Cross-Curricular Instructional Principles to Prepare More ELA Students for AP and College
Cross-Curricular Instructional Principles

Preparing more ELA students for AP and college

July 26, 2018
Agenda

- Introduction: The Shared Instructional Principles

- Bringing the Instructional Principles to Life: Lesson Walkthrough
  - Close Observation and Analysis
  - High-Order Questioning
  - Academic Conversations
  - Evidence-Based Writing

- Conclusion
Participant Poll

- Teacher
- District-Level Administrator
- Department Head
- Instructional Coach/Specialist
- Principal/Assistant Principal
Introduction

What are the Shared Instructional Principles?
• A common set of classroom routines and approaches that give students many opportunities to practice and strengthen their skills while building their confidence in the classroom.

Why are they consistent across courses?
• Challenging coursework emphasizes key literacy, quantitative, and analysis skills across disciplines, and reinforces these skills in multiple classroom experiences.
Pre-AP Shared Principles

All Pre-AP courses share a common set of classroom routines and approaches that give students many opportunities to practice and strengthen their skills while building their confidence in the classroom.

- **Close Observation and Analysis**
  ... to notice and consider
  In Pre-AP courses, students begin by carefully examining one object, text, performance piece, or problem. They will engage in deep observation to build, refine, or confirm their knowledge, thus developing a foundational skill that supports analysis and learning in each discipline. As students encounter texts, art, graphs, maps, problems, and other source materials, they will learn to first engage in deep, close observation before being asked to explain and then apply or evaluate.

- **Higher-Order Questioning**
  ... to spark productive lingering
  When examining texts, data, problems, and other sources of evidence, students will be guided to grapple with questions that spark curiosity, cultivate wonder, and promote productive lingering. Pre-AP lessons provide teachers with questions that motivate student thinking, support students as they build evidence-based claims, and guide students to consider problems from multiple angles.

- **Evidence-Based Writing**
  ... with a focus on the sentence
  Pre-AP courses value and build time for evidence-based writing in a multitude of forms and for various purposes across the disciplines: crafting claims in science, analyzing sources in history, providing explanations to problems in math, demonstrating reading comprehension in ELA, and critiquing artistic choices in the arts. Pre-AP courses embrace a purposeful and scaffolded approach to writing that begins with a focus on the sentence before progressing to paragraph- and essay-level writing. All courses embed tools and supports (sentence frames, outlines, and graphic organizers) in instructional materials to strengthen writing skills.

- **Academic Conversations**
  ... to support peer-to-peer dialogue
  In Pre-AP classrooms, students will have frequent opportunities for active, thoughtful participation in collaborative conversations about significant themes, topics, and texts. Through these discussions, students will practice the skills of academic conversation that they will need to employ in college and career settings. Students will regularly compare, critique, debate, and build upon others’ ideas and arguments to advance their learning.
Close Observation and Analysis

- Challenging coursework requires careful examination.
- Students engage in deep observation to build, refine, or confirm their knowledge.
- They learn first to engage in deep close observation before being asked to explain.
Higher-Order Questioning

- Students are guided to grapple with questions.
- Teachers’ questions must motivate thought.
There are frequent opportunities for active, thoughtful participation in collaborative conversations.

Students practice the skills of academic conversation.

They regularly compare, critique, debate, and build upon others’ ideas.
Evidence-Based Writing

- Coursework provides a scaffolded approach to writing that begins with a focus on the sentence.
- Teachers should leverage tools and supports.
- In Math coursework, students should receive ample opportunities to craft sentence-level written justifications.
Ideas

What’s sticking?
Check-In

**Poll:**

How often do you and your colleagues get time to collaborate across content areas?

A. Weekly
B. Monthly
C. Yearly
D. What is collaboration?
Close Observation and Analysis

Provide time to slow down, notice, and consider.

- Before they can begin to explain, apply, or evaluate, students must be given an opportunity to engage in deep observation to build, refine, or confirm their knowledge.
- In ELA, that means a careful consideration of text and time to make observations.

**Activity 1.14**

**Historical Heroes: Examples**

**Learning Targets**
- Compare texts across genres to analyze how structure contributes to meaning.
- Use examples to develop an engaging written response.

**Preview**
In this activity, you will read a set of paired passages and work in expert groups to compare the features that appear in both genres.

