



# MORE Summer Retreat 2019

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Welcome to Boston!

READS  
LAB 

7:30-8:30 am	Registration + Breakfast
8:30-9:00 am	<i>What is your epic calling?</i>
9:00-9:30 am	<i>Partnering for Success</i>
9:30-10:15 am	<i>MORE: Epic Callings &amp; Present Realities</i>
10:15-10:30 am	<i>Break</i>
10:30-11:30 am	Breakout Sessions
11:30-11:40 am	Break
11:40-Noon	Wrap-up Day One
Noon-1:00 pm	Lunch (will be provided)
Free Time	Explore Boston!
5:30-8:00 pm	<u>Dinner at Park Restaurant (Optional)</u> <i>59 JFK Street, Cambridge, MA 02138</i>

# Retreat Agenda

## Thursday – Day 1





*What is your epic  
calling?*

*Know your why.*

*Welcome from Jimmy Kim*



Know your why: <https://www.youtube.com/watch?v=1ytFB8TrkTo>





# Welcome Brian, Trish, and Earnest

By doing Model of Reading Engagement (MORE) together, we are moving the equity levers – great teaching, access to advanced courses (in early elementary school), and time – to solve the achievement gap.



A polar bear is walking across a vast, flat expanse of ice. The bear is white with a thick coat of fur, and its black nose and eyes are prominent. It is moving towards the left side of the frame. The background is a soft-focus view of the ice surface, showing subtle textures and light reflections.

# MORE: Epic Callings and Present Realities

Mary Burkhauser

[https://docs.google.com/presentation/d/1q3DtZO2G9Ttz\\_JQEnnrWQjjtyLqDpuHFpX35spHbSLo/edit?usp=sharing](https://docs.google.com/presentation/d/1q3DtZO2G9Ttz_JQEnnrWQjjtyLqDpuHFpX35spHbSLo/edit?usp=sharing)





# Epic Calling = MORE Mission

(1) MORE Mission: Grade 2, *Science*

(2) MORE Mission: Grade 2, *History*

**Listen** as I describe both missions.

Pay particular attention to **what grabs you...** what feels inspiring, motivating, exciting.



