# HOW TO ACHIEVE
# Common Core With Tech:
## { THE READING STRAND }

[ 9 ] Grades   [ 315 ] Standards
[ 14 ] Projects

ASK A TECH TEACHER

# How to Achieve Common Core With Tech

# The Reading Strand

## *9 Grades*
## *315 Standards*
## *14 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 country. 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, three by sixth] 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*
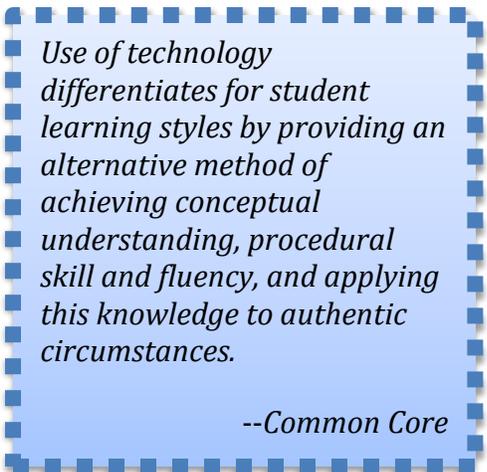
> *Use of technology differentiates for student learning styles by providing an alternative method of achieving conceptual understanding, procedural skill and fluency, and applying this knowledge to authentic circumstances.*
>
> *--Common Core*

...and this from Common Core:

> ***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. You want to use tech to deliver Common Core, but how do you do that? You don't have time for another subject in your already bloated curriculum?

You'll love this series—*How to Achieve Common Core With Tech*. We show easy-to-understand tech that can be used as a tool to accomplish Standards. The technology is always grade-appropriate, often intuitive, no more complicated to use 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 that suit many classroom demands*
- *Increase rigor*
- *Make students accountable for their own learning*
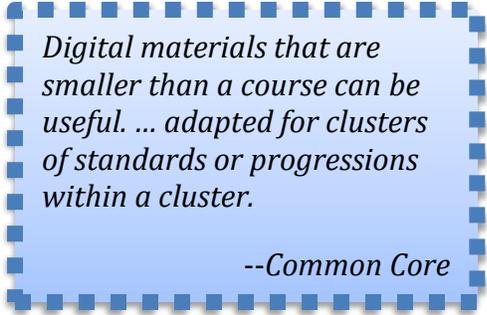
> *Digital materials that are smaller than a course can be useful. ... adapted for clusters of standards or progressions within a cluster.*
>
> *--Common Core*

In this volume—*Reading*—are practical, inquiry-driven strategies for achieving **315+ Common Core Standards in reading, speaking/listening, language, math, and writing.**

## Big Idea of This Book

Conventional wisdom says students learn to read by reading. Sure, that makes sense, but what if they don't? Let me clarify—they can read words and paragraphs and pages, but they aren't accomplished at:

- *Finding evidence to support conclusions*
- *Using evidence from text in conversations*
- *Closely reading assigned texts*
- *Uncovering knowledge when reading in academic classes*
- *Understanding academic vocabulary used in grade-level work*
- *Reading non-fiction*
- *Writing from text-based sources rather than past experience and knowledge*

How do you help them?

Make reading skills organic to everything taught. Literacy Anchor Standards explain: ***To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts...*** Every time students struggle with reading, show them how to decode meaning—by understanding vocabulary, context, connections, figurative language, or whatever else is required. Soon, they do it themselves—

> *Literacy Shifts*
>
> *#1: Lead high level, text-based discussions*
>
> *#4: Teach argument, not persuasion*

> *Students also acquire the habits of reading independently and closely, which are essential to their future success.*

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

Use technology.

Follow the fourteen strategies in this book to change your approach from Sustained Silent Reading to Collaborative Discussion.

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

## Who Needs This Book

You are the Tech Specialist, Coordinator for Instructional Technology, IT Coordinator, Technology Facilitator, Curriculum Specialist, Technology Director, or tech teacher—tasked with finding the right project. 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.

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:

- *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)*

## How Book is Organized

Each lesson shows how to use technology to achieve Common Core Reading Standards (*Figure 1*) as follows:

*Figure 1*



1. Title—overview of what 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 understand from lesson
9. Summary—what student will do to accomplish Essential Question and Big Idea
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*

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

*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*

## Tips for Using This Book

When you unpack this tome, you likely will find 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 or use laptops, desktops, 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 the 'Vocabulary' as you teach. This supports Standards and students learn by your example.
- 'Tech Problem Solving' are common show-stoppers. Don't rush in to solve student 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 reading whether it's in math, science, literature, other. Pause to decode meaning every time it's required. Be tenacious and vigilant about understanding text. Make that a literacy habit that soon will take no longer than traditional reading.

> *To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing.*
>
> *--Common Core*

- 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.
- 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 are for multiple grade levels. Pay attention to this as you implement the 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. Lesson materials allow flexibility in meeting the needs of a range of students. The wide variety of assessments included reflect that. Adjust as needed (maintaining core teaching principals), refine content and methodology, and pick the assessment approach suited to your needs. Remember why you assess: 1) to measure understanding, 2) to help students prepare for college and/or career.
- 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 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 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*

  *That's rigor.*

  > ***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*

- **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 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? Or does it sit in a mental file folder?*
- **Oral presentations**
  *Summative, formative, informational, formal, or informal--a quick answer to questions, solving a problem on the Smartscreen, helping classmates, or preparing a multimedia presentation to share.*

In the end, assessment depends upon teaching goal. Which works best for your students?

## 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 Newsletters with tech tips and weekly websites*
- *Teacher resources*
- *Free training videos on tools used in lesson plans*

Find not only project help, but answers to your 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)?

*Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from text.*

*-Common Core*

And more.

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## 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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*CCSS.ELA-Literacy.SL.6-8.1b*
*CCSS.ELA-Literacy.SL.6-8.1c*
*CCSS.ELA-Literacy.SL.6-8.1d*
*CCSS.ELA-Literacy.SL.6-8.3*
*CCSS.ELA-Literacy.SL.6-8.4*

## Language

*CCSS.ELA-Literacy.L.K.4*

*CCSS.ELA-Literacy.L.K.6*

*CCSS.ELA-Literacy.L.1.5*

## Writing

*CCSS.ELA-Literacy.W.K.1*
*CCSS.ELA-Literacy.W.K.3*
*CCSS.ELA-Literacy.W.K.5*
*CCSS.ELA-Literacy.W.K.6*
*CCSS.ELA-Literacy.W.1.1*
*CCSS.ELA-Literacy.W.1.3*
*CCSS.ELA-Literacy.W.1.6*
*CCSS.ELA-Literacy.W.2.1*
*CCSS.ELA-Literacy.W.2.3*
*CCSS.ELA-Literacy.W.2.6*
*CCSS.ELA-Literacy.W.3.2*
*CCSS.ELA-Literacy.W.3.3*
*CCSS.ELA-Literacy.W.3.4*

*CCSS.ELA-Literacy.W.3.6*
*CCSS.ELA-Literacy.W.4.2*
*CCSS.ELA-Literacy.W.4.3*
*CCSS.ELA-Literacy.W.4.4*
*CCSS.ELA-Literacy.W.4.6*
*CCSS.ELA-Literacy.W.4.8*
*CCSS.ELA-Literacy.W.5.2*
*CCSS.ELA-Literacy.W.5.3*
*CCSS.ELA-Literacy.W.5.4*
*CCSS.ELA-Literacy.W.5.5*
*CCSS.ELA-Literacy.W.5.6*
*CCSS.ELA-Literacy.W.5.8*
*CCSS.ELA-Literacy.RH.6-8.1*

*CCSS.ELA-Literacy.RH.6-8.2*
*CCSS.ELA-Literacy.RH.6-8.3*
*CCSS.ELA-Literacy.RH.6-8.4*
*CCSS.ELA-Literacy.RH.6-8.5*
*CCSS.ELA-Literacy.RH.6-8.6*
*CCSS.ELA-Literacy.RH.6-8.8*
*CCSS.ELA-Literacy.RST.6-8.1*
*CCSS.ELA-Literacy.RST.6-8.2*
*CCSS.ELA-Literacy.RST.6-8.4*
*CCSS.ELA-Literacy.RST.6-8.5*
*CCSS.ELA-Literacy.RST.6-8.6*
*CCSS.ELA-Literacy.WHST.6-8.9*

