School

- CCSS.ELA-Literacy.L.6.1
  In both presenting and asking questions, demonstrate command of grammar. Follow similar standards for grades 7/8
- CCSS.ELA-Literacy.L.6.4
  Clarify unknown words and phrases. Follow similar standards for grades 7/8
- CCSS.ELA-Literacy.L.6.6
  Use academic and domain-specific words. Follow similar standards for 7/8
- CCSS.ELA-Literacy.SL.6.1c
  Pose and respond to questions with comments that contribute to topic. Follow similar standards for grades 7/8
- CCSS.ELA-Literacy.SL.6.6
  Adapt speech to the informal context of this project. Follow similar standards for grades 7/8
- CCSS.ELA-Literacy.RH.6-8.4
  Determine the meaning of words and phrases as used
- CCSS.ELA-Literacy.WHST.6-8.2d
  Use precise language and domain-specific vocabulary to explain topic

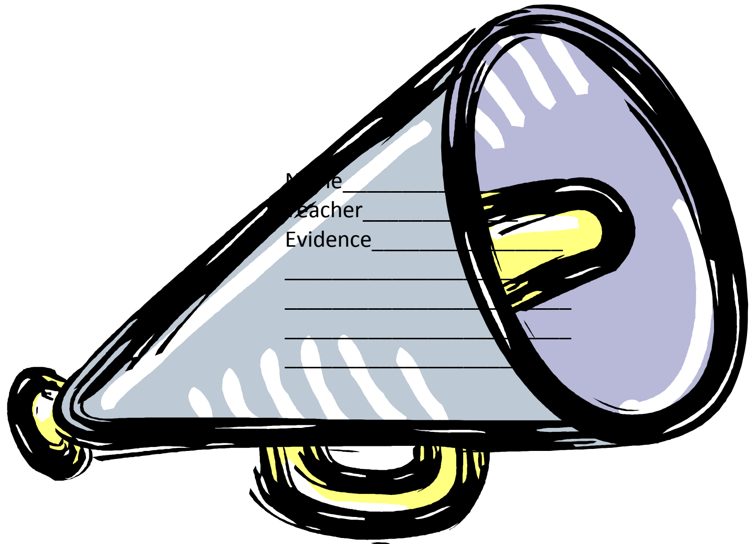
Extension:

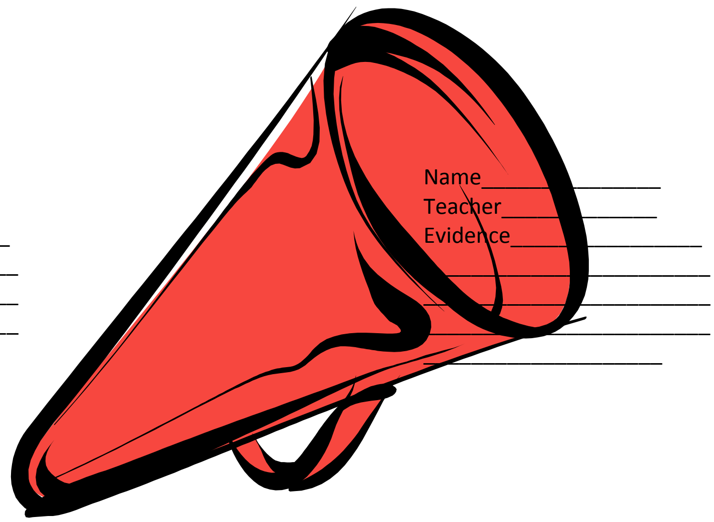
- *Use as a warm-up at beginning of class (ala Responsive Classroom). Students enter class, settle in, ready to share their excitement on how they uncovered a new, exciting word outside of class. It's over in ten-fifteen minutes.*
- *Add a Padlet or Linoit to class internet start page, blog, wiki so students can also (not instead of) track evidence digitally. This, they can update when it happens rather than waiting for class.*
- *For students nervous to speak in front of people, differentiate: Allow them to make a video or use a communication tool rather than personally present.*