(1) MORE Mission: Grade 2, *Science*

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**It is morning.**

**You wake up.**

**You hang out with your baby sister.**



**And although it seems like any  
ordinary Monday...**

**it is not...**

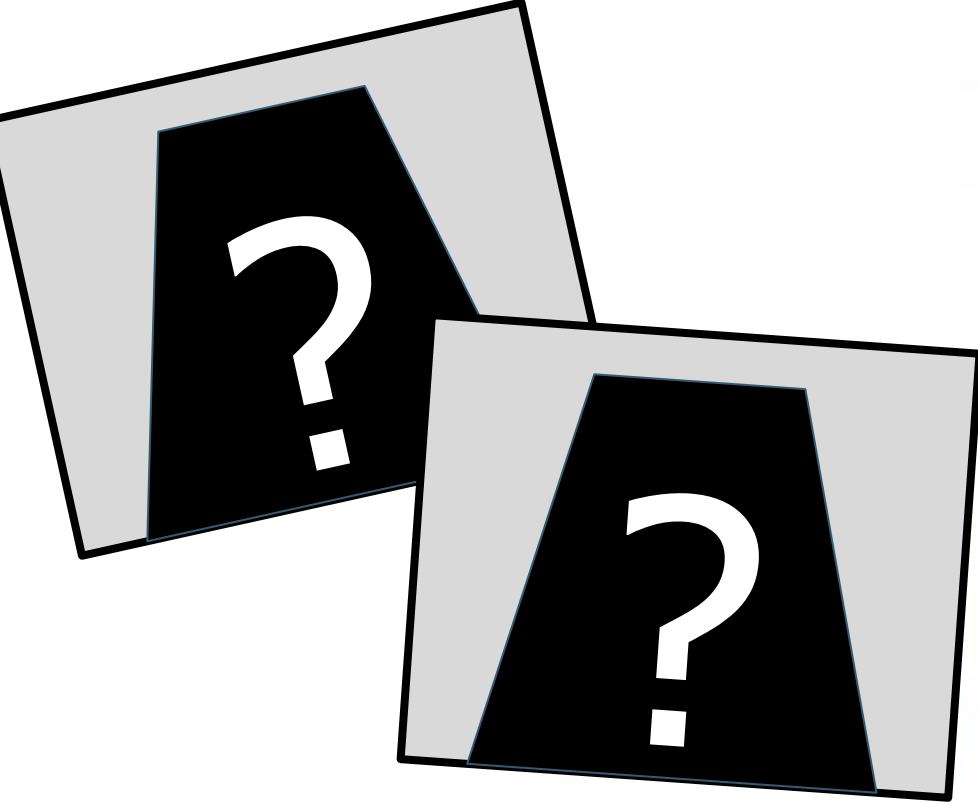
**for an extraordinary reason.**











## MORE Mission

**Investigate** this act of dinosaur mischief; **determine** which dinosaurs are responsible; and **write** to the mayor, sharing your opinion and backing it up with fossil evidence and your expert analysis.

READ BY  
1 MILLION+  
IN PRINT  
AND ONLINE

# The Cha

SUNDAY • NOVEMBER

## Dinosaurs vandalize local classroom!



Debbie Lange is owner of The Dog Knowledge in south Charlotte, which provides training for service dogs. Lange also wants the public to become more educated about service dog issues.

## Mayor seeks students' help

By Reid Cressler  
Seymour

Adam Phillips knew his progressive cognitive time disorder was going to return, and he was only 12. So he started to plan. He and his wife, Amanda, knew they needed help for the times she couldn't be with him at their Huntersville home or elsewhere. Their answer has come in the form of a Labrador dog whose name is "Gacie" means "small blood soldier."

It isn't small. It isn't blood. But the service dog from The Dog Knowledge in south Charlotte is a soldier the Phillipses know they can count on.

"More than anything, he's been able to provide myself and my family with peace of mind," says



Adam Phillips and Finn, his service dog.

Adam Phillips, whose condition sometimes causes him to lose consciousness. "Thankfully we haven't been in an emergency situation as of yet, but the reality of it is if that were something to occur, there's a lot of peace that can come with knowing he's here and

knows how to handle the situation." Debbie Lange, owner of The Dog Knowledge, explains that the dog's main value is in his actions. "We taught Finn to pick up items and bring them to Adam. See Service, 3B!

DINO WAS  
HERE!!!!!!





**Listen** as I describe both missions.

Pay particular attention to **what grabs you...** what feels inspiring, motivating, exciting.