**Setting a Purpose for Reading**
- While you read, underline words and phrases that the writers use to describe the subject. (R.6.5)
- Circle unfamiliar words and phrases. Use context clues to clarify the meaning of unfamiliar words. (R.3.8)

**About the Author**
Dr. Phineas D. Gurley (1816–1866) was the pastor of the New York Avenue Presbyterian Church (in Washington, DC), which Abraham Lincoln attended during his presidency. Gurley was also Chaplain of the United States Senate. Gurley preached this funeral sermon in the White House East Room on April 19, 1865, four days after Lincoln's assassination.

**Sermon from White House Funeral Sermon for Abraham Lincoln**

**by Dr. Phineas D. Gurley**

He is dead, but the God in whom he trusted lives, and He can guide and strengthen his successor, as He guided and strengthened him. He is dead, but the memory of his virtues, of his wise and patriotic counsels and labors, of his calm and steady faith in God lives, is precious, and will be a power for good in the country quite down to the end of time. He is dead, but the cause he so ardently loved, so ably, patiently, faithfully represented and defended—not for himself only, not for us only, but for all people in all their coming generations, till time shall be no more—that cause survives his fall, and will survive it. The light of its brightest prospects flashes cheerily to-day afarward the gloom occasioned by his death, and the language of God's united providences is telling us that, though the friends of Liberty die, Liberty itself is immortal. There is no assassin strong enough and no weapon deadly enough to quench its inextinguishable life, or arrest its onward march to the conquest and empire of the world. This is our confidence, and this is our consolation, as we
Close Observation and Analysis

Provide time to slow down, notice, and consider.

• Before they can begin to explain, apply, or evaluate, students must be given an opportunity to engage in deep observation to build, refine, or confirm their knowledge.

• In ELA, that means a careful consideration of text and time to make observations.

Making Observations

• What do you notice about the speaker’s tone?
• What stands out most about the funeral sermon?
Close Observation and Analysis

Provide time to slow down, notice, and consider.

- Before they can begin to explain, apply, or evaluate, students must be given an opportunity to engage in deep observation to build, refine, or confirm their knowledge.
- In ELA, that means a careful consideration of text and time to make observations.

---

Poetry

O Captain! My Captain!

by Walt Whitman

O Captain! my Captain! our fearful trip is done;
The ship has weather'd every rack, the prize we sought is won;
The port is near, the bells I hear, the people all exulting.
While follow eyes the steady keel, the vessel grim and daring:

5 But O heart! heart! heart! 
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
10 Rise up—for you the flag is flung—for you the bugle trills;
For you bouquets and ribboned wreaths—for you the shores a-crowding.
For you they call, the swaying mass, their eager faces turning;
Here Captain! dear father!
This arm beneath your head;
Close Observation and Analysis

Provide time to slow down, notice, and consider.

• Before they can begin to explain, apply, or evaluate, students must be given an opportunity to engage in deep observation to build, refine, or confirm their knowledge.

• In ELA, that means a careful consideration of text and time to make observations.

Making Observations

- What do you notice about the speaker’s tone?
- What stands out most about the funeral sermon?
Close Read

Question:
What might be the benefits of conducting a first and second read with your students?
Sermon
from White House Funeral Sermon
for Abraham Lincoln

by Dr. Phineas D. Gurley

He is dead; but the God in whom he trusted lives, and He can guide and strengthen his successor, as He guided and strengthened him. He is dead; but the memory of his virtues, of his wise and patriotic counsels and labors, of his calm and steady faith in God lives, is precious, and will be a power for good in the country quite down to the end of time. He is dead; but the cause he so ardently loved, so ably, patiently, faithfully represented and defended—not for himself only, not for us only, but for all people in all their coming generations, till time shall be no more—that cause survives his fall, and will survive it. The light of its brightening prospects flashes cheerfully to-day athwart the gloom occasioned by his death, and the language of God's united providences is telling us that, though the friends of Liberty die, Liberty itself is immortal. There is no assassin strong enough and no weapon deadly enough to quench its inextinguishable life, or arrest its onward march to the conquest and empire of the world. This is our confidence, and this is our consolation, as we weep and mourn to-day. Though our beloved President is slain, our beloved country is saved. And so we sing of mercy as well as of judgment. Tears of gratitude mingle with those of sorrow. While there is darkness, there is also the dawning of a brighter, happier day upon our stricken and weary land. God be praised that our fallen Chief lived long enough to see the day dawn and the daystar of joy and peace arise upon the nation. He saw it, and he was glad. Alas! alas! He only saw the dawn. When the sun has risen, full-ored and glorious, and a happy reunited people are rejoicing in its light—alas! alas! it will shine upon his grave. But that grave will be a precious and a consecrated spot. The friends of Liberty and of the Union will repair to it in years and ages to come, to pronounce the memory of its occupant blessed, and, gathering from his very ashes, and from the rehearsal of his deeds and virtues, fresh incentives to patriotism, they will there renew their vows of fidelity to their country and their God.

