

**Teaching with the
Common Core in Mind**

Nancy Doda, Ph.D.,
www.teacher-to-teacher.com

**Methods that Matter:
Stage Three:**

What will students be doing to develop understandings and skills?
What kinds of learning experiences will lead to deep understanding?

**What Kind of Learning
Experiences Support These Skills?**

<ul style="list-style-type: none"> • Problems to Solve • Products to Create • Issues to Investigate • Processes to Use and Invent • Arguments to Defend 	<ul style="list-style-type: none"> • gather, comprehend, evaluate, synthesize, and report on information and ideas • conduct original research to answer questions or solve problems • analyze and create...range of print and non-print texts in media forms • support claims...with valid reasoning and relevant and sufficient evidence
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Research Findings

- Open discussion=free exchange of ideas among students
- Open discussion occurs 1.7 minutes per 60 minutes of classroom time.

(Applebee, et. al., 2003)

**TALK IS NEVER
CHEAP**

but really good talk can reap enormous dividends for learning!

Common Core Standards state that students, beginning in middle school, should be able to “Write arguments to support claims with clear reasons and relevant evidence.”

(www.corestandards.org ELA Writing, Grade 6)



Bridge the Gap: From Verbal to
Written Argument

Discussion Approaches

1. Clock partners
2. Small Groups
3. Socratic Seminar

The Capacity to Rigorous & Productive Talk

- We must live in the question, not the answer.
 - *We teach what we love, so we rightfully want to teach why we love it but...*
- We must coach students in the skills needed to participate in argument and discussion.
 - *We are focused on content, and often ignore the skill support needed...so...*

The Teaching Stance

"It's never important that our students' interpretations agree with ours, only that they provide evidence and warrants that support their claims."

(Smith & Wilhelm, 2011)

What In An
Effective
Argument?

What's In An Argument?

- A Claim based on some evidence
- Data which led to your claim or makes you say so
- A Warrant that explains how you can move from evidence to that claim
- Rebuttals: What someone who disagrees might say

(Toulmin's argument framework)

The Art of Argument

Martin Luther King's Letter
From the Birmingham Jail

Note Taking

- Claims and Evidence
- Possible Counter Claims

Unpack Ads

What's the claim?
Evidence?
So what?
Audience?
Effective?

Socratic Seminar

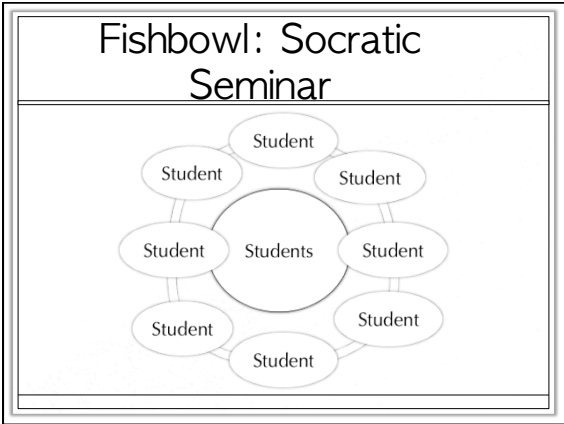
Rehearsals for the Thinking
Needed in Writing

2 Likely Questions

- What makes it so?
- What do you have to go on?

Diane Ravitch Blog

<http://dianeravitch.net>



- ### Socratic Seminar
1. Create and/or review norms for discussions
 2. Read a common text/video
 3. Pair up for sharing passages, ideas, preparation
 4. Use Fishbowl Format
 5. Run Seminar

- ### Consider
- Was this an effective seminar? Why or why not?
 - In planning to use this approach, how might we prepare for success?
 - Draft a practice seminar for one Unit or Module.
 - Be ready to share.

Team Plan to Address Argument

Subject	September	October	November
LA	Introduce citing evidence	Character Descp. + citing evidence	Introduce "argument" essay
SS	Reinforce citing evidence with 4 Corners	Introduce "stance" in debates	Co-teach "argument" essay
Sc	Connect science lab conclusion with citing evidence	Continue to work on good conclusions	Evaluate evidence in articles
Math	Ask students to defend solutions and approaches	Reinforce concept of evidence in journals	Continue to work at developing journals

Writing Argument

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.