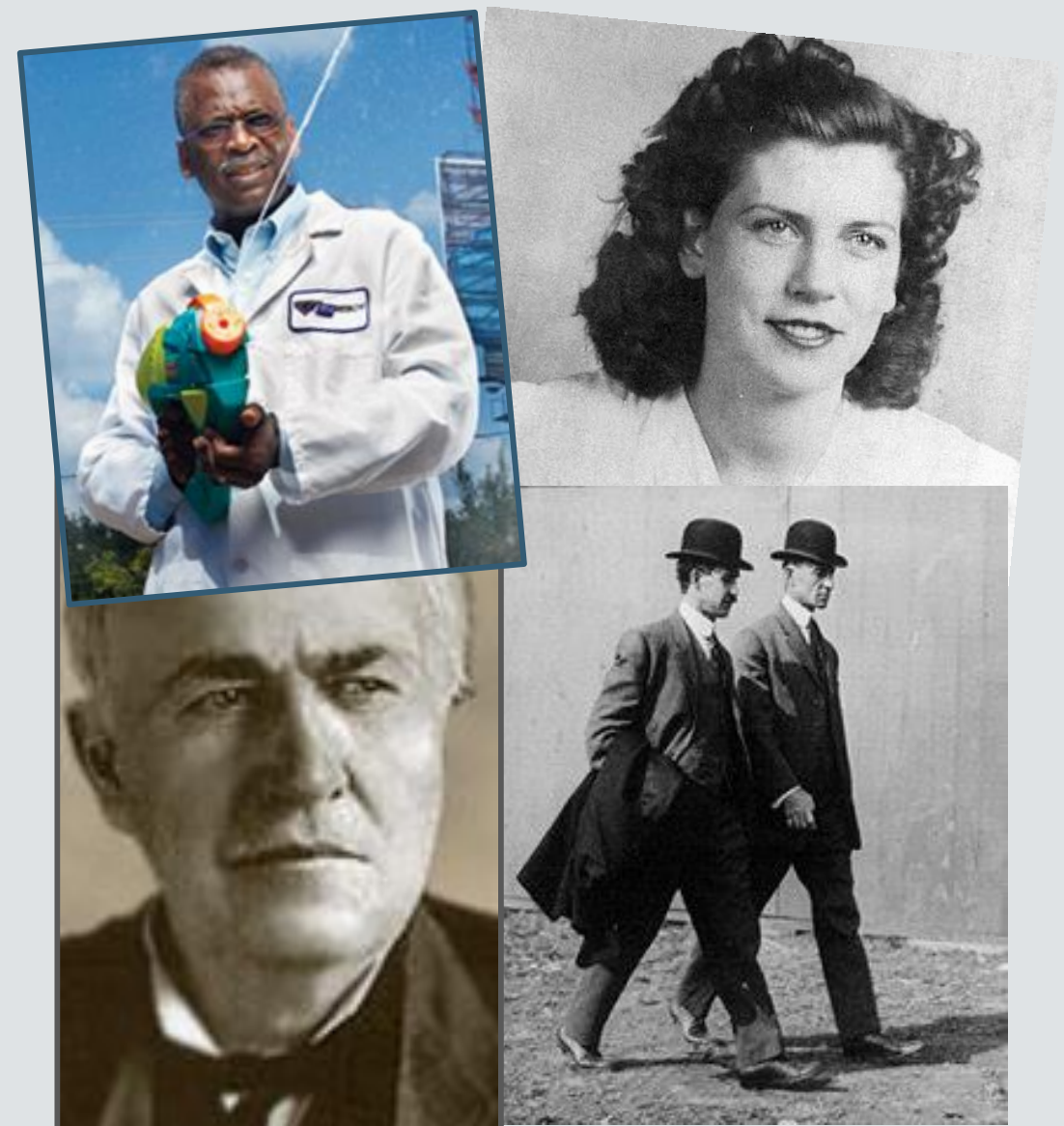
(2) MORE Mission: Grade 2, *History*





**Ask...**

- ❖ **Who do you recognize?**
- ❖ **What do you know about them?**



**Ask...**

- ❖ **Who do you recognize?**
- ❖ **What do you know about them?**



## **MORE Mission**

Help historian and author Brad Meltzer expand his library of “real heros” by writing a book that teaches children how ordinary people have the power to change the world!

Mr. Meltzer needs your help with a special “inventor heros” collection. Your mission:  
**Research** inventors; **learn** their stories;





# Epic Calling = MORE Mission

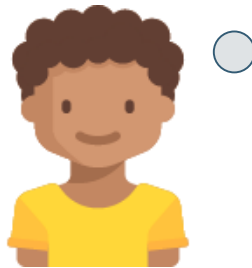
(1) MORE Mission: Grade 2, *Science*

(2) MORE Mission: Grade 2, *History*

Turn to a person sitting near you.

**Ask:** What grabbed you about these missions?

*Be prepared to share thinking.*



**Listen** as I describe both missions.

Pay particular attention to **what grabs you...** what feels inspiring, motivating, exciting.