# 4...Close Reading and Note-taking

| Vocabulary | Tech Problem solving | Common Core |
|---|---|---|
| • *Close reading*<br>• *Delineate*<br>• *Digital rights and responsibilities*<br>• *Evernote*<br>• *Flipboard*<br>• *Google Apps*<br>• *Hashtag*<br>• *OneNote*<br>• *Paraphrase*<br>• *Point of view*<br>• *Tweet*<br>• *Twitter*<br>• *Web clipper*<br>• *Word processing* | • *My tweet is too long (how can you be more concise?)*<br>• *I don't know how to use Flipboard (check YouTube, or another video trainer)*<br>• *I can't find Evernote (is there an elephant tool on the internet toolbar?)*<br>• *Why can't I copy-paste? (Note-taking requires you to synthesize what you read into your own words)*<br>• *Why should I summarize if everything author says is good? (Use your own words)* | *CCSS.ELA-Literacy.CCRA.R.4-10*<br>*CCSS.ELA-Literacy.W.4.8*<br>*CCSS.ELA-Literacy.SL.4.2-3*<br>*CCSS.ELA-Literacy.RL.4.1-2,4*<br>*CCSS.ELA-Literacy.RI.4.1-5,7-8*<br>*CCSS.ELA-Literacy.W.5.8*<br>*CCSS.ELA-Literacy.SL.5.2-3*<br>*CCSS.ELA-Literacy.RL.5.1-2,4-6*<br>*CCSS.ELA-Literacy.RI.5.1-2*<br>*CCSS.ELA-Literacy.RI.5.4,8-9*<br>*CCSS.ELA-Literacy.RF.5.3*<br>*CCSS.ELA-Literacy.RH.6-8.1-4*<br>*CCSS.ELA-Literacy.RST.6-8.1-2*<br>*CCSS.ELA-Literacy.RST.6-8.5-6*<br>*CCSS.ELA-Literacy.WHST.6-8.9* |
| **Time Required**<br>*45 minutes* | **NETS-S Standards**<br>*3c, 5a* | **Grade Level**<br>*4th, 5th, Middle School* |

## Essential Question

*How do students efficiently remember material read for future use?*

## Overview

**Summary**

Digital note-taking is much less limited than traditional paper-and-pencil note-taking. Have students become familiar with approaches such as Google Apps/MS Office, Flipboard, Evernote/OneNote, and Twitter.

By the end of this unit, 4th – Middle School will review up to 7 reading anchor standards, 5 reading literature standards, 7 reading informational standards, 1 reading foundational standard, 1 writing standard, 4 RH standard, 4 RST standard, 2 WHST standard, and 2 speaking-listening standards.

**Big Idea**

Students collect text-based evidence to support deeper thinking and provide answers to questions like, **"**Where did the author say that?**"**

**Materials**

Internet, online tools like Flipboard, Evernote, Google Apps, Twitter

**Teacher Preparation**

- Have student accounts set up on Evernote, Twitter, Google Apps (if using these)
- This lesson 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: Enthusiasm and passion for researching, familiarity with online tools and Google searches.**

\_\_\_\_\_Remind students of reading goals by reviewing Common Core Reading Anchor Standards (I've truncated them, but the intent remains):

- *Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
- *Analyze how and why individuals, events, or ideas develop and interact over the course of a text.*
- *Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.*
- *Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.*
- *Assess how point of view or purpose shapes the content and style of a text.*
- *Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively.*
- *Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.*
- *Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.*

> *Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*
>
> *—Common Core*

\_\_\_\_\_Notice the action words in these standards—

- *Analyze*
- *Interpret*
- *Assess*
- *Integrate*

- *Delineate*
- *Make logical inferences*
- *Summarize*

_____Should we expect students to have eidetic memories for all things academic? Of course not. To do what the standards require assumes students will take notes—

*...gather relevant information from print and digital sources; **take notes** and categorize information, and provide a list of sources.*

_____Truth, most of those nine action words above cannot be performed without some form of note-taking on the student's part. Additionally, note-taking is a strategic tool for students who want to:

*"Read and comprehend complex literary and informational texts independently and proficiently" (Common Core Reading Anchor Standard).*

_____There are a variety of approaches to digital note-taking (but we aren't going to use paper and pencil), most requiring a comfort level with keyboarding. Because Common Core requires a baseline of keyboarding skills by fourth grade (one page to a sitting, which translates to 15-25 wpm—depending upon student speed and patience), this lesson is geared for that group. To type a page without stopping requires rudimentary keyboard skills and enough focus to sit at a task for a set period of time.

_____Before beginning: Remind students that any time they use the computer, they must reinforce good keyboarding habits:

### Why take notes

- *determine central ideas*
- *provide accurate summary*
- *identify key steps*
- *cite textual evidence to support analysis*
- *analyze structure used to organize text*
- *analyze author's purpose?*

*—Common Core*

- *Elbows at side*
- *Hands resting on home row*
- *No flying fingers or hands*
- *Knowing which finger types what key*
- *Adequate speed and accuracy—say, 20 wpm with less than 5 errors.*

_____Without these basics, the student would be challenged by any online note-taking tool that uses typing as the delivery system. If you attempt one of these upcoming methods and notice students spend more time thinking about typing than taking notes, if you see they lose their train of thought because they have to concentrate too hard on keyboarding, switch to a copy-paste note-taking approach:

- *Open a word processing document (Word, Google Docs, OO, Notes, other)*
- *Copy-paste information from internet to document*

- *Credit online location for data (more on that in Lesson 6)*

_____For students comfortable with keyboarding, use one of these four note-taking tools:

- *Google Apps*
- *Evernote/OneNote*
- *Flipboard*
- *Twitter*

_____Before beginning note-taking, review internet digital rights and responsibilities:

- *What are legalities for using online data*
- *How should students give proper credit for media*

_____Spend as much time as necessary to reinforce how online copyrights and protections impact a student ability to use online materials. You may be surprised what they think is legal.

_____Use this lesson for all students required to take note of:

- *words and phrases used in a text that shape meaning or tone*
- *point of view or purpose and how it shapes text*
- *argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence*
- *how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take*
- *details and examples in a text that explain what the text says*
- *text theme based on text details, including a summary of text*
- *how main idea of a text is supported by key details*
- *overall structure of events, ideas, concepts, or information in text or part of text*
- *integration of multiple documents, showing multiple points of view*
- *relevant information from experiences; notes to categorize information, and a list of sources*
- *information that contributes to understanding text in which it appears*
- *how an author uses reasons and evidence to support points*

> *Read and comprehend complex literary and informational texts independently and proficiently.*
>
> *—Common Core*

> *Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.*
>
> *—Common Core*

- *structure of text and author's point of view*

_____Additionally, middle school students are expected to use note-taking to:

- *determine central ideas*
- *provide an accurate summary*
- *identify key steps*
- *cite textual evidence*
- *analyze structure in text*
- *analyze author's purpose?*

## Google Apps

_____If your school uses Google Apps for Education (GAFE), students can create a folder in their personal GAFE account where they collect material on a topic to share with classmates. This is perfect for collaboration on a project. Students can share finished project with each other and teacher. How to do that is outside the scope of this book, but there are many YouTube videos and online websites on that topic. Know it's available and an option.

*Figure 3*



_____Google Apps is great for digitally completing note-taking forms. You know—those sheets seminar presenters pass out (see *Figure 11*) that you print out, fill out, and then throw out or lose. Why wouldn't you? It's one of thousands of papers you have with no real way to file. Next time, open the template in Google Apps, fill it out digitally and share.

_____Create and share a rubric via Google Apps. Have students complete it and share back with you. Better—make it a form that they fill out and automatically updates on a spreadsheet on your Drive.
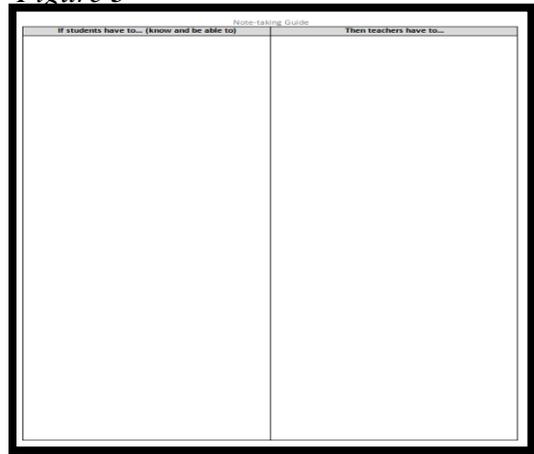
## Evernote

_____For many schools, (free) Evernote is the student Digital Notebook. It makes it easy to organize, take and synchronize notes on a PC, Mac, iPad, smartphone—almost any digital device--from class, the library, grocery store, bedroom, a friend's house. It is always available with a toolbar widget.

