Let’s get personal: PL in the Language Arts Classroom

tinyurl.com/yczj4ckm
My Story

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tinyurl.com/yczj4ckm
Personalization: The Learner drives their own learning.

Differentiation: The Teacher provides instruction to groups of learners.

Individualization: The Teacher provides instruction to an individual learner.

Barbara Bray & Kathleen McClaskey full chart.
South View started small. Just try one thing.
Focus on standards.
Tom Sawyer Final Assessment

- 7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- 7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

TURN & TALK

What are some of the ways students could meet these standards?
Tom Sawyer Final Assessment

- **Tom Sawyer Test**
  - Analyze what text says explicitly as well as inferences by examining passages from the novel.
  - Identify theme
  - Best Answer Multiple Choice and Matching
  - Use traditional test structure to demonstrate comprehension and application of these standards.

- **Character Suitcase**
  - Analyze the text and identify theme by packing a suitcase full of literal and figurative items for character.
  - Include a written statement from the perspective of the character
  - Must creatively incorporate quotes from the novel.
  - Creative use of objects and pictures to represent the main events and theme of the novel.

- **St. Petersburg Perspectives**
  - Write and perform a speech that analyzes the text and identifies a theme
  - Create a visual aid to enhance your speech
<table>
<thead>
<tr>
<th>Standard</th>
<th>Meets</th>
<th>Partially Meets</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.4.1.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</strong></td>
<td>Demonstrates understanding of <em>explicit</em> details about setting, characterization, plot and conflict in the text.</td>
<td>Demonstrates some understanding of <em>explicit</em> details about setting, characterization, plot and conflict in the text.</td>
<td>Demonstrates limited understanding of <em>explicit</em> details about setting, characterization, plot and conflict in the text. Evidence may be irrelevant, inaccurate, or missing.</td>
</tr>
<tr>
<td></td>
<td>Identifies relevant evidence from the text to support understanding.</td>
<td>Identifies some relevant evidence from the text to support understanding.</td>
<td>Inferences about characters and plot are irrelevant, inaccurate, or missing. Use of textual evidence is minimal or missing. Examples from the text do not explain inferences.</td>
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<tr>
<td></td>
<td>Makes accurate <em>inferences</em> about characters and plot using textual evidence.</td>
<td>Inferences about characters and plot lack some accuracy.</td>
<td>Inferences about characters and plot are irrelevant, inaccurate, or missing. Use of textual evidence is minimal or missing. Examples from the text do not explain inferences.</td>
</tr>
<tr>
<td></td>
<td>Uses explicit examples from the text to explain inferences.</td>
<td>Use of textual evidence is vague or incomplete.</td>
<td>Use of textual evidence is vague or incomplete. Examples from the text do not adequately explain inferences.</td>
</tr>
<tr>
<td><strong>7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</strong></td>
<td>Identifies a theme.</td>
<td>Identifies a theme.</td>
<td>Inaccurately or incompletely identifies a theme. Analysis of theme development does not include characters and/or conflict or is missing.</td>
</tr>
<tr>
<td></td>
<td>Demonstrates quality analysis of theme development through of characters and conflict.</td>
<td>Demonstrates basic analysis of theme development through of characters and conflict.</td>
<td>Analysis of theme development does not include characters and/or conflict or is missing.</td>
</tr>
<tr>
<td></td>
<td>Prioritizes events and characters to create an accurate summary.</td>
<td>Events and characters are used to create a summary, though it may not include the most important information.</td>
<td>Summary is too brief, vague, or uses irrelevant events and characters.</td>
</tr>
</tbody>
</table>
Redesigning the traditional novel unit

Treasure Island, The Adventures of Tom Sawyer, The Book Thief
Traditional

- Bell ringer or writer's notebook
- Teacher-led discussion or activity (Kelly Gallagagher *Deeper Reading*)
- Reading time

Personalized

- Essential Questions
- Learning Target
- Writer's notebook
- Flex Time
- Reflection
- Student unit guide
Essential Questions

The Why
Day 1

*Treasure Island* Essential Questions
How does adventure reveal and shape characters?

How does language create images of people, events, places and feelings?
**Tom Sawyer Essential Questions**

- What are the characteristics of a good role model?
- How is this classic novel relevant to life today?
- Why is it important to read and interact with specific themes represented in novels?
Days 1–2

- What qualities enable a person to overcome tragedy?
- If we know something is wrong, what is our responsibility to stop it?
- What is the value of human life? (Value means worth, not purpose)
- What sacrifices do people make to ensure their own or someone else’s survival?
- What can death teach a person about life?
Your turn

Write an essential question for a novel or other unit in your class.

Check out this great [Essential Question resource](#)!
Learning Targets

“I can” statements that guide the lesson and reflection for the day.
I can analyze the cause and effect of an event in the story.
I can identify methods of characterization an author uses to develop a character.
LEARNING TARGETS

I can analyze how the author uses color and symbolism.

I can create a collection of writing using a variety of writing styles to answer an essential question.
Flex Time

Teacher Seminar ~ Collaborative Time ~ Individual Flex.
TEACHER SEMINAR
- Direct Instruction
- Lead by the teacher

Consider choosing SEMINAR if...
- You prefer to hear and see from the teacher
- New or difficult information
- Want to check for understanding
- Prefer to ask the teacher questions over peers

COLLABORATIVE GROUPS
- Working with 2–4 classmates
- Everyone is engaged & sharing a common goal/task

Consider choosing COLLABORATIVE GROUPS if...
- You prefer to discuss and process verbally with others
- You are willing to participate and listen to peers
- You can remain on task without teacher reminders

PERSONAL FLEX
- Independent work
- Self paced

Consider choosing PERSONAL FLEX if...
- You prefer to process internally (in your own head)
- You like to work at your own pace
- You can learn and understand information by reading on your own
- You can remain focused without reminders from the teacher
Reflection

Student self-reflection on learning targets, standards, and goals.
Reflection
I can analyze the cause and effect of an event in the story.

Did you meet the learning target today? Reflect on what worked or didn’t work for you today.
Reflection Days 2–3

How have the activities helped you understand Twain’s characters?

How did you do as a learner today? What’s working? What isn’t?
TURN & TALK
How can you/do you incorporate multiple pathways in your class?

TURN & TALK
How did the activities help you understand the author’s use of color and symbolism?

TURN & TALK
How can you/do you encourage ongoing reflection in your class?

REFLECTION:
Reflect on your goals or the learning choices you made today.
Student
Unit Guide

Unit map including essential questions, standards, daily learning targets, formative and summative work choices and helpful links.
Every truth has four corners: as a teacher I give you one corner, and it is for you to find the other three.

~Confucius
Unit Guides

Treasure Island
Tom Sawyer
The Book Thief
Still growing...

- Pacing
- Teacher seminar as a positive choice
- Reflections
- Workload/assessing student work
- Less confusing format/easy to find links
Thanks!

Any questions?

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