# Epic Calling: **MORE** sets it up... **CMS Educators** “Kick It Up a Notch”



## TOP DEFINITION



## kick it up a notch

To make things more intense, exciting, or interesting.

(introduced by [chef Emeril Lagasse](#) in reference to [spicing](#) up his recipies)



READS Lab

Grade 2  
Science

A teaching team sets the stage for their  
dinosaur unit while students were at lunch...





Grade 2  
Science

A second-grade team rounds out the MORE units with a field trip to Dinosaurs Alive!



## PIECING TOGETHER THE PUZZLE

Remains are frequently found scattered over a large area. Identifying the species and understanding the story behind the final resting place can be a bit of a puzzle. Sometimes scientists are able to put together a very thorough picture of how the dinosaur may have died and what may have happened after death. Did the bones show teeth marks which would indicate predation? Were key areas that may have contained nutrient-rich bone marrow missing, perhaps indicating an interrupted meal?

In their discoveries, paleontologists would be delighted to unearth complete skeletons in remarkable condition but finds such as this are uncommon. Instead, remains may be incomplete due to scavenging after death from predators, disbursement due to natural disasters such as floods, incomplete fossilization (fossilization is rare!), loss due to exposure and erosion, or theft by illegal fossil hunters.

There are occasions when an incredibly exciting site is found. Discovery of bonebeds, such as the one at Pipestone Creek where the remains of a herd of *Pachyrhinosaurus* have been found, allow for the enormous potential for investigation into growth rates and changes, sexual dimorphism and even behaviors.





Grade 2  
Science

Another group of second-grade paleontologists discover trace fossils on the playground...

"I just had to share! Our 2nd graders are convinced that they found a dino footprint on the playground after all the rain we've had!"