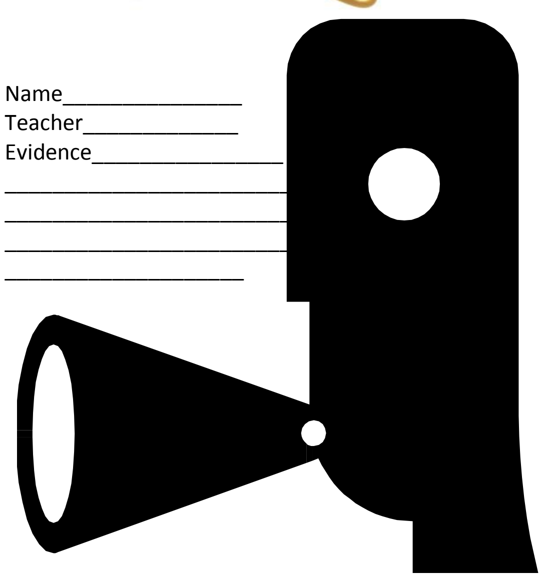
More Information:

- *If using this for assessment, see the full list of assessment items by grade level at end of unit.*
- *Lesson questions? Go to Ask a Tech Teacher.*

Sample Evidence Board Badges







Assessment
4th Grade

_____Student used word in context, defined its root and affixes, shared where they found the word, and answered student questions.

_____Student used academic- and domain-specific language in their presentation.

_____Student spoke clearly, succinctly, loud enough for all to hear.

_____Student demonstrated command of English language, including word choice, complete sentences and context.

_____Student avoided the use of 'umm', 'you know' and other wasteful words.

_____Student avoided 'nervous' ticks that indicate s/he is uncomfortable speaking.

_____Student was able to answer questions asked by classmates.

_____Student used appropriate informal style of speaking and listening.

_____Student was able to troubleshoot presentation problems with minimal assistance.

_____If student could not follow assessment criteria, they came up with an alternative method that worked as well.

_____Audience demonstrated by their questions that they understood word being shared.

_____Audience asked good questions, focused on topic.

_____Audience comments extended class understanding of skill/tool.

Assessment
5th Grade

_____Student used word in context, defined its root and affixes, shared where they found the word, and answered student questions.

_____Student used academic- and domain-specific language in their presentation.

_____Student spoke clearly, succinctly, loud enough for all to hear.

_____Student demonstrated command of English language, including word choice, complete sentences and context.

_____Student avoided use of 'umm', 'you know' and other wasteful words.

_____Student avoided 'nervous' ticks that indicate discomfort with speaking.

_____Student was able to answer questions asked by classmates.

_____Student used appropriate informal style of speaking and listening.

_____Student was able to troubleshoot presentation problems with minimal assistance.

_____If student could not follow assessment criteria, they came up with an alternative method that worked just as well.

_____Audience demonstrated by their questions that they understood the word being shared.

_____Audience asked good questions, focused on topic.

_____Audience comments extended class understanding of skill/tool.

Assessment
Middle School

_____Student used word in context, defined its root and affixes, shared where they found word, and answered student questions.

