Language Arts at Jane Addams Middle School

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For questions and more information about this document, please contact the following:

   Megan Riber  
   Administrative Secretary, Jane Addams Middle School  
   meriber@seattleschools.org

A presentation about the language arts courses at Jane Addams Middle School (JAMS).
Language Arts
Session 4: 8:05-8:15

- READING
- WRITING
- SPEAKING AND LISTENING
- WE’LL GET STARTED SHORTLY!
During this presentation...

➢ Please stay muted to avoid background noise.

➢ Please only unmute during the presentation if there is a technical problem that I seem to not notice or address.

➢ Put your questions, comments and messages in the chat. I will answer as many as I can at the end of the presentation.

➢ You are welcome to have your cameras on or off.
Tonight, you will learn about...

- The units of study for 6th, 7th, and 8th grade.
- Independent Reading – expanding our readers’ identities.
- What teaching and learning looks like at Jane Addams.
- Inclusive Highly Capable access for all.
  - Blended HCC and General Education students using *cluster grouping* and differentiated instruction.
- Q & A: Please put them in the chat. I will answer as many as I can.
- Your host: Gabe Herbison (department chair and subject specialist)
Our units of study, grades 6-8

Unit 1: The art and power of narrative – ‘windows and mirrors’

**WHY DO STORIES MATTER?**

Stories reflect who we are & who we are going to be.

* Share our culture & experiences
* Express ourselves & our emotions
* Show creativity & imagination
* Allow us to relive a moment

* Discover more about others & ourselves
* They connect people
* We can relate, empathize, or try to understand
* Let us look into someone else’s life to see what is important to them

Stories open us to other experiences & perspectives

**WHY DO STORIES MATTER?**

Life would be less fun without them!

* Stories can lift your spirits
* Interesting / entertaining
* Help pass time
* We can create or escape into other worlds

* Stories have special meaning & messages
* Improve life
* Get passed down through different generations
* Offer ideas, inspiration, & influences
* Learn from history & successes
* Raise awareness of social justice issues, the environment, world events...

Lessons can be learned through story

**How should I seek out ‘Just Right Books’?**

1. Have an idea what you are looking for, like, a genre, an author or a recommendation.
2. Check out the cover, the author’s name and read the ‘blurb’.
3. Read the first few pages to see if you are interested.
Unit 2: Literary analysis

For Power Dynamics ask yourself

"What is the character willing to do to get what they want?"

"How does the character respond to power?"

Character Motivation:

What does the character need?

Want?

- to survive?
- to solve a problem?
- to help someone?
- to be happy?
- to accomplish?

Need?

- to know?
- to learn?

Do?

- to others?
- to themselves?
- to help others?
- to solve problems?
- to avoid conflict?

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How?

- conscious
- subconscious

Why?

- action or reaction

Reading is Thinking

Envision: "see, hear, smell, taste, touch." We are in the text and notice descriptive language that helps us envision a sensory image.

"When the text describes I can almost envision (see, hear, taste, touch, smell) in my head.

"What I just read reminds me of the time...

"What I just read reminds me of a (story, book, movie, song) because...

IADD Inner Thinking, Action, Dialogue, Detail: notice how characters behave. When they say, do, or think something—does that tell us about the characters' traits? Does a character's behavior create a deeper meaning in the story?

"When the character (said, thought, did), this shows they are..."
Unit 3: Argument based writing

Elements of a DEBATE

**Topic** is the central idea to a debate or issue.

**Issue** is a complete sentence or question that states why the topic is debated, a problem, or argued.

**Sides** are the different points of view or opinions about the issue.
- Some people say...
- However, others say...

What makes evidence STRONG?

**AUTHORITY**
The evidence is from a source that is well-known and trustworthy.

**SPECIFIC**
The evidence is detailed and a direct quote if possible.

**DIRECTLY RELATED**
The evidence is clearly connected to the author's claim.

Who is your audience?

Think about what change you want to see and who has the power to make the change.

Counter Claim believers?
- Are you persuading people who disagree with you?
- Are you raising awareness for those who do not know they may be part of the problem?

Those who are unaware of the problem?
- Are you raising awareness for those who do not know they may be part of the problem?

Those who make or change laws?
- Legislators: Federal or State level?
- Those who enforce the law?
Unit 4: Creative Writing
Independent Reading at Jane Addams

➢ We expect all students to **read 20+ minutes everyday**.
➢ Student choice - ‘Just Right’ books
➢ Building ‘reading identities’ and better habits as a reader
What teaching and learning looks like at Jane Addams (6th grade classroom)
Learning Targets and Success Criteria

➢ What is it we want students to learn?

➢ How will students know when they have learned it?

Learning Target:
I can make inferences about how the characters and setting interact in order to track the emotional impact of the setting across the text.

Success Criteria
This means I can...
• note when the setting changes
• describe the tone/mood of the scene
• explain how the setting affects the character’s emotions/attitude and choices
Student Self-Assessments

<table>
<thead>
<tr>
<th>CONCERNS</th>
<th>CRITERIA</th>
<th>SUCCESSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have enough emotions &amp; feelings</td>
<td>B. Elaboration: Did you include descriptions and details so that readers picture the sights, sounds, and feelings of the moment?</td>
<td>I described the scenery &amp; the smell, taste, touch, etc.</td>
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<tr>
<td>2. I have ENOUGH showing sentences</td>
<td>1. Inner Thinking: I show the inner thoughts and feelings of characters to help bring meaning to the story and/or add to the tension/energy.</td>
<td>I have at least 1 Inner Thinking sentence.</td>
</tr>
<tr>
<td>3. Actions: I include actions in my story that help readers better understand the moment and the characters. I considered big actions like running and small actions like &quot;rubbing my eyes&quot;.</td>
<td>2. Actions: I include actions in my story that help readers better understand the moment and the characters. I considered big actions like running and small actions like &quot;rubbing my eyes&quot;.</td>
<td>I described many actions and it makes sense to the reader as how it connects.</td>
</tr>
<tr>
<td>4. Dialogue: I use dialogue to show what characters are saying AND how they say it.</td>
<td>3. Dialogue: I use dialogue to show what characters are saying AND how they say it.</td>
<td>I have a conversation during scene points of my story.</td>
</tr>
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<td>5. Details: I include sensory details (sight, sound, smell, taste, and touch/texture) to help my readers envision my story. I especially pay attention to the important parts of my story.</td>
<td>4. Details: I include sensory details (sight, sound, smell, taste, and touch/texture) to help my readers envision my story. I especially pay attention to the important parts of my story.</td>
<td>I can picture a scene when I read over the sensory details and I included all of the sensory details so the reader can see the picture in their head.</td>
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**Composition books**

**Collaborative learning**
Highly Capable Learner – Cluster Grouping

➢ Highly Capable identified students are ‘clustered’ in groups of 7-12 in every Language Arts class at JAMS.

➢ All students have access and opportunity at our advanced learning curriculum and materials.

➢ ‘Cluster Grouping’ is a better, research-based practice that supports all learners.
What do learning opportunities look like in Language Arts classes?

Differentiated Instruction:

- Properly leveled anchor and mentor texts for all students.
- Appropriate depth and complexity of tasks.
- Focus on student choice.
- Focus on targeted feedback based on each students’ current level of skill/knowledge and best next steps for learning.
- Small groups for targeted instruction, work, and peer feedback.
BONUS SLIDES!
8th Grade Brochures
6th Grade Independent Writing Projects: learning about genre and medium.

This 6th grade writer and artist blew me away!