_____How to use Evernote is outside the scope of this book, but there are many YouTube videos and online websites on that topic.

_____Alternative: OneNote which is free with MS Office or purchased separately. It offers most of the same or better tools as Evernote—was, in fact, the model for Evernote. Which students like better is individual preference.

## Flipboard

_____Flipboard is a clever way to collect notes into a magazine format. You copy-paste, add headings, notes, and then share. The note pages turn like a book.

_____Like Google Apps and Evernote, how to use Flipboard is outside the scope of this book, but there are many videos and online websites on that topic. Know it's available and an option.

## Twitter

_____Twitter is a great way to take notes as a class. Establish a #hashtag for each topic. Students add their notes with that #hashtag (and source credit). Because it's only 140 characters, it's quick, pithy, provides substantial and substantive information in one spot. It has become a popular approach to sharing information.

_____Problems at beginning of lesson are the most common students will face. Expect students to solve these—as well as hardware problems like:

- *Monitor problems—is power on*
- *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.

_____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!*
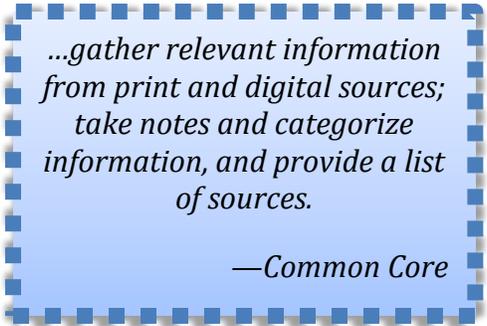
> *…gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.*
>
> *—Common Core*

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

- CCSS.ELA-Literacy.CCRA.R.4
  *Interpret words and phrases used in text and analyze how word choices shape meaning*
- CCSS.ELA-Literacy.CCRA.R.5
  *Analyze structure of text, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole*
- CCSS.ELA-Literacy.CCRA.R.6
  *Assess how point of view or purpose shapes the content and style of a text*
- CCSS.ELA-Literacy.CCRA.R.7
  *Integrate/evaluate content in diverse media, including visually and quantitatively*
- CCSS.ELA-Literacy.CCRA.R.8
  *Delineate specific claims in a text, including validity of reasoning*
- CCSS.ELA-Literacy.CCRA.R.9
  *Analyze how two or more texts address similar themes to build knowledge*
- CCSS.ELA-Literacy.CCRA.R.10
  *Read and comprehend complex texts independently and proficiently*

**4th Grade**

- CCSS.ELA-Literacy.W.4.8
  *Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources*
- CCSS.ELA-Literacy.SL.4.2
  *Paraphrase portions of a text including visually, quantitatively, and orally*
- CCSS.ELA-Literacy.RF.4.3
  *Know and apply grade-level phonics and word analysis skills in decoding words*
- CCSS.ELA-Literacy.RL.4.1
  *Refer to details when explaining what text says explicitly and when drawing inferences*
- CCSS.ELA-Literacy.RL.4.2
  *Determine a theme from details in the text; summarize the text*
- CCSS.ELA-Literacy.RL.4.4
  *Determine the meaning of words and phrases as they are used in a text*
- CCSS.ELA-Literacy.RI.4.1
  *Refer to details and examples when explaining what text says*
- CCSS.ELA-Literacy.RI.4.2
  *Determine main idea of a text and explain how it is supported by key details; summarize*
- CCSS.ELA-Literacy.RI.4.3
  *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text*
- CCSS.ELA-Literacy.RI.4.4
  *Determine meaning of general academic and domain-specific words or phrases in a text*
- CCSS.ELA-Literacy.RI.4.5
  *Describe the overall structure  of events, ideas, concepts, information in a text*
- CCSS.ELA-Literacy.RI.4.7
  *Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears*
- CCSS.ELA-Literacy.RI.4.8
  *Explain how an author uses reasons and evidence to support particular points in a text*

**5th Grade**
- CCSS.ELA-Literacy.W.5.8
  *Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work*
- CCSS.ELA-Literacy.SL.5.2
  *Summarize written text read aloud or information presented in diverse media and formats*
- CCSS.ELA-Literacy.RF.5.3
  *Know and apply grade-level phonics and word analysis skills in decoding words*
- CCSS.ELA-Literacy.RL.5.1
  *Quote accurately when explaining text and drawing inferences from text*
- CCSS.ELA-Literacy.RL.5.2
  *Determine a theme, including how characters respond to challenges*
- CCSS.ELA-Literacy.RL.5.4
  *Determine the meaning of words and phrases as they are used in a text*
- CCSS.ELA-Literacy.RL.5.5
  *Explain how chapters, scenes, or stanzas fits together to provide structure to a story*

- CCSS.ELA-Literacy.RL.5.6
*Describe how a narrator's or speaker's point of view influences how events are described*
- CCSS.ELA-Literacy.RI.5.1
*Quote accurately from a text when explaining and when drawing inferences from the text.*
- CCSS.ELA-Literacy.RI.5.2
*Determine main ideas of a text and explain how they are supported by key details*
- CCSS.ELA-Literacy.RI.5.4
*Determine meaning of general academic and domain-specific words and phrases in a text*
- CCSS.ELA-Literacy.RI.5.8
*Explain how author uses reasons and evidence to support points*
- CCSS.ELA-Literacy.RI.5.9
*Integrate information from several texts*
- CCSS.ELA-Literacy.RF.5.3
*Know and apply grade-level phonics and word analysis skills in decoding words*

### Middle School

- CCSS.ELA-Literacy.RH.6-8.1
*Cite specific textual evidence to support analysis of primary and secondary sources*
- CCSS.ELA-Literacy.RH.6-8.2
*Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions*
- CCSS.ELA-Literacy.RH.6-8.3
*Identify key steps in a text's description of a process related to history/social studies*
- CCSS.ELA-Literacy.RH.6-8.4
*Determine the meaning of words and phrases used in a text*
- CCSS.ELA-Literacy.RST.6-8.1
*Cite specific textual evidence to support analysis of science and technical texts*
- CCSS.ELA-Literacy.RST.6-8.2
*Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions*
- CCSS.ELA-Literacy.RST.6-8.5
*Analyze structure n author uses to organize a text*
- CCSS.ELA-Literacy.RST.6-8.6
*Analyze author's purpose*
- CCSS.ELA-Literacy.WHST.6-8.9
*Draw evidence from informational texts to support analysis reflection, and research*

### Extension:

- *Another note-taking tool: [Diigo](#).*

### More Information:

- *Click [Evernote](#) to access video instruction on using Evernote.*
- *Click [Flipboard](#) to access video instruction on using Flipboard.*
- *Click [Google Apps for Education](#) to access video instruction on using GAFE.*

# <span style="color:red">Assessment<br>4<sup>th</sup> Grade</span>

_____Did anecdotal observation show student working tenaciously?

_____Was student a risk-taker, curious about new technology?

_____Did student join class conversations?

_____Did student follow directions?

_____Did student use correct keyboarding skills while taking notes?

_____Did student transfer knowledge from other classes (where necessary)?

_____Did student '*…gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources*'? Did notes well-summarize research material? Did student give appropriate credit as needed?

_____Did student strategically use provided technology for note-taking (Evernote, OneNote, GAFE, Twitter, Flipboard)? If not these, did student strategically use a word processing program to take notes?

_____Did student safely and effectively use the internet (where required)? Did student give credit where required for quoted media?

_____Did student successfully decode unknown words and phrases during the process of taking notes?

_____Did student incorporate domain-specific and academic vocab in notes?

_____While investigating, did student enjoy the experience?

_____Did student try to solve their own problems before asking for assistance?

_____Was student able to work independently, intuiting solutions when necessary?

# Assessment
## 5th Grade

____Did observation show student working tenaciously?

____Was student a risk-taker, curious about new technology?

____Did student join class conversations? Work well in a group?

____Did student follow directions?

____Did student use correct keyboarding skills while typing?

____Did student find evidence to support claims?

____Did student transfer knowledge from other classes (where necessary)?

____Did student '...*gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources*'? Did notes well-summarize research material? Did student give appropriate credit as needed?

____Did student strategically use technology in note-taking (Evernote, OneNote, GAFE, Twitter, Flipboard) or, in their absence, a word processing program?