_____Student used academic- and domain-specific language in presentation.

_____Student spoke clearly, succinctly, loud enough for all to hear.

_____Student demonstrated command of English language, including word choice, complete sentences and context.

_____Student avoided use of 'umm', 'you know' and other wasteful words.

_____Student avoided 'nervous' ticks that indicate s/he is uncomfortable speaking.

_____Student was able to answer questions asked by classmates.

_____Student used appropriate informal style of speaking and listening.

_____Student was able to troubleshoot presentation problems with minimal assistance.

_____If student could not follow assessment criteria, they came up with an alternative method that worked just as well.

_____Audience demonstrated by their questions that they understood the word being shared.

_____Audience asked good questions, focused on topic.

_____Audience comments extended class understanding of skill/tool.

Parts of Speech

Vocabulary	Tech Problem solving	Common Core
• *Adjective* • *Adverb* • *Conjunction* • *Noun* • *Prepositional phrase* • *Pronoun* • *Screenshot* • *Word processing*	• *Highlighter won't work? 1) double-click word and select highlighter, or 2) select highlighter; paint word.* • *Didn't highlight all words (that's OK. You haven't learned all parts of speech yet)* • *Word processing program saves as doc, not image (take screenshot and insert into reflections program)*	*CCSS.ELA-Literacy.CCRA.L.1-3* *CCSS.ELA-Literacy.L.2.1-3,5* *CCSS.ELA-Literacy.L.3.2-3* *CCSS.ELA-Literacy.W.4.6* *CCSS.ELA-Literacy.L.4.1-3* *CCSS.ELA-Literacy.W.5.6* *CCSS.ELA-Literacy.L.5.1-3*
Time Required *45 minutes*	**NETS-S Standards** *3a, 6a*	**Grade Level** *2-5*

Essential Question

Which parts of speech clarify meaning?

Overview

Summary

Students type several sentences and use font color palette to label parts of speech covered in class.

By end of unit, 2nd-5th graders will review 3 language Anchor Standards, up to 4 L and 1 W.

Big Idea

Use technology strategically to identify parts of speech.

Materials

Word processing program, class reflective journal (blog, website, etc.)

Teacher Preparation

- This lesson plan can be done in the classroom or tech lab. Consider co-teaching:
  - *Grade level teacher can reinforce academic topics*
  - *Tech lab teacher can reinforce tech skills*
- Something happen you weren't prepared for? No worries. Common Core is about critical thinking and problem solving. Show students how you fix the emergency without a meltdown and with a positive attitude.

Steps

_____**Required skill level: Familiarity with word processing and keyboarding.**

_____To complete this lesson requires understanding of word processing—Word, Google Docs, Open Office, other. If required, review tools, toolbars, ribbons, page layout, cursor, color palettes, font tools, and highlighter before beginning.

_____Discuss impact that parts of speech have in communicating. Help students understand that how sentences are constructed makes a difference in reader comprehension. Build a sentence with students on Smartscreen. Start by asking students for a noun:

A boy

_____OK. What did the boy do? Take suggestions and settle on one:

Walked.

A boy walked.

_____Not very clear. Does anyone have questions about that—who was this boy? Was he tall, old, cute, smart, happy?

Tall.

A tall boy walked.

_____When you describe a noun, that's an adjective like 'tall'. How did the boy walk? Quickly? Slowly? Angrily?

Quickly.

A tall boy quickly walked.

_____Good. Adverbs describe verbs. Where was he? Was he walking through his neighborhood? Was he walking by a park?

On the moon.

A tall boy on the moon quickly walked.

_____Good. That phrase—*on the moon*—taken as a whole identifies information for the reader. If you took it out, the sentence is still a sentence, but it's not as clear.

_____Where was the boy going? To the market? <Giggles>. To the Martian leader (There aren't Martians on the moon!). To his spaceship?

To his spaceship.

A tall boy on the moon quickly walked to his spaceship.

_____Good. Another phrase that informs reader—*to his spaceship*. Again, the sentence is still a sentence with that phrase (because all that's required for a sentence is a noun and verb), but the reader is more interested in the boy and his journey because of that phrase. It's called a 'prepositional phrase'.

_____Is this the final sentence—*A tall boy on the moon quickly walked to his spaceship*—more interesting than the first—*A boy walked*? Ask students what questions come to mind by this final sentence. Write them on the Smartscreen as students voice them:

- *What's the boy doing on the moon?*
- *Why is he hurrying?*

- *What's his spaceship like?*

_____By the way, why did we use 'his'? Why not 'the boy's'? Discuss pronouns. And: why are we ending the sentence in a period rather than an exclamation point or question mark? How would those change the sentence meaning?

_____Type a new sentence on Smartscreen and dissect it with students—where's the noun, verb, adjective, adverb, pronoun, prepositional phrases, and whatever else you are focusing on. This time, as they identify the part of speech, highlight it with word processing tool (or have students do it if Smartscreen allows). See *Figure 23* for example.

