4th Grade Data Team: January 2014

{Team enters room with casual conversation}

Coach - Ok so the big thing we want to think about today when we’re talking about step 1 is: what does the standard expect out of students? What does the standard actually mean? How do all of the standards in the unit connect to one another? So it’s just having that conversation about how the standards and the learner outcomes that we’re working through are connected so we’re not teaching each standard in isolation. We don’t want to jump from one standard to the next; instead we want to be thinking about how they come together and how we can reinforce some of the things we previously taught through the new skills we’re working on. And then the third piece here is just thinking about “how do the standards unfold across the grade levels?” Fourth grade is really one of those grade levels where we make a big shift. The difference between 3rd grade and 4th grade is pretty important in the language of the standards. So being aware that this is the first time they are hearing 1st person-3rd person narration and we might have to spend a little more time keeping that at the top level, and when it comes back later in the year, we can go to a deeper level. Let’s take a couple minutes and read through the standards… Does anything jump out at you as you read through lit 2, lit 3, and lit 6?

Teacher 3- They all use details.

Coach - Yep, ok. And we’ve kind of talked about how standards 1, 2, and 3 fall under the category of key ideas and details. Standards 4, 5, and 6 talk about the author’s craft; and standards 7, 8, and 9 talk about how all the ideas kind if come together- the integration of ideas. So I think that is a huge one- that idea of pulling out those key details. Let’s kind of just start throwing out some ideas for I can statements and then we can kind of work through them together.

Teacher 2 - I can use specific details to draw conclusions about the characters, settings, and events in a story.

Coach - Great - where’d that one come from?

Teacher 2 - I was just combining 2 and 3.

Coach - Can you say that again?

Teacher 2 - I can use specific details to draw conclusions about the characters, settings or events of a story, drama.

Teacher 1 - Why not put in there summary- isn’t that all a summary also?

Teacher 3 - the drawing conclusions? So I can use specific details to draw conclusions or create a summary about… how much do we want to put into one?

Teacher 2 - Yeah, exactly.

Coach - It’s not about trying to make it a big, beefy I can that we just put a lot of commas and “ands” in there. Let’s think about what you just said about a summary. What are we trying to accomplish? If we look at lit 2, “determine the theme from the details” and then we have to summarize. So let’s look in the Common Core Book - it says for fourth grade, *“Let’s summarize this piece. What do we think is the central message? Remember instead of coming out and telling us the theme, the author usually leaves it up to us to infer or figure it out for ourselves. Let’s track how the author worked toward building a theme.”* I like the idea of “tracking” details to think about the theme because then that is what your summary is- pulling out those really important pieces that we’ve tracked.

Teacher 2 - And then stating the theme.

Teacher 1 - So I can summarize…

Coach - How about instead of “use” specific details, we use that “track” from the book?

Teacher 1 - “track” or “choose” or yeah. I can track specific details to create my own summary and determine the theme from that summary- no that’s too long.

Teacher 3 - I can track details? Is that what you said?

Teacher 2 - In my head, I’m going from tracking is sort of getting the details to write that summary and using that summary to get the theme.

Teacher 1- But can the theme be in the summary?

Teacher 2 - I would think so.

Teacher 3 - Yeah.

Coach - Ok, so maybe track details, come up with the theme, use the theme, and the really important details to write the summary. Is that kind of the idea?

Teacher 2 - Can we start with I can write a summary that uses key details- I don’t know...

Teacher 3 - I can write a summary that tracks key details

Teacher 1 - and has a theme?

Coach - How come you chose to start with “I can write a summary?”

Teacher 3 - I don’t know- maybe that’s not the…

Coach - Because were you thinking they would write it first?

Teacher 2 - Or I can summarize, because they can say it too.

Coach - Do you want to do it in the order that you want your kids to do it? So that if you were to post this I can you could even do it in a checklist, instead of having it written out. Track the details, determine the theme, create the summary.

Teacher 2 - Oh, I like that. Can we just put that? Track the details, determine the theme, create a summary.

Coach - Yeah, does that make sense?

Teacher 3 - Can we just write the I can statement, “I can” and then do bullets?

Coach - Ok.

Teacher 3 - Track the details, determine the theme,

Teacher 2 - I like word “create my own summary” because then it could be verbal, it could be… it doesn’t have to be written. We probably want them to end up there at some time, but if they can’t do that, but they can summarize.

Coach - So you said I can track the details, determine the theme, and create a summary. I just bulleted those underneath “I can.” So let’s think about lit 3 because of those specific details that you’re wanting them to track. Do we want to add something there that we want them focused on the ideas of character, setting, and major events when they are tracking details?

Teacher 1 - I can track details of a character, setting, and important events.

Coach - Ok, so I have I can track specific details about the character, setting, and major events, determine the theme, and create my own summary.

Teacher 3 - My question is on lit 3. It says to describe in depth the character, setting… is a summary in depth?