____Did student safely and effectively use the internet (where required)?

____Did student successfully decode unknown words and phrases?

____Did student incorporate domain and academic vocab into notes?

____While investigating, did student enjoy the experience?

____Did student try to solve their problems before asking?

____Was student able to work independently, intuiting solutions when necessary?

# Assessment
# Middle School

____Did anecdotal observation show student working tenaciously?

____Was student a risk-taker, curious about new technology?

____Did student join class conversations? Work well in a group?

____Did student follow directions?

____Did student use correct keyboarding skills while typing?

____Did student find evidence to support his/her claims while note-taking?

____Did student transfer knowledge from other classes (where necessary)?

____Did student notes help them to 1) determine central ideas, 2) provide an accurate summary, 3) identify key steps, 4) cite textual evidence to support analysis, 5) analyze structure used to organize text, 6) analyze author's purpose?

____Did student strategically use provided technology for note-taking (Evernote, OneNote, GAFE, Twitter, Flipboard)? If not these, did student strategically use a word processing program for a note-taking purpose?

____Did student safely and effectively use the internet (where required)?

____Did student successfully decode unknown words and phrases?

____Did student incorporate domain-specific and academic vocab into notes?

____While investigating, did student enjoy the experience?

____Did student try to solve their own problems before asking assistance?

____Was student able to work independently, intuiting solutions when necessary?

# 5... Evidence from Close Reading III

| Vocabulary | Tech Problem solving | Common Core |
|---|---|---|
| • *Channel*<br>• *Chronologic*<br>• *Copyrights*<br>• *Glogster*<br>• *Graphic organizer*<br>• *Image*<br>• *Infographic*<br>• *Multimedia*<br>• *Multiple intelligences*<br>• *Nanoogo*<br>• *Plagiarism*<br>• *Prezi*<br>• *Primary source*<br>• *Tag words*<br>• *Visual organizer* | • *I hear noise (check speakers, headphones, computer audio)*<br>• *Why can't I listen to rephrasing of a primary source (it's always better to listen to the original so you can draw conclusions based on evidence)*<br>• *I don't remember as well when I listen (find a written copy)*<br>• *I copied the speech to my phone (is that legal?)*<br>• *I don't understand quotation (research it using key words; talk to group members; talk to teacher)* | *CCSS.ELA-Literacy.CCRA.R.1*<br>*CCSS.ELA-Literacy.CCRA.R.3-4*<br>*CCSS.ELA-Literacy.RF.4.3*<br>*CCSS.ELA-Literacy.RL.4.1-5*<br>*CCSS.ELA-Literacy.RI.4.8*<br>*CCSS.ELA-Literacy.RI.4.9*<br>*CCSS.ELA-Literacy.RF.5.3*<br>*CCSS.ELA-Literacy.RL.5.1*<br>*CCSS.ELA-Literacy.RL.5.4*<br>*CCSS.ELA-Literacy.RL.5.6-7*<br>*CCSS.ELA-Literacy.RI.5.2*<br>*CCSS.ELA-Literacy.RI.5.4*<br>*CCSS.ELA-Literacy.RI.5.7-9* |
| **Time Required**<br>*45 minutes* | **NETS-S Standards**<br>*2a, 2c* | **Grade Level**<br>*4th, 5th* |

### Essential Question

*What powerful words led to Martin Luther King's impact on US history?*

### Overview

**Summary**

#1: Students create a graphic organizer decoding the meaning of important quotes from Dr. King.

#2: Students create an event chain to share their opinion of important events in Dr. King's life, supported by evidence, reasoning, and information.

By the end of this unit, 4th – 5th graders will review up to 3 reading anchor standards, 5 reading literature standards, 4 reading informational standards, 1 reading foundational standard, as well as experience one more online tool to assist in communicating their ideas.

**Big Idea**

Heroes often have the courage to speak out when others are silent.

**Materials**

Nanoogo, internet, images, graphic organizer, iPads (if using them)

**Teacher Preparation**

- Have class Nanoogo channel set up
- Have audio/video copies of several speeches made by famous people
- Plan to closely read resources so you are prepared.
- 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: Understanding internet tools; familiarity with online text and images.**

_____Introduce this topic with a discussion on the power of words. Connect to 4th grade inquiry into historic figures.

_____Read a portion of a famous person's speech (say, Dr. Martin Luther King's 'I Have a Dream'), just enough to see the glazed look arrive in your students' eyes.

_____Now watch 'I Have a Dream' on video. Note presentation style, the power of his words, the audience reaction.

_____Discuss the impact a visual presentation has on the listener (the student).

_____Twenty years ago, Howard Gardner proposed the concept of multiple intelligences–seven approaches to learning–and education was changed forever. Gardner made the case that many children learn more effectively through a non-linguistic approach (visual, kinesic, musical, interpersonal, intrapersonal, linguistic, and logical-math).

_____How many students feel they learn better visually than by reading? Look around at the hands—is anyone surprised by the response?

_____What are ways to learn 'visually'?

_____What are differences between a 'visual organizer' and 'written text'? Help students come up with the concept that the organization of ideas is different. The eye is drawn to certain elements in a picture which doesn't happen in writing. Think about the difference in how information is communicated in a table and a graph.

_____Discuss graphic organizers. Why are they used? Share some 'infographics' (what is an 'infographic'?) relevant to class topics. Provide other visual examples students might be familiar with—a government org chart for example.

> *By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*
>
> *—Common Core*

_____As much as possible, use primary source material in this lesson--where text complexity is higher than what students see in other forms of writing. Suggestion: When reading primary sources, be a detective—what was the source's POV, their cultural environment, their geo-political environ? These have a tremendous impact on the meaning of words.

_____Before beginning, discuss rights and responsibilities related to using online media—quotations, images, audio. When can you legally use those? What are the restrictions? Think back to prior conversations you've had on this topic.

_____To uncover the relationship between close reading and finding evidence, try either of the following lessons (or both):

### #1: His Words in Our Words

_____Use an online program called Nanoogo (or, a similar tool like Prezi or Glogster) to visually convey the meaning of words. Nanoogo (see _Figure 12_) is a visual canvas that enables students to share ideas with words, images, color, and even movement resulting in an authentic discussion that doesn't focus on writing skills.

_Figure 4_
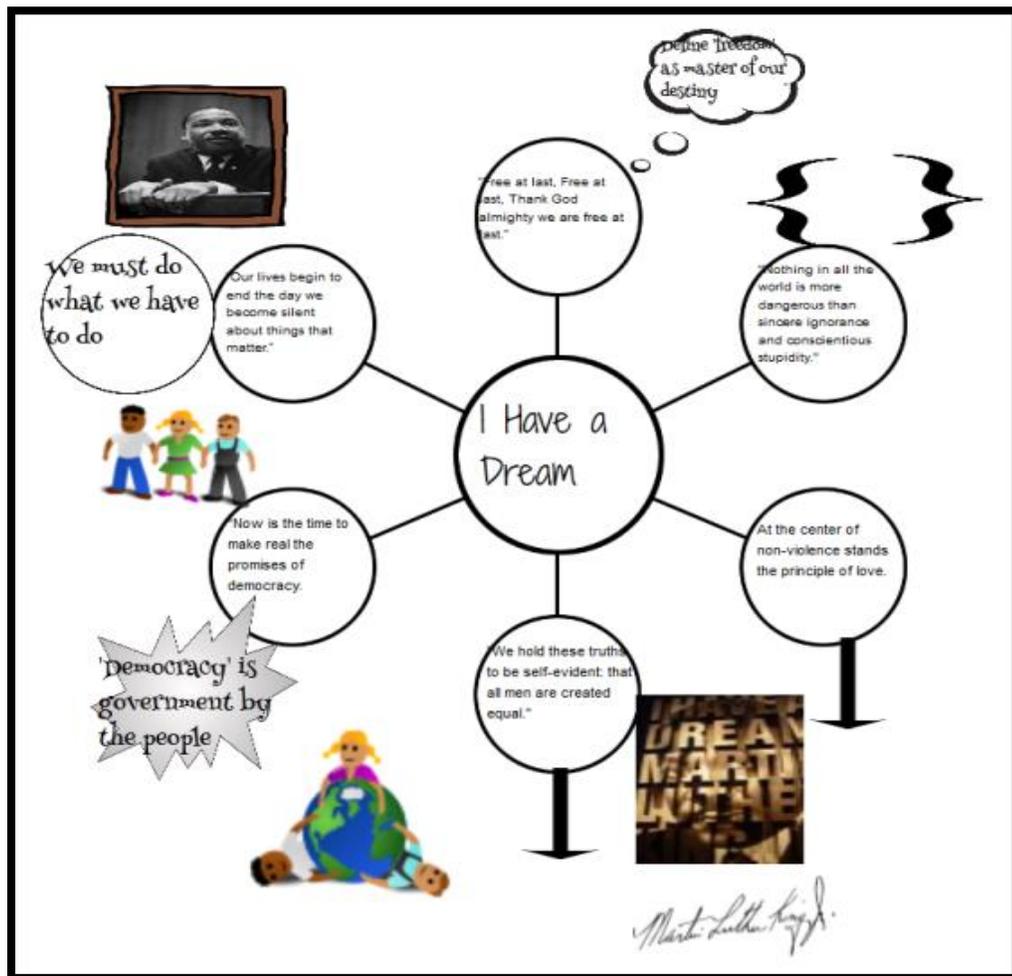


_____Have students log onto Nanoogo class account (have link available on class internet start page or wherever you save links) and take a few minutes to explore the tool. This may be done in the groups students will work in to create the project.