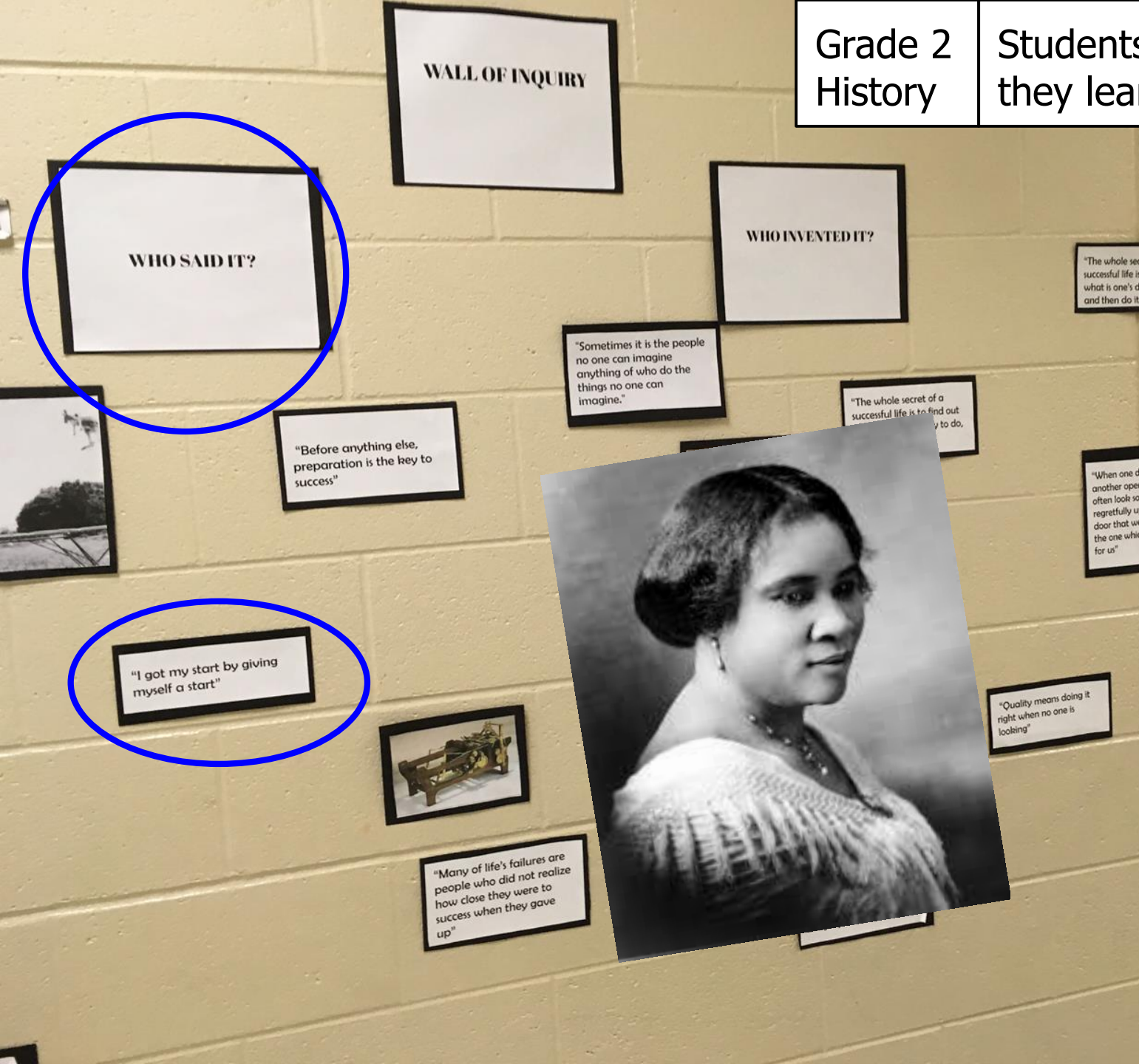
- MORE Lead  
Facilitator





## Grade 2 History

Students curiosity stretches beyond the inventors they learn about during the MORE Lessons...



Who said it?

"I got my start by giving myself a start."

**Madam C.J. Walker** invented a line of hair products after suffering from a scalp ailment that resulted in her own hair loss.

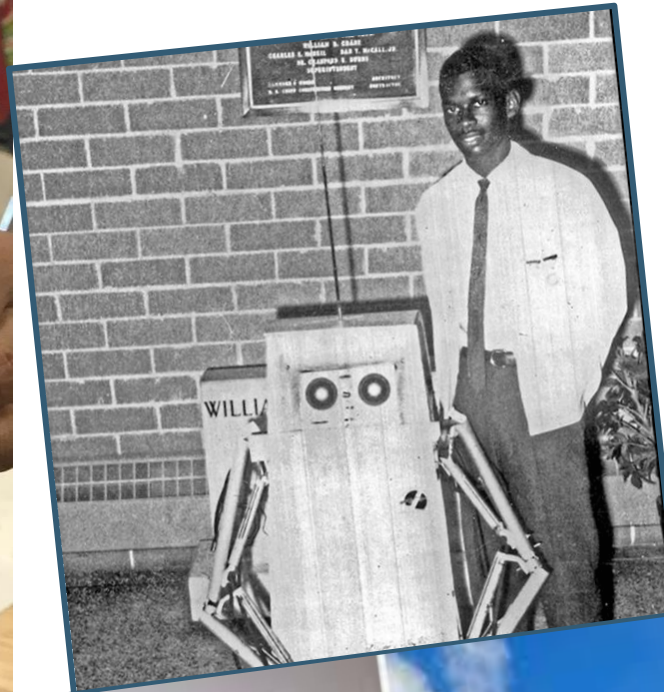


Lonnie Johnson

Grade 2  
History

Particularly excited by Lonnie Johnson's story, a class works together to write a poem.

This is a poem about Lonnie Johnson.  
He's the inventor of a famous water gun.  
That allowed kids to have lots of fun.  
When he was young he invented Linex.  
It was a robot that won a prize that's scientific.  
When he worked for NASA he built a power  
package.  
To take photos of Jupiter's passage.  
He never gave up, he was persistent.  
He was one that made good inventions.