Teacher 2 - I think part of 3 is the idea of really understanding a character, setting, or major event. They add that idea of in depth. Let me look, I think it starts in 3rd or 4th grade because in the beginning grades they’re doing that exact thing- character, setting, major events- they just add the term, “in depth.” Yeah, it’s 4th grade. This idea of knowing that at a deep level. I think that comes from the inferences. It’s more than just that they wore a red coat and that they did this. It’s what you know about them at a deep level.

Teacher 1 - So we’re not combining literature 2 and 3. Or are we?

Teacher 2 - We are. A little bit.

Teacher 3 - I didn’t know if that would be a separate I can.

Coach - Do you want it to be a separate I can? I don’t think there is a right answer there.

Teacher 1 - Well, the only thing is I think that’s kind of different than a summary.

Teacher 2 - Could we use the in depth of a character to help draw conclusions?

Teacher 1 - Because in lit 3, there’s the draw the conclusions about characters, settings, and major events. Which really, you can’t draw conclusions on just surface details of who they are. So we could say, they can track and use that track word again- or, well-

Teacher 2 - details *about* the characters, settings, and events?

Teacher 1 - There needs to be something about in depth though, I think. Or maybe understand who the characters, the settings so they can draw conclusions

Teacher 3 - The corresponding college and career readiness anchor standard says, “analyze how and why individuals, events, and ideas develop and interact over the course of a text.” I kind of like that- “the how and why the characters, settings, and events interact over the course of a text.” Why that’s important.

Coach - So how would you say that?

Teacher 3 - It says “analyze how and why individuals, events, and ideas interact over the course of a text” I would definitely use “characters” instead of “individuals.”

Coach - That’s K-12. By the time they leave 12th grade, this is what they will be held to. So what would that lead them to now in 4th grade?

Teacher 2 - Are you comparing the “in depth” to the “how and why”?

Teacher 3 - Yes.

Teacher 2 - So do we want to incorporate the words “how” and “why” instead of “in depth”?

Teacher 3 - Yeah, because I don’t think they understand what “in depth” says.

Teacher 1 - I would agree. That’s the deep end of the pool to them.

Teacher 3 - Yes, it is.

Coach - The prompt in here (Common Core Book) just for 4th grade is “What are the details that really matter?” That’s how they prompt kids to think about what in depth details.

Teacher 2 - Oh, ok.

Coach - Because then their graphic organizers that they provide are just description of the character, major challenge or goal, response to the challenge or goal, and then how the character changes over time.

Teacher 2 - Do we want to use the “Details that really matter”? Do we want to use “how and why”? Or do we want to “use describe in depth”.

Teacher 1 - Not “in depth”

Teacher 2 - Now we’re on House Hunters. We have 3 choices. We’ve eliminated one!

Teacher 1 - Perfect! I want the one by the beach, please!

Teacher 3 - Ok, what did you eliminate?

Teacher 1 - “in depth”

Teacher 2 - Because how often do you use that?

Coach - So what was said then was “What are the details that matter.”

Teacher 3 - Is that academic language that they need to know though? Is “in depth” ever on a quiz, on a test?

Coach - For what reason would they need to know that?

Teacher 3 - To draw conclusions.

Coach - But to use that term. Is that an academic vocabulary word?

Teacher 3 - In depth?

Teacher 2 - Do we use that in our daily lives?

Teacher 3 - Depends.

Coach - Well, you could always put it in your I can and then give examples to help define it.

Teacher 2 - I just don’t like it.

Teacher 3 - Well, kind of like what you’re saying- just have “in depth”- this is what is means- “the when, the how, the why”

Teacher 1 - Then, what did you say the choices were?

Teacher 3 - The details that really matter, the how and why, or in depth

Teacher 1 – Ohh…What about the iceberg visual- For the surface and then “in depth” for their thoughts, their feelings, their motivations?

Coach – Great! But what was the prompt again that was used in helping to understand “in depth?”

Teacher 3 - It was, “What are the details that really matter?”

Teacher 2 - So those are the 3 choices that we had to include “the details that really matter,” “describe in depth”…

Coach - What if you did, “Create my own summary using the details that really matter”? Because is that what we’re really wanting them to do?

Teacher 3 -And that would take care of the “in depth”

Teacher 1- Uh huh. I like that.

Teacher 2 - And doing anything with theme?

Teacher 3 - We’re determining the theme. That was bullet number 2.

Coach - So we’ve got track specific details about the characters, setting, and major events, determine the theme, and create my own summary using the details that really matter.

Teacher 1 - I like that.

Teacher 2 - That “Miraculous Story of Edward Tulane” would be a great story for this unit.

Coach - Well, and I’m also seeing that we have “compare and contrast characters.” There is a lesson in the Journeys materials that has two really strong characters in there. It’s either 16 or 18. So I know there is at least one story where you’ll really be able to kind of dig into that.

Teacher 1 - “The Never-ending Story” would be a good one too.

Coach – So, do we feel as though we have sufficiently discussed and represented lit 2 and lit 3?

Teacher 3 - Yeah, can you read what we have?

(Team Continues…)