_____Have students follow along as you demonstrate:

- *Select 'create'.*
- *Add a title with student names and tag words. Be sure to include 'MLK' and '4th grade' (and others to organize projects in the digital portfolio). What are 'tag words'?*
- *Select 'spokes and wheel' from 'shapes' tool. Add theme to center (in Figure 13: I Have a Dream)*
- *Add six quotations from selected person.*
- *Connect extension to quote with a rephrasing of quote. For example:*

  - *Here's a famous Dr. King quote--'In the End, we will remember not the words of our enemies, but the silence of our friends.'*
  - *Using evidence from Dr. King's speeches, explain what this means.*
  - *Rephrase it in the words of a 4th grader.*

- *Format all bubbles consistently. [Note: The example shows options in bubbles and fonts.] For example, if student group uses brackets and a particular font for one extension, they must be used for all.*
- *Add themed pictures. Take time to discuss internet plagiarism. Students must give credit for each image.*

> **Shift 4:**
> *Text-based answers—students engage in rich and rigorous evidence-based conversations about text*
>
> *—Common Core*
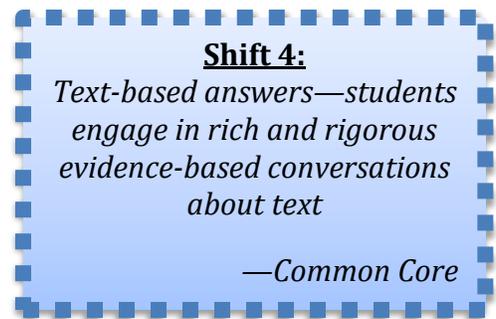
_____This is a self-directed, inquiry-driven summative project. Students use a new program and solve problems as they come across them. Teacher will act as guide, not guru.

_____Student groups may use notes and other resources approved by teacher (or if you prefer, may not) to identify quotations and then as a group, decode meanings.

_____As students work, check for understanding by asking questions about their project. Answer clarifying questions, but provide no data.

_____When completed, student groups 1) review grammar and spelling, and 2) self-assess by defending their quotations to another group.

_____Once satisfied, 1) save project to student Nanoogo folder, 2) share on blog, wiki, or class website via a screen shot, and 3) notify teacher via drop box, email, or normal classroom convention.

### #2: How Did it Happen?

_____We again use [Nanoogo](#) (or similar tool, like Prezi or Glogster), this time to visually convey Dr. King's impact on the world. Students use what they learned in class, textbooks, conversations, and personal inquiry to develop an Event Chain (see *Figure 13*).

_____Students log onto Nanoogo class account. If they haven't used this tool before, take a few minutes to explore. This may be done in the groups students will work in to create project.

_____Have groups follow as you demo:

- Select 'create'.
- Add a title with student names and tag words. What are 'tag words'?

*Figure 5*
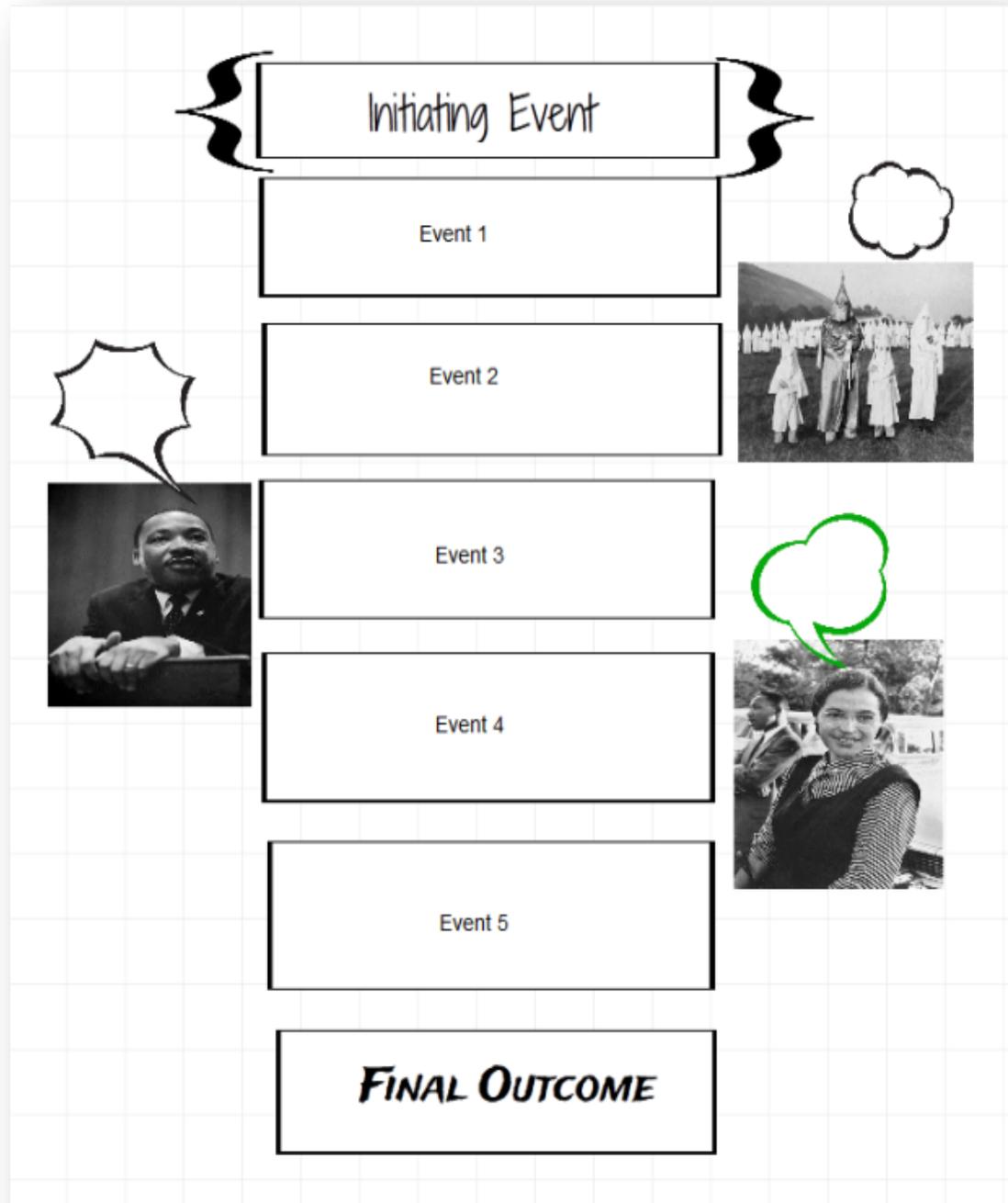


- Use 'Shapes' tool to create an Evidence Chain with 7 events—an initiating event (maybe his birth), 5 historic events, and a Final Outcome (what is that?):

    o  *State events and draw conclusions from knowledge of King's life.*
    o  *Use any text box or font that doesn't detract from the message.*
    o  *Be sure all fonts match and are the same size.*

- o *Use grid lines to arrange canvas neatly*
- o *Keep all events in correct chronologic order*

- Resize to array events artistically at their correct temporal moment.
- Add a thought bubble to explain their impact on Dr. King and/or his mission.

\_\_\_\_\_This is a self-directed, inquiry-driven project. Students use critical thinking skills to determine how to solve problems they come across. Teacher will be there as guide, not guru.