# "Our Inventors Rap"



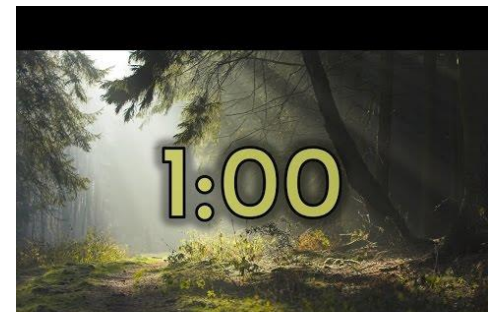
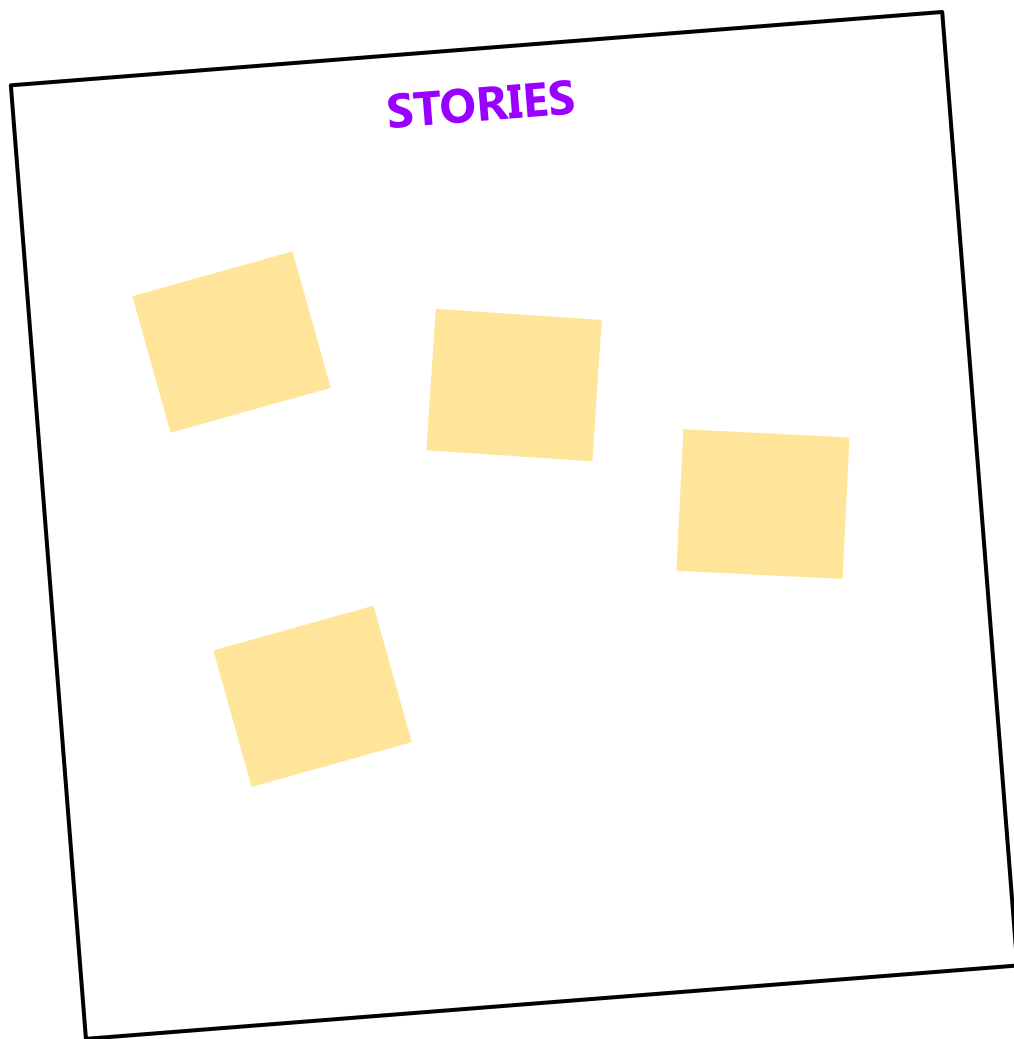
They started working on this inventors rap on the bus on the way to and from a field trip... The rest is history.