Abraham Lincoln on his deathbed, surrounded by family members and members of his cabinet. April 15, 1865/The Nation's Martyr.
from White House Funeral Sermon for Abraham Lincoln

by Dr. Phineas D. Gurley

He is dead; but the God in whom he trusted lives, and He can guide and strengthen his successor as He guided and strengthened him. He is dead; but the memory of his virtues, of his wise and patriotic counsels and labors, of his calm and steady faith in God lives, is precious, and will be a power for good in the country quite down to the end of time. He is dead; but the cause he so ardently loved, so ably, patiently, faithfully represented and defended—not for himself only, not for us only, but for all people in all their coming generations, till time shall be no more—that cause survives his fall, and will survive it. The light of its brightening prospects flashes cheerfully to-day athwart the gloom occasioned by his death, and the language of God's united providences is telling us that, though the friends of Liberty die, Liberty itself is immortal. There is no assassin strong enough and no weapon deadly enough to quench its inextinguishable life, or arrest its onward march to the conquest and empire of the world. This is our confidence, and this is our consolation, as we weep and mourn to-day. Though our beloved President is slain, our beloved country is saved. And so we sing of mercy as well as of judgment. Tears of gratitude mingle with those of sorrow. While there is darkness, there is also the dawning of a brighter, happier day upon our stricken and weary land. God be praised that our fallen Chief lived long enough to see the day dawn and the daystar of joy and peace arise upon the nation. He saw it, and he was glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and glorious, and a happy reunited people are rejoicing in its light—alas! alas! it will shine upon his grave. But that grave will be a precious and a consecrated spot. The friends of Liberty and of the Union will repair to it in years and ages to come, to pronounce the memory of its occupant blessed, and, gathering from his very ashes, and from the rehearsal of his deeds and virtues, fresh incentives to patriotism, they will there renew their vows of fidelity to their country and their God.
Questioning the Text

**Second read:**
Reading strategy/
Collaborative strategy

Teachers can guide students in creating leveled questions:

- Level 1: Literal
- Level 2: Interpretive
- Level 3: Universal

Students compose questions on sticky notes.
Higher-Order Questioning

Thoughtful questions spark productive lingering.

• Once students have been given time and space to notice and consider, they need to grapple with questions that spark curiosity, cultivate wonder, and promote productive learning.

• Questions should motivate thought and support students as they develop evidence-based claims about texts.

Returning to the Texts

Return to the texts as you respond to the following questions. Use text evidence to support your responses.

Write any additional questions you have about the sermon and the poem in your Reader/Writer Notebook.

White House Funeral Sermon for Abraham Lincoln

1. What effect does the quote, “... though the friends of Liberty die, Liberty is immortal” have on the reader?
   This quote reveals that although Lincoln’s death is a tragedy, his cause will survive. 8.9(D)

2. How do Dr. Gurley’s contrasting statements about grief and hope create a structure that aptly describes that moment in history?
   The structure of the repeated contrast of grief and hope echoes the feelings of the nation at the time. The country grieves for the assassination of a beloved president even as it rejoices that the war is over, the Union is preserved, and liberty has been protected. 8.9(B)

O Captain! My Captain!