\_\_\_\_\_Break into groups of 2-3. Research the following using print/digital sources:

> *We hold these truths to be self-evident, that all men are created equal…*
>
> *—Declaration of Independence*

- *Review and analyze historic material.*
- *Find evidence of Dr. King's impact on American history.*
- *Identify six events that fulfill requirements.*
- *Write 2-3 sentences on each, based on evidence found in research.*
- *Answer who-what-when-where-why-how as it relates to events.*
- *Discuss how point of view impacts events.*
- *Explain what makes words powerful. Is it their rhythm? Flow? Choice? Pithiness? Timeliness?*
- *Decode words students don't understand.*
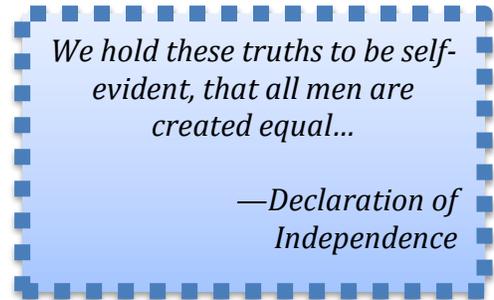
\_\_\_\_\_Add copyright-free images of three-five significant people from websites such as:

- *Creative Commons*
- *Free Photo*
- *Morgue File*
- *Open Clip Art*
- *Open Photo*
- *Smithsonian Wild*
- *Stock Exchange*
- *Wiki Images*

\_\_\_\_\_Remember citation rules for using online data in scholarly research:

- *Facts in the public domain are free*
- *Opinions/creative work must be cited*

\_\_\_\_\_Are there other Nanoogo shapes or icons you want to use to convey your message? Borders?
\_\_\_\_\_As students work, check for understanding by asking questions.
\_\_\_\_\_When completed, student groups review grammar and spelling, then 1) save to student digital portfolio, 2) save via a screen shot and share on blog, wiki, or class website, and/or 3) notify teacher of completion via drop box, email, or other normal classroom convention.

\_\_\_\_\_As you teach, incorporate domain-specific vocabulary and expect students to do the same.
\_\_\_\_\_Occasionally when students have difficulty doing what you are teaching, ask why. And listen. You may be surprised by the answer.

_____Problems at start of lesson are most common students will face. Expect students to solve these independent of assistance. Additionally, expect students to solve hardware problems that arise.

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

_____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!*

> *The hard part is paraphrasing into my own words. That means I really have to understand it.*
>
> *--Anonymous 4th grader*

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

### Anchor Standards

- o CCSS.ELA-Literacy.CCRA.R.1
  *Read closely to determine what text says and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text*
- o CCSS.ELA-Literacy.CCRA.R.3
  *Analyze how and why individuals, events, ideas develop and interact over course of a text*
- o CCSS.ELA-Literacy.CCRA.R.4
  *Interpret words and phrases used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone*

### 4th Grade

- CCSS.ELA-Literacy.RF.4.3
  *Know and apply grade-level phonics and word analysis skills in decoding words*
- CCSS.ELA-Literacy.RL.4.1
  *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text*
- CCSS.ELA-Literacy.RI.4.1
  *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text*
- CCSS.ELA-Literacy.RI.4.2
  *Determine main idea of a text and explain how it is supported by key details; summarize*
- CCSS.ELA-Literacy.RI.4.3
  *Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text*
- CCSS.ELA-Literacy.RI.4.4
  *Determine meaning of words or phrases relevant to subject area*
- CCSS.ELA-Literacy.RI.4.5
  *Describe overall structure of events, ideas, concepts, information in text*
- CCSS.ELA-Literacy.RI.4.8
  *Explain how an author uses reasons and evidence to support particular points in a text*
- CCSS.ELA-Literacy.RI.4.9

*Integrate information from two texts to write or speak about the subject knowledgeably*

**5ᵗʰ Grade**

- CCSS.ELA-Literacy.RF.5.3
  *Know and apply grade-level phonics and word analysis skills in decoding words*
- CCSS.ELA-Literacy.RL.5.1
  *Quote accurately from text when explaining what text says and drawing inferences*
- CCSS.ELA-Literacy.RL.5.4
  *Determine meaning of words and phrases, including figurative language*
- CCSS.ELA-Literacy.RL.5.6
  *Describe how a narrator's or speaker's point of view influences how events are described*
- CCSS.ELA-Literacy.RL.5.7
  *Analyze how visual and multimedia elements contribute to meaning, tone, or beauty of text*
- CCSS.ELA-Literacy.RI.5.2
  *Determine two or more main ideas of text and explain how they are supported by details*
- CCSS.ELA-Literacy.RI.5.4
  *Determine meaning of words and phrases relevant to subject area*
- CCSS.ELA-Literacy.RI.5.7
  *Draw on information from multiple print or digital sources, demonstrating ability to locate an answer to a question quickly or to solve a problem efficiently*
- CCSS.ELA-Literacy.RI.5.8
  *Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which point(s)*
- CCSS.ELA-Literacy.RI.5.9
  *Integrate information from several texts on the same topic about subject knowledgeably*

**Extension:**

- *Present same information using another Nanoogo shape. Does this clarify or obfuscate?*
- *Do a similar project with a different online tool. The more online tools students try out, the easier it will be to intuit how to use widgets they've never tried before, and this will help them feel comfortable selecting the right strategic tool at all times.*

**More Information:**

- o *Click Historic speeches for recordings.*
- o *Lesson questions? Go to Ask a Tech Teacher.*

# Assessment
## 4th Grade

____Did anecdotal observation show student working tenaciously?

____Was student a risk-taker, curious about new technology?

____Did student join class conversations? Work well in a group?

____Did student follow directions? Research required materials?

____Did student show evidence of closely-reading materials being used?

____Did student complete Nanoogo visual organizer? Save? Print (if required)?

____Did student use correct keyboarding skills when typing, showing the ability to type one full page at a sitting?

____Did student find evidence to support his/her claims?

____Did student transfer knowledge from other classes (where necessary)?

____Did student safely and effectively use the internet (where required)?

____Did student successfully decode unknown words and phrases?

____Did student use Nanoogo tools successfully to communicate ideas?

____Did student check project before submitting, verifying grammar, spelling, formatting, other?

____Did student visual organizers successfully respond to the varying demands of audience, task, purpose, discipline?

____While researching, did student enjoy the experience?

____Did student try to solve their own problems before asking for assistance?

____Did student intuit how to use Nanoogo or another online tool?
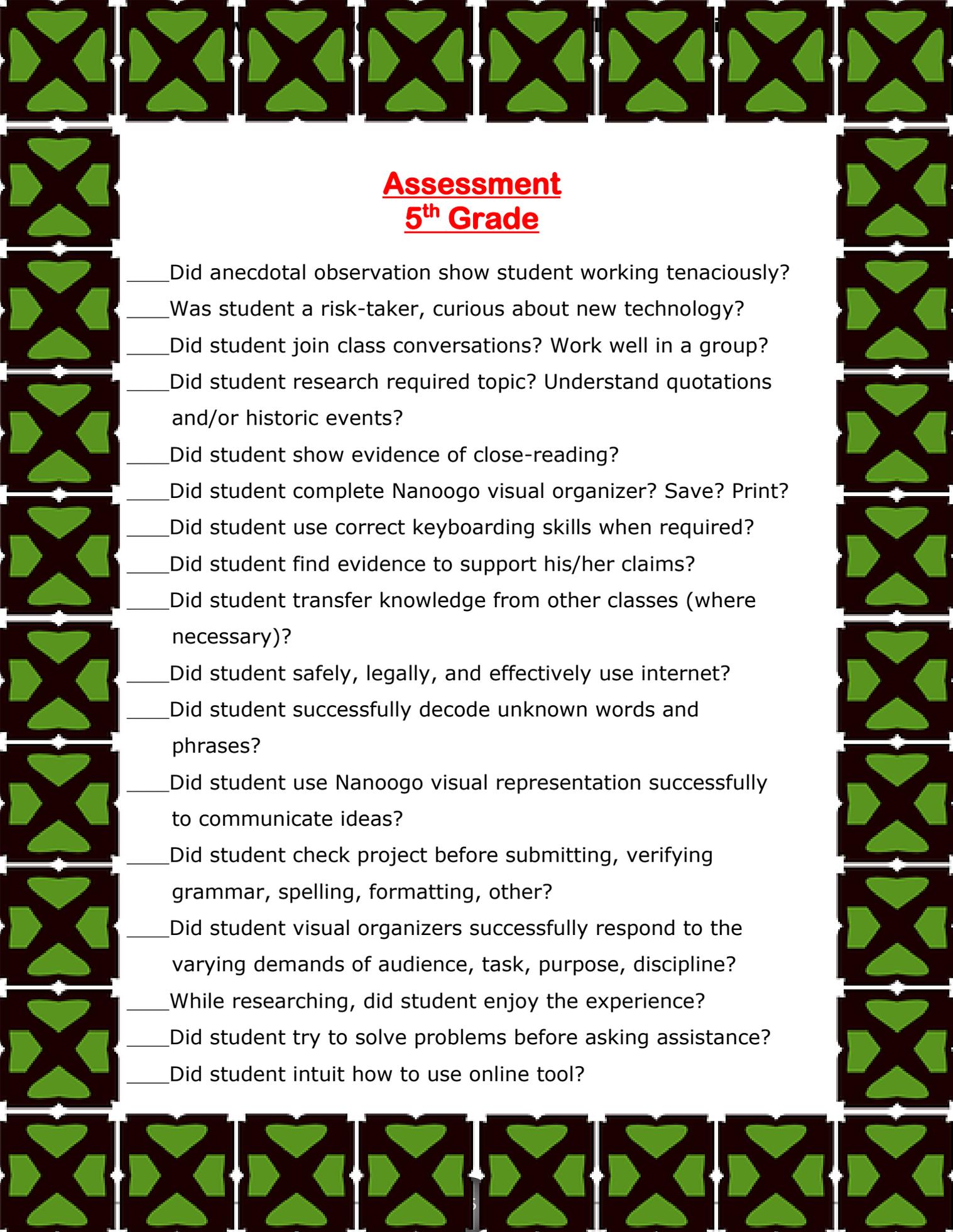
# Assessment
# 5th Grade

