Shifts in English Education

“We now accept the fact that learning is a lifelong process of keeping abreast of change. And the most pressing task is to teach people how to learn.” - Peter Drucker
Introductions:

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Six Shifts in English/Language Arts

4. Evidence-based conversations about text
**Shifts in Focus**

Building knowledge through content rich nonfiction.

- Reading, writing and speaking grounded in evidence from text both literary and informational.
- Regular practice with complex text and its academic language.
- A more student-driven classroom.

What does that mean?
It means:

❖ Book reports will ask students to analyze, not summarize.

❖ Presentations will be graded partly on how persuasively students express their ideas.

❖ History papers will require reading from multiple sources; the goal is to get students to see how beliefs and biases can influence the way different people describe the same events.

English Education Then & Now

Before….We read mostly fiction.

- fairytales
- mythology
- short stories
- science fiction

Now...We also read informational text.

- prepares students for real-life reading
- builds knowledge about the natural and social world
- boosts vocabulary and other kinds of literacy knowledge
- prepares students for future academic demands
English Education Then & Now

**Before**...Essays were expositories or narratives.
- What was your favorite holiday?
- Who is your favorite character in.....
- Write about a time when....

**Now**.....Essays are argumentative
- read two articles with opposing views
- make a claim

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Expository Writing

All About: what I can inform you of
How To: what I can explain to you

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Argumentative Essentials
- Study sides of an issue
- Develop logical reasons
- Present both sides
- Conclude the argument
- Connect ideas logically
- Apply a formal style
English Education Then & Now

Before….notes were taken with pen on paper in various formats

Now….we annotate on paper and on our chromebooks.
Answering Questions in English.... Now

Now...teachers use text dependent questions

- students have to determine what the text says explicitly and to make logical inferences from it.
- Students will have to cite pertinent evidence from the text when responding,
- Students can not rely on prior knowledge or personal experience.
Reading in English….Now

- **Close read** - choose a specific passage and analyze it in fine detail.
  - reread a passage deliberately
  - read short passages and/or excerpts
  - focus on the text itself

- **Chromebook** - many of our novels, articles, etc are read on a computer
  - students can:
    - highlight/annotate
    - listen to the passage
    - share questions/information with the teacher via email
Reading strategies to help your teen:

❖ **Comprehension monitoring**—look for vocab before reading begins to assist with understanding, interaction with the text while reading, summarize the reading

❖ **Cooperative learning**—students work in groups and work with graphic organizers to plot the reading and discuss guided questions

❖ **Question answering**—typically answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. (examples are How does...affect...?)

❖ **Summarization**—can take many forms, including travelogues, journals, double-entry journals, and letters.

❖ **Multiple Strategy**—uses different media—such as text, images, or video—to analyze or comment on a work of literature.

Sample Lesson:

- **Essential Question:**
  When should individuals conform and when should they rebel?

- **Overall semester theme:**
  Rage Against the Machine

- **IN Standards:**
  9-10.RV.3.2 (assessed)
  9-10.RN.2.1 (addressed)
  9-10.ML.1
  9-10.SL.2.1
Daily Objective:

Students will be able to:

- Analyze and draw inferences from the text (9-10.RN.2.1)
- Cite strong and thorough textual evidence
- Participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues (9-10.SL.2.1)
- Determine the meaning of words and phrases as they are used in nonfiction text (9-10.RV.3.2)
- Critically analyze information found in electronic, print, and mass media (9-10.ML.1)
Texts for the lesson:

Background on news clip:
In the afternoon of 9 October 2012, Malala boarded her school bus in the northwest Pakistani district of Swat. A gunman asked for Malala by name, then pointed a Colt 45 at her and fired three shots. She became the most famous teacher around the world.

Malala Says 'I Do Not Deserve' Nobel Prize Yet

Background on Ruby Bridges:
In spring of 1960, Bridges was one of six black children in New Orleans to pass the test that determined whether or not they could go to the all-white school. An American activist known for being the first black child to attend an all-white elementary school.

Ruby Bridges' Brave Step
Thank you!

Questions?