3. What is the effect of the short lines that conclude each stanza in Whitman’s poem? How do they contrast with the longer lines?
   The short lines break the rhythm of the poem and express deep grief. The longer lines are descriptive and calm, while the short ones are jarring and powerful. 8.8(B)

4. As an allegory representing the death of Abraham Lincoln, who does the Captain represent? What does the ship represent? What does the trip or voyage represent?
   The Captain represents Lincoln; the ship represents the country; the voyage represents the Civil War. 8.9(D)

5. How does Whitman establish the same mood of sorrow and hope in his poem as Dr. Gurley does in his sermon? Explain by choosing a line that represents the mood.
   “From fearful trip the victor ship comes in with object won.” This line expresses the feeling of sadness and fear even as it expresses that the trip was a success. 8.6(C), 8.9(F)
Jigsaw

Divide questions among groups of students.

**White House Funeral Sermon for Abraham Lincoln**

1. What effect does the quote, "... though the friends of Liberty die, Liberty is immortal" have on the reader?
   
   This quote reveals that although Lincoln's death is a tragedy, his cause will survive. 8.9(D)

2. How do Dr. Gurley's contrasting statements about grief and hope create a structure that aptly describes that moment in history?
   
   The structure of the repeated contrast of grief and hope echoes the feelings of the nation at the time. The country grieves for the assassination of a beloved president even as it rejoices that the war is over, the Union is preserved, and liberty has been protected. 8.9(B)

**O Captain! My Captain!**

3. What is the effect of the short lines that conclude each stanza in Whitman's poem? How do they contrast with the longer lines?
   
   The short lines break the rhythm of the poem and express deep grief. The longer lines are descriptive and calm, while the short ones are jarring and powerful. 8.8(B)

4. As an allegory representing the death of Abraham Lincoln, who does the Captain represent? What does the ship represent? What does the trip or voyage represent?
   
   The Captain represents Lincoln; the ship represents the country; the voyage represents the Civil War. 8.9(D)

5. How does Whitman establish the same mood of sorrow and hope in his poem as Dr. Gurley does in his sermon? Explain by choosing a line that represents the mood.
   
   "From fearful trip the victor ship comes in with object won." This line expresses the feeling of sadness and fear even as it expresses that the trip was a success. 8.6(C), 8.9(F)
Jigsaw

Question:
When might a Jigsaw be used in a subject area other than ELA?
Academic Conversations

Collaboration supports peer-to-peer dialogue.

• Opportunities for thoughtful, active participation in collaborative conversations about significant themes, texts, topics, and problems build college and career skills.

• It provides an opportunity to compare, critique, debate, and build on each others’ ideas and arguments to advance students’ learning.

Check Your Understanding

Write a topic sentence that compares the two texts you read. How are they similar? How are they different?

12. Meet with your partner and take turns sharing what you learned about your historical figure. As your partner shares, take notes on anything you find interesting or similar to what you read in your two texts. Be sure to discuss the information in your graphic organizers as well as what you find similar and different about your historical figures now that you have learned about both.
Think-Pair-Share

**Collaborative strategy**

Students can then share their sticky note questions with a partner.
Stoplight

Self-assessment
Question:
When might you use a stoplight in your own practice?
Evidence-Based Writing

Craft claims with a focus on the sentence.

- Using a purposeful, scaffolded approach to writing that begins with a focus on the sentence strengthens writing skills before progressing to paragraph- and essay-level writing.

- Providing structures like sentence frames, outline, and graphic organizers help students organize their thoughts at the foundational level before developing full-length responses.
Evidence-Based Writing

Craft claims with a focus on the sentence.

- Using a purposeful, scaffolded approach to writing that begins with a focus on the sentence strengthens writing skills before progressing to paragraph- and essay-level writing.
- Providing structures like sentence frames, outline, and graphic organizers help students organize their thoughts at the foundational level before developing full-length responses.
Strategies to Support Evidence-Based Writing

There are a number of strategies to help students develop their thinking.

• T chart
• Double-entry journal
• Outline
• Writing groups
Reflective Practice

When planning for student success, did you:

- Select meaningful texts worth discussion?
- Account for time to observe, comprehend, and build understanding?
- Ask text-dependent questions that spark curiosity and promote productive lingering?
- Encourage conversation on multiple occasions?
- Provide structures and tasks that allow students to organize their thinking?
- Provide prompts that allow students to demonstrate their learning?
Closing Thoughts
Exit Ticket

WHAT’S STICKING?

Something that stood out
A new idea/concept
Something you are excited about
THANK YOU.