____Did anecdotal observation show student working tenaciously?

____Was student a risk-taker, curious about new technology?

____Did student join class conversations? Work well in a group?

____Did student research required topic? Understand quotations and/or historic events?

____Did student show evidence of close-reading?

____Did student complete Nanoogo visual organizer? Save? Print?

____Did student use correct keyboarding skills when required?

____Did student find evidence to support his/her claims?

____Did student transfer knowledge from other classes (where necessary)?

____Did student safely, legally, and effectively use internet?

____Did student successfully decode unknown words and phrases?

____Did student use Nanoogo visual representation successfully to communicate ideas?

____Did student check project before submitting, verifying grammar, spelling, formatting, other?

____Did student visual organizers successfully respond to the varying demands of audience, task, purpose, discipline?

____While researching, did student enjoy the experience?

____Did student try to solve problems before asking assistance?

____Did student intuit how to use online tool?

# 13... Reading with Games

| Vocabulary | Tech Problem solving | Common Core |
|---|---|---|
| • *Domain-specific*<br>• *Gamer*<br>• *Gnome*<br>• *Intimidate*<br>• *Multimedia*<br>• *Online*<br>• *Point of view*<br>• *Simulation*<br>• *Samorost* | • *I can't figure out next step in game (keep trying; that's what we're doing today—problem-solving)*<br>• *Partner is no help (help her/him)*<br>• *There's no reading in this game (that's right, but reading skills will help with game)*<br>• *I don't have this game at home (discuss that with student)* | *CCSS.Math.Practice.MP1-3*<br>*CCSS.Math.Practice.MP5-8*<br>*CCSS.ELA-Literacy.CCRA.R.1-4*<br>*CCSS.ELA-Literacy.CCRA.R.6-8*<br>*CCSS.ELA-Literacy.CCRA.R.10*<br>*CCSS.ELA-Literacy.RF.5.3*<br>*CCSS.ELA-Literacy.RI.5.2-3*<br>*CCSS.ELA-Literacy.RI.6.2-4,6*<br>*CCSS.ELA-Literacy.RST.6-8.4-6* |
| **Time Required**<br>*45 minutes x 1-4* | **NETS-S Standards**<br>*1d, 4d* | **Grade Level**<br>*5th-Middle School* |

### Essential Question

*How can games help me learn reading skills?*

### Overview

**Summary**

Students play an online game (i.e., Samorost) to hone reading and math skills.

By end of unit, 5th through Middle School will review up to 7 math anchor standards, 8 reading anchor standards, 6 RST standards, 4 reading informational standards, and 1 reading foundational standard.

**Big Idea**

Games encourage students to read closely, determine and analyze central ideas, interpret meaning, assess point of view/purpose, differentiate between arguments, and understand sometimes complex material.

**Materials**

Internet, class Twitter account, student blogs, digital citizenship links

**Teacher Preparation**

• Have student blogs set up.
• Have a class Twitter account set up with #hashtags to differentiate topics.
• Have digital citizenship links on class internet start page if required.
• Plan to spend time playing game to understand its applications to reading and math 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.
• This lesson plan can be done in classroom or tech lab. Consider co-teaching:

  ➢ *Grade level teacher can reinforce academic topics*
  ➢ *Tech lab teacher can reinforce tech skills*

| Steps |
| --- |

_____**Required skill level: familiarity with using games for educational purposes.**

_____What is 'Gamification' of education? Help students come up with 'use of game design elements in educational contexts'. What are some favorites? Do they see connections between those games and education (do they learn while having fun)?

_____In fact, games are especially suited to reading skills. They skip the mechanics (grammar and punctuation) that give lots of students traumas and concentrate on comprehension—the real reasons why we read.

_____Additionally—and outside traditional skills students acquire through reading--through virtual worlds, students can impact events around them with no prejudice based on youth. Properly-selected games invoke problem-solving, critical thinking, logical thinking, and collaboration—all significant in Common Core Standards, ISTE guidelines, 21st Century classrooms.

_____Common Core Standards for Mathematical Practice emphasis traits common to games:

- *Make sense of problems and persevere in solving them—students understand problem and how to solve it within constructs of the game.*
- *Reason abstractly and quantitatively—students immerse themselves in game's environment. This requires they abstractly understand what is occurring and visualize the process.*
- *Construct viable arguments and critique the reasoning of others—the nature of games requires students interact with other players. They understand the goal and discern which characters can assist in its completion.*
- *Model—games model a reality students likely will never experience, but often wish they could.*
- *Use appropriate tools strategically— as with real life, there are only so many tools at a player's disposal. Determine what those are and how to use them to achieve goals.*
- *Look for and make use of structure— life works better with a plan.*
- *Look for and express regularity in repeated reasoning—learn community rules. The ones that work can be repeated.*
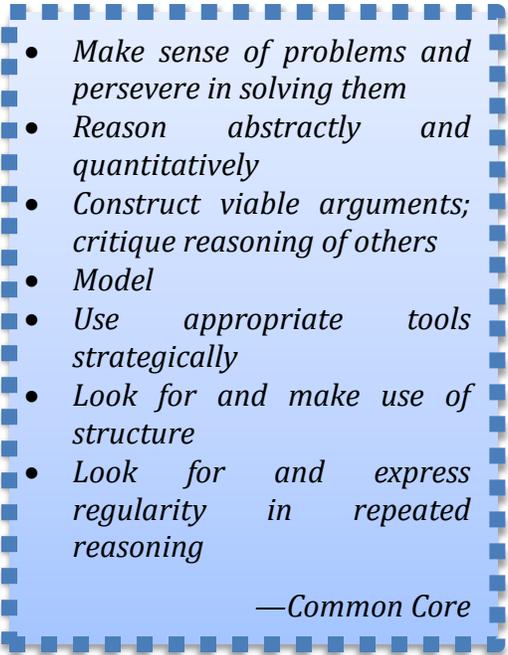
> - *Make sense of problems and persevere in solving them*
> - *Reason abstractly and quantitatively*
> - *Construct viable arguments; critique reasoning of others*
> - *Model*
> - *Use appropriate tools strategically*
> - *Look for and make use of structure*
> - *Look for and express regularity in repeated reasoning*
>
> —*Common Core*

_____There's a good argument for placing games in the Common Core math book (*How to Achieve Common Core with Technology: the Math Strand*). And you could, but the focus here is not as much on product as process—how are students getting **to** college and career? Common Core Reading Anchor Standards are relevant to (select) game-playing:

- *Read closely to determine what text says and make logical inferences—in most games, players can't progress to the next level without doing this*

- *Determine central ideas and analyze development—required to understand the game's big picture because few are based on common knowledge.*
- *Analyze how and why individuals, events, ideas develop and interact—how to determine game mechanics.*
- *Interpret words and phrases—many words are game-specific (domain-specific) and designed so players figure out meaning without reading a manual.*
- *Assess how point of view or purpose shapes content and style—how else will players determine good guys from bad?*
- *Integrate and evaluate content presented—games often include plot clues. These must be decoded to move players forward.*
- *Delineate/evaluate argument and specific claims, including validity of reasoning as well as relevance and sufficiency of evidence—players are expected to use their brains to solve problems. That's the fun.*
- *Read and comprehend complex texts proficiently—games are often complex (consider Minecraft—but rarely does a student give up in their effort to play it), designed to be so; it doesn't discourage participation.*

- *Read closely to determine what text says and make logical inferences*
- *Determine central ideas and analyze development*
- *Analyze how and why individuals, events, ideas develop and interact*
- *Interpret words and phrases used in a text*
- *Assess how point of view or purpose shapes content and style*
- *Integrate and evaluate content*
- *Delineate and evaluate argument and specific claims, including validity of reasoning*
- *Read and comprehend complex texts proficiently*

