SECONDARY – ART

“PLANNING GOVERNS INSTRUCTION”

PURPOSE:
This professional development provides:
• A sequence of instruction that supports deeper engagement with text. Opportunities to use the Comprehension Instructional Sequence as a reader.
• A debriefing session for analyzing the Comprehension Instructional Sequence as a teacher
• Practice in planning for the use of this instructional sequence.
• A model of how to differentiate instruction planned from a teacher’s edition.

OBJECTIVES:
• Professional Development Objectives:
  - To demonstrate a dynamic instructional process for deeper text comprehension: Model an example lesson for teachers/participants to learn how to use the four-step comprehension instructional process described in the flowchart, Teaching Reading Comprehension Through Instructional Sequence
  - Provide practice opportunities for teachers/participants to use the comprehension instructional process
• Example Lesson Objectives:
  - Students will deeply process and comprehend the information in their textbook through reading and rereading, generating questions and answers based on the text, and participating in extended text discussion.
  - Students will explain why graffiti has been slowly accepted as an art form.

PREPARATION:
• Write all pre-determined questions that guide critical thinking on a chart or board prior to the lesson in order to maintain focus and pace of discussions.

MATERIALS:
• Handouts
  - Flowchart: Comprehension Instructional Sequence
  - Example Lessons:
    + Model Lesson handouts:
      - Expository text: Graffiti Art: From the Streets to High-End Galleries
      - Essential Question Handout
      - Directed Note-Taking: Why is graffiti art criticized by some as an art form?
  * Display Materials:
    *Words for Vocabulary Word Wall:
    • Provocative
    • Subjective
    • Underground art
    • Anonymous
    • Graffiti
    • Propaganda
INTRODUCTION:

- Purpose
- Provide an overview of the Comprehension Instructional Sequence to enable participants to see the big picture for the entire day.
  1. Comprehension Instructional Sequence flowchart
  2. Participants read the Comprehension Instructional Sequence Example Lesson

INSTRUCTIONAL PROCESS:

Purpose: To teach and guide students/participants to think more deeply as they read text by using a four-step process.

Day 1: Modeling Reading to Build Comprehension:

Tasks: Teacher asks essential question(s), provides vocabulary instruction, reads aloud to students while students mark text, students read the text and participate in directed note-taking.

Purpose: To bring world relevance to text reading, establish a purpose for reading, model fluent reading, provide opportunities for students to become interactive with the text, and think critically about information in the text.

A. (Activating Strategy) Set the purpose for reading:
   - Ask the students essential questions to bring world relevance to text reading:
     1. Do you consider graffiti an art form? Why or why not?

Lesson Essential Question: Why has graffiti slowly been accepted as a respected art form?

B. Writing:
   - Predictive Question: Why has graffiti slowly been accepted as a respected art form?

C. (Vocabulary) Teacher provides vocabulary instruction.
   - Context clues, background knowledge, word parts

D. (Teaching Strategies) Teacher reads the text aloud to the students for 10-15 minutes. Read the article: Graffiti Art: From the Streets to High-End Galleries. As students listen and follow along in their text, require students to mark/code their text:
   - Purpose for graffiti
   - Style/Technique of graffiti artists
   - Barriers encountered by graffiti artists
E. Discuss coding with partners and share questions they had while listening.

F. Assign each table a picture or chart from the text and ask them to discuss its meaning and significance. Instruct students to support suggested answers from the text; students should not guess.

Day 2: Rereading and Directed Note-taking

(Teaching Strategy) Students read the same article, Graffiti Art: From the Streets to High-End Galleries.

A. Before reading, present a guiding question to direct students’ thinking while they read and take notes.

Guiding Question:

Why is graffiti art criticized by some as an art form?

(Use Directed Note-Taking Handout)

B. Teacher will model note-taking from page 1 before having students read independently, in pairs, or in small groups to complete the handout. Throughout this time, the teacher can scaffold a small group of struggling students to support their text reading and note-taking.

C. After students finish their note-taking:

* Have students compare notes with classmates (in pairs or in small groups)
* Have student partners or student groups place a star next to the most significant note in each section to represent what they consider to be the major influence in that subgroup’s gaining suffrage.

D. Writing: Revise Answer to LEQ

Why has graffiti slowly been accepted as a respected art form?