Mattie Knight / she's alright  
but Thomas Edison / made a light  
Mattie Knight / made a kite  
but Orville Wright / he took to flight  
Thomas Edison / made it right  
so we can see / with the lights  
did I mention / he saved a life?  
he had two kids / and a wife

we got 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 stanzas  
in our inventors rap  
in our inventors rap  
in our inventors rap  
in our inventors rap  
in our inventors rap  
in our inventors rap

the teacher said / he was dumb  
but now he's seen / as number one  
a thousand lightbulbs / that never lit  
it didn't stop him / he never quit  
at the end / of his life  
New York City / turned out the lights

A moment's pause to share our stories...





# Epic Calling = MORE Mission

(1) MORE Mission: Grade 2, *Science*

(2) MORE Mission: Grade 2, *History*

(3) MORE Mission: Grade 3, *History*



# Epic Calling = MORE Mission

**Listen** for AND **prepare to jot** a note about:

- An aspect of this mission that you think will grab third graders

**OR**


- A way that teachers or teaching teams might “kick the mission up a notch”

(3) MORE Mission: Grade 3, *History*







Steps in Activity	
 <b>(1) Think on own</b>	<b>Rumors (MORE)</b>  Students <b>respond to a prompt</b> in writing.

FIRST NAME



- An aspect of this mission that you think will grab third graders

OR

- A way that teachers or teams might “kick the mission up a notch”






***Please write  
legibly!***

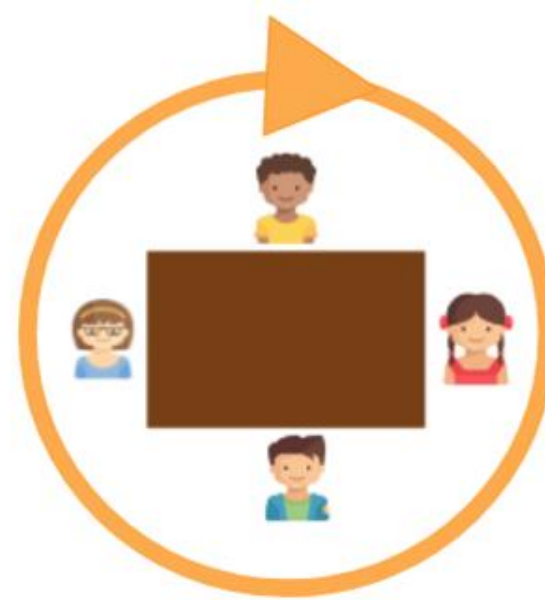
Steps in Activity	
	Rumors (MORE)
 <p data-bbox="239 315 422 458"><b>(1)</b> <b>Think on own</b></p>	<p data-bbox="519 297 963 391">Students <b>respond to a prompt</b> in writing.</p>
 <p data-bbox="239 654 389 748"><b>(2)</b> <b>Mingle</b></p>	<p data-bbox="519 582 963 819">Students <b>walk around the room</b> and partner with different people. They read, listen, and trade ideas.</p>

Get ready to mingle!