*—Common Core*

_____When you use games to strengthen reading skills, consider these best practices:

- *Plan time for a learning curve—some students won't need one ; others will.*
- *Have students work in groups—this helps non-gamers with mechanics.*
- *Be involved—don't let gamers intimidate you from observing and directing*
- *Set behavioral expectations—your goals are different from typical game-play; let students know what they are.*
- *Pick great games—make sure whichever you select is fun and challenging. Samorost is perfect, but there are others (like Minecraft).*
- *Align goals with learning—make this clear to students.*
- *Scaffold non-gamers—this can be done with groups.*
- *Update parents consistently—they may wonder about using a game to learn reading. Keep them in the loop. Let them know goals and successes.*
- *Ignore unrealistic expectations on how quickly results populate—students learn at their own rate. Don't rush it.*
- *Differentiate instruction—some students may not be into Samorost-type of game. Have options.*
- *Make failure fun—game purpose isn't to win; it's to learn reading skills.*

- *Fit games into class schedule—probably 45 minutes.*
- *Expect students to play online games in many locations—Encourage that.*
- *Vary assessments—it's good to differentiate for student needs.*

_____There are many educational games ([click here for a list](#)). Pick one that works with your curriculum, unit of inquiry, rhythm.  We use [Samorost](#) I.

_____In [Samorost 1](#) ([Samorost 2](#) is available, but for a fee), the idea is that Samorost explores space ship threatening to crash into his homeland. To play, you simply point and click until you find out how to solve a series of puzzles and brain teasers--sequentially linked to form an adventure story. The game contains no dialogue; solving puzzles is accomplished by clicking onscreen elements in correct order. Solving a puzzle transports player to next screen.

_____As they play:

- *Students blog about:*

    - *why Samorost is scared when he sees the spaceship*
    - *why he decides to explore it*
    - *what he finds along the way*
    - *how close reading of text allowed student to progress through levels*
    - *what central ideas are and how they were developed*
    - *how events and ideas interacted*
    - *what domain-specific words were uncovered as well as their meanings*
    - *how Samorost's point of view  and purpose shaped game*
    - *validity of game's plot and reasoning*
    - *complexity of game and information*
    - *where student experienced problems and how they were solved*
    - *where student experienced success and why*

- *Students create a timeline of progress and post it to blog*
- *Students take notes on game progress using a strategy discussed in class*
- *Students post daily to student blog or class Twitter account*

_____In any online game, being a good digital citizen is paramount. Remind students of digital rights and responsibilities they accept every time they cross the threshold into digital world. If you need guidance on this:

- *click here for a [list of digital citizenship websites](#)*
- *click for a K-8 [digital citizenship curriculum](#)*

_____Expect gaming to be collaborative, where you as teacher learn with students. If you flip your classroom, this is a great unit.

_____Involve parents through student blogs and your open-door policy. Do not let them hear about 'games at school' through casual comment. Invite them to play if/when possible.

_____When unit ends, reflect on it yourself: What did students accomplish? Did they exhilarate in learning for themselves rather than a grade? Did it accomplish your reading skills goals?

_____Problems at beginning of lesson are the most common students will face. Expect students to be able to solve these independent of assistance—as well as hardware problems.

_____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 that 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!*

**Common Core (truncated for brevity; refer to original [Standards](#) for exact wording)**

**Standards for Mathematical Practice**

- CCSS.Math.Practice.MP1
  *Make sense of problems and persevere in solving them*
- CCSS.Math.Practice.MP2
  *Reason abstractly and quantitatively*
- CCSS.Math.Practice.MP3
  *Construct viable arguments and critique the reasoning of others*
- CCSS.Math.Practice.MP5
  *Use appropriate tools strategically*
- CCSS.Math.Practice.MP6
  *Attend to precision*
- CCSS.Math.Practice.MP7
  *Look for and make use of structure*
- CCSS.Math.Practice.MP8
  *Look for and express regularity in repeated reasoning*

**Anchor Standards**

- CCSS.ELA-Literacy.CCRA.R.1
  *Read closely to determine what text says and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text*
- CCSS.ELA-Literacy.CCRA.R.2
  *Determine central ideas and analyze their development; summarize supporting details*
- CCSS.ELA-Literacy.CCRA.R.3
  *Analyze how and why individuals, events, ideas develop and interact*
- CCSS.ELA-Literacy.CCRA.R.4
  *Interpret words and phrases used, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone*
- CCSS.ELA-Literacy.CCRA.R.6
  *Assess how point of view or purpose shapes the content and style of a text*
- CCSS.ELA-Literacy.CCRA.R.7
  *Integrate and evaluate content*
- CCSS.ELA-Literacy.CCRA.R.8
  *Delineate and evaluate the argument and specific claims in a text*
- CCSS.ELA-Literacy.CCRA.R.10

*Read and comprehend complex literary and informational texts proficiently*

**5th Grade**

- CCSS.ELA-Literacy.RF.5.3
  *Know and apply grade-level phonics and word analysis skills in decoding words*
- CCSS.ELA-Literacy.RI.5.2
  *Determine main ideas of text and explain how they are supported by key details*
- CCSS.ELA-Literacy.RI.5.3
  *Explain relationships between individuals, events, ideas, or concepts based on text*

**Middle School**

- CCSS.ELA-Literacy.RI.6.2
  *Determine a central idea of a text and how it is conveyed through particular details; provide a summary distinct from personal opinions or judgments*
- CCSS.ELA-Literacy.RI.6.3
  *Analyze how a key individual, event, or idea is introduced, illustrated, elaborated*
- CCSS.ELA-Literacy.RI.6.4
  *Determine meaning of words used in text*
- CCSS.ELA-Literacy.RI.6.6
  *Determine author's point of view or purpose and explain how it is conveyed in text*
- CCSS.ELA-Literacy.RST.6-8.4
  *Determine meaning of symbols, key terms, and domain-specific words used*
- CCSS.ELA-Literacy.RST.6-8.5
  *Analyze the structure an author uses to organize a text*
- CCSS.ELA-Literacy.RST.6-8.6
  *Analyze author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text*

**Extension:**

- *Have student select a game that satisfies lesson goals and 'sell' you on it.*

**More Information:**

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

# Assessment
## 5th Grade

_____Did anecdotal observation show student working tenaciously?

_____Did student 'read' closely, use evidence to integrate ideas?

_____Did student join class conversations?

_____Could student decode unfamiliar words when required phonics and word analysis?

_____Was student able to make logical inferences from game play to assist in moving toward goal?

_____Did student transfer knowledge from other classes to this lesson (where necessary)?

_____Did student safely and effectively use the internet, demonstrating understanding of digital rights and responsibilities?

_____Was student a risk-taker, curious about a new tech program?

_____Did student work well in a group? Help non-gamers?

_____Did student understand how learning through games responds to the needs of varying audiences, tasks, purpose, discipline?

_____Could student ask and answer questions about key details using explicit evidence from game?

_____Did student describe characters, setting, major events, theme, including key details and an understanding of central message in their game playing blog posts?

_____Did student complete required blog posts and/or Tweets to inform audiences of progress with game?

_____Could student understand how visual and multimedia elements contribute to meaning, tone, and beauty of reading?

_____Did student solve their own problems when possible, before asking for assistance?

# Assessment
# Middle School

____Did anecdotal observation show student working tenaciously?

____Did student 'read' closely, use evidence to integrate ideas? Was student able to determine meaning of symbols and other domain-specific data contained in this fantasy world?

____Did student join class conversations?

____Could student decode unfamiliar words when required using word analysis?

____Was student able to make logical inferences from game play to assist in achieving goals?

____Did student transfer knowledge from other classes to this lesson (where necessary)?

____Did student safely and effectively use the internet, demonstrating understanding of both digital rights and responsibilities?

____Was student a risk-taker, curious about a new tech program?

____Did student work well in a group? Help non-gamers?

____Did student understand how the use of different media (i.e., game-play) responds to the needs of varying audiences, tasks, purpose, discipline?

____Could student ask/answer questions about key details using evidence from game?

____Could student analyze structure used to organize game action, including how major sections contribute to the whole, with the goal of understanding the game itself?

____Could student describe key details and an understanding of central message in game playing blog posts?

____Could student understand how visual and multimedia elements contribute to meaning, tone, and beauty of text?

____Did student complete required blog posts and Tweets to inform audiences of their progress with the game?

____Did student solve their own problems when possible, before asking for assistance?

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