Figure 5

_____With student suggestions, create a legend at page bottom of colors used to highlight parts of speech. Personalize this to student group—meaning, include prefixes, suffixes, homonyms, prepositions, antonyms, more, if they're discussing these.

_____Discuss purpose of a legend. Circle back on how legends are important to map reading.

_____Have students take turns identifying parts of speech and highlight them on screen.

_____Done? Working in pairs, students type sentences in their word processing program and decode parts of speech as you did on Smartscreen.

_____Ask students to reflect in their blog or journal why it's important to recognize parts of speech. Why is it critical to know which to use where? Include a screenshot of their completed project (similar to *Figure 23*).

_____Problems at beginning of lesson are most common students will face. Expect students to be able to solve these independent of assistance.

_____Additionally, expect students to solve hardware problems as independently as possible:

- *Monitor problems—is power on*
- *Mouse problems—is light on underside (i.e., it's getting power)?*
- *Sound problems—are headphones plugged in? Is sound on?*
- *Computer problems—is power on? Is student logged in correctly?*

_____Occasionally when students have difficulty doing what you are teaching, ask why. And listen. You may be surprised by the answer.

_____Throughout class, check for understanding. Expect student decisions to follow class rules.

_____As you teach, incorporate domain-specific vocabulary and expect students to do the same.

_____Remind students to transfer knowledge to class or home.

_____*A note: Every chance you get, use technology to facilitate teaching. Lead by example. Students will see you use tech quickly and facilely and follow your good example. They want to use tech. Don't discourage them!*

> *To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify meaning of grade-appropriate words encountered through listening, reading, and media use; appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content.*
>
> *—Common Core*

Common Core (truncated for brevity; refer to original Standards for exact wording)

Anchor Standards

- CCSS.ELA-Literacy.CCRA.L.1
  Demonstrate command of grammar and usage when writing or speaking
- CCSS.ELA-Literacy.CCRA.L.2
  Demonstrate command of capitalization, punctuation, and spelling when writing
- CCSS.ELA-Literacy.CCRA.L.3
  Apply knowledge to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend when reading or listening

2nd Grade

- CCSS.ELA-Literacy.L.2.1
  Demonstrate command of standard English grammar and usage
- CCSS.ELA-Literacy.L.2.2
  Demonstrate command of standard English capitalization, punctuation, and spelling

- CCSS.ELA-Literacy.L.2.3
  Use knowledge of language and its conventions
- CCSS.ELA-Literacy.L.2.5
  Demonstrate understanding of word relationships and nuances in word meaning

3rd Grade

- CCSS.ELA-Literacy.L.3
  Demonstrate command of standard English grammar and usage
- CCSS.ELA-Literacy.L.3.2
  Demonstrate command of standard English capitalization, punctuation, and spelling
- CCSS.ELA-Literacy.L.3.3
  Use knowledge of language and its conventions

4th Grade

- CCSS.ELA-Literacy.W.4.6
  With some guidance and support, use technology, to produce and publish writing; demonstrate command of keyboarding to type a minimum of one page in a single sitting
- CCSS.ELA-Literacy.L.4.1
  Demonstrate command of standard English grammar and usage
- CCSS.ELA-Literacy.L.4.2
  Demonstrate command of standard English capitalization, punctuation, and spelling
- CCSS.ELA-Literacy.L.4.3
  Use knowledge of language and its conventions

5th Grade

- CCSS.ELA-Literacy.W.5.6
  …use technology to produce and publish writing; demonstrate keyboarding skills to type a minimum of two pages in a single sitting
- CCSS.ELA-Literacy.L.5.1
  Demonstrate command of standard English grammar and usage
- CCSS.ELA-Literacy.L.5.2
  Demonstrate command of standard English capitalization, punctuation, spelling
- CCSS.ELA-Literacy.L.5.3
  Use knowledge of language and its conventions when writing

Extension:

- *Instead of parts of speech, highlight:*
  - *Answers to critical questions like who, what, when, where, why, how*
  - *Details of setting, characters, plot*
  - *Picture nouns and action verbs*
  - *Prefixes and suffixes*
  - *Words that denote emotion, motivations, action, etc.*
- *Flip this lesson. Use student work without the legend. Pass it out to classmates. Have them identify what part of speech is highlighted.*