On the count of 3, you will:

- Stand up
- Read, listen, and trade ideas with 3 people *not sitting at your table*
- Sit down in your original seat
- Bring back whatever idea you have with you

Steps in Activity	
	Rumors (MORE)
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 <p><b>(3) Discuss in small groups</b></p>	<p>Students <b>get into small groups</b> and discuss the ideas ("rumors") they are holding.</p>




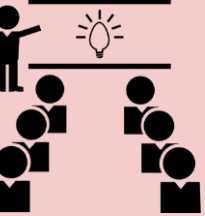


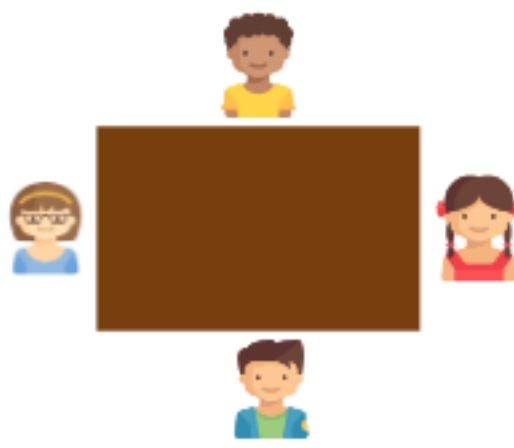
**As a school team:**

- **Domino your rumors**
- **Engage in a small group collaborative conversation to discover patterns and themes**





Steps in Activity	
 <b>(1) Think on own</b>	<b>Rumors (MORE)</b>  Students <b>respond to a prompt</b> in writing.
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 <b>(4) Share out and synthesize</b>	Students <b>report</b> patterns and themes. The class discusses what they have learned.



**Collaborative Conversation**  
*8x2x1*  
  
Each table prepares a reporter to share one idea...

Must Haves	Beyond the Moon
Each reporter shares: <ul style="list-style-type: none"> <li>❑ 1 idea for how a teacher and/or teaching team might "kick it up a notch"</li> <li>❑ Super brief, 1-2 sentences only</li> </ul>	Use "total body communication" by giving a gesture or face to go with your idea  <b>OR</b>  Use memorable words or phrases





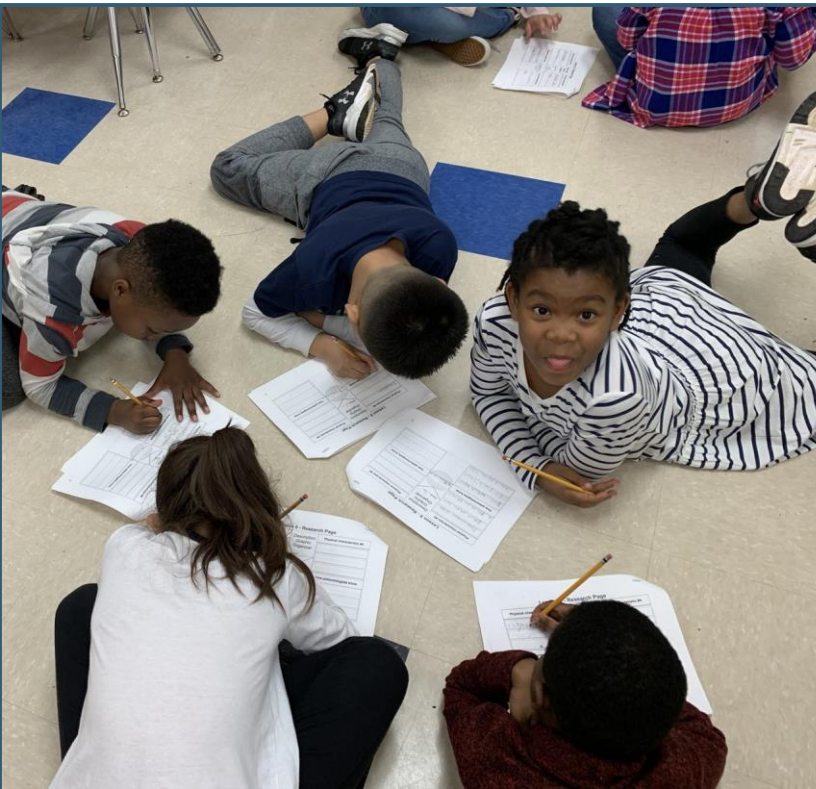
# Epic Callings and Present Realities