Day 3: Rereading and Question Generation to Deepen Comprehension:

(Teaching Strategy) Tasks: Teacher models the generation of a complex question based on a section of text, relating to a broad perspective or issue. Students record the questions, and then students re-read the text to generate their own questions. (Use Question Generation Poster/Handout)

Purpose: To provide students with a demonstration of question generation and the opportunity for them to interact with the text by generating questions to further deepen their comprehension.

A. Model re-reading a portion of the same text, page 1 paragraph 2, from the article: Graffiti Art: From the Streets to High-End Galleries and generate a complex question based on a section of text, but not answered directly by the text and probably based on a broader perspective or issue. I wonder since graffiti is illegal, why are graffiti artists rarely arrested? Table discussion and share out.

B. Students generate “I wonder…” questions. Meanwhile, the teacher roams the room, listening to the quality of student thinking as a means of formative assessment. (NOTE: Students focus just on question generation and will have subsequent opportunities to generate their answers.)

* Display the questions on the Question Generation Poster. (Categories: Purpose; Style/Technique: Barriers).

* Teacher will share questions with class and will assign one question per table to answer.
C. Using the questions, the students review/scan the same text (pages) and use their recorded notes to generate their own answers. Students record their questions on chart paper or sticky notes as they work in pairs, triads, or small groups.

To conclude question generation, the teacher has students:

a. share their questions with the whole class and discuss which questions they have in common, and decide which questions are most relevant or significant to their learning
b. record/post common and relevant/significant questions and classify/categorize them for future use in:
   i. extended text discussion
   ii. seeking answers in text-reading throughout the remainder of the chapter/unit
   iii. focusing on unanswered questions in collaborative inquiry.

Day 4: Using Text-Based Essential Questions to Facilitate Student Thinking While Reading.

(Teaching Strategy) Task: Teacher posts an essential question that is text-based.

*Students discuss answers, review/revise answers to essential question based on discussion.

Purpose: To provide opportunities for students to interact with the text and with their peers to facilitate complex thinking and deep comprehension of text.

A. Develop an essential question aligned to FCAT Item Specifications. Questions from the textbook may be adapted to align with the specifications. Point participants to the following essential question for the example lesson.

Post the essential question in the classroom:

**Using information from the text to support your answer, why has graffiti slowly been accepted as a respected art form?**

NOTE: Subsequent professional development can focus on the format and cognitive complexity levels of questions aligned with the FCAT Item Specifications for additional teacher knowledge and practice.

B. Direct students to their completed graphic organizer (timeline) and text to help them answer the posted essential question. **Direct students to their Directed Note-Taking Handout as a tool for responding to the essential question.**

C. Students share their answers with a partner or in small groups. Select a method for sharing whole group, such as Stand and Whip, Numbered Heads, Random Sticks, etc.

D. As part of whole class discussions, record student responses to the essential question in multiple choice format (See Sample Responses in box below). Teachers record below the essential question, using:

   *Most relevant word, phrase, or sentence for the correct answer
   *A variety of plausible words, phrases, or sentences as distracters
EXTENDED WRITING:
Students may develop a written response to the following question:

What one word would you use to explain why has graffiti slowly been accepted as a respected art form? Justify your answer using information from the text.

Or
RAFT Writing Assignment:
1) Role: graffiti artist
   Audience: State Legislators
   Format: Letter/Petition
   Topic: Legalize graffiti
2) Role: Town Mayor
   Audience: State Legislators
   Format: Letter
   Topic: Keep graffiti illegal

SAMPLE RESPONSES
Using information from the text to support your answer, which one of the following best describes the author’s purpose.

A. Explaining the use of graffiti as a powerful propaganda tool and art form.
B. Explaining the use of graffiti as a newly acceptable and lasting art form.
C. Explaining the use of graffiti as an illegal and underground art form.
D. Explaining the use of graffiti historically and culturally as an art form.

Next Generation Sunshine State Standards:
VA.912.C.1.4: Apply art knowledge and contextual information to analyze how content and ideas are used in works of art.
VA.912.C.1.8: Explain the development of meaning and procedural choices throughout the creative process to defend artistic intention.

Common Core Standards – Language Arts
RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.11-12. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text including determining where the text leaves matters uncertain.