More Information:

- *If using for assessment, see full list of assessment items by grade level at end of unit.*
- *Lesson questions? Go to Ask a Tech Teacher.*

Assessment
2nd Grade

____Did student use knowledge of language and conventions when completing project?

____Did student join class discussions?

____Did student work well with a partner?

____Did student demonstrate command of standard language conventions while highlighting document?

____Could student decode word meanings with strategies discussed in class, including context clues?

____Did student safely use internet (where required), avoiding advertising and distractions, follow rules for digital neighborhood?

____Was student able to use word processing program with nominal assistance from others?

____Was student able to offer to and take helpful suggestions from peers?

____Was student able to respond to teacher suggestions positively?

____Did student understand that digital tools being used were alternatives to non-digital options?

____Did student follow directions for completion of project?

____Was student able to solve tech problems as they arose, with nominal assistance?

____Was student able to transfer knowledge learned elsewhere to this project?

____Could student save completed project to digital portfolio?

____Could student publish completed project to appropriate location (if required)?

____When you anecdotally observed student, was s/he working on their project, using tools discussed?

Assessment
3rd Grade

____Did student join class discussion?

____Did student work well with a partner when required?

____Did student demonstrate command of standard language conventions while highlighting document?

____Did student demonstrate rudimentary keyboarding skills?

____Could student decode word meanings with strategies discussed in class, including context clues?

____Did student safely use internet where required, avoiding advertising and distractions, following rules for the digital neighborhood?

____Was student able to use word processing program with nominal assistance from others?

____Was student able to offer to and take helpful suggestions from peers?

____Was student able to respond to teacher suggestions positively?

____Did student understand that digital tools being used were alternatives to non-digital options?

____Did student follow directions for completion of project?

____Was student able to solve tech problems as they arose, with nominal adult assistance?

____Was student able to transfer knowledge learned elsewhere to this project?

____Could student save completed project to digital portfolio even if it required screenshot?

____Could student publish completed project to appropriate location (if required)?

____When you anecdotally observed student, was s/he working on their project, using tools discussed?

Assessment
4th Grade

_____Did student join class discussions on language?

_____Did student work well with a partner when required?

_____Did student demonstrate command of standard language conventions while highlighting document?

_____Did student demonstrate solid keyboarding skills when typing sentence?

_____Could student decode word meanings with strategies discussed in class, including context clues?

_____Did student safely use internet where required, avoiding advertising and distractions, following rules for digital neighborhood?

_____Was student able to use word processing program with nominal assistance from others?

_____Was student able to offer to and take helpful suggestions from peers?

_____Was student able to respond to teacher suggestions positively?

_____Did student understand that digital tools being used were alternatives to non-digital options?

_____Did student follow directions for completion of project?

_____Was student able to solve tech problems as they arose, with nominal assistance?

_____Did student transfer knowledge learned elsewhere to this project?

_____Could student save completed project to digital portfolio even if it required screenshot?

_____Could student publish completed project to appropriate location (if required)?

_____When you anecdotally observed student, was s/he working on their project, using tools discussed?

Assessment
5th Grade

____Did student join class discussions on language?

____Did student work well with a partner when required?

____Did student demonstrate command of standard language conventions while highlighting document?

____Did student demonstrate keyboarding skills when typing?

____Could student decode word meanings with strategies discussed in class, including context clues?

____Did student safely use internet where required, avoiding advertising and distractions, following rules for digital neighborhood?

____Was student able to use word processing program with nominal assistance from others?

____Was student able to offer to and take helpful suggestions from peers?

____Was student able to respond to teacher suggestions positively?

____Did student understand that digital tools being used were alternatives to non-digital options?

____Did student follow directions for completion of project?

____Could student solve tech problems with nominal adult assistance?

____Was student able to transfer knowledge learned elsewhere to this project?

____Could student save completed project to digital portfolio even if it required screenshot?

____Could student publish completed project to appropriate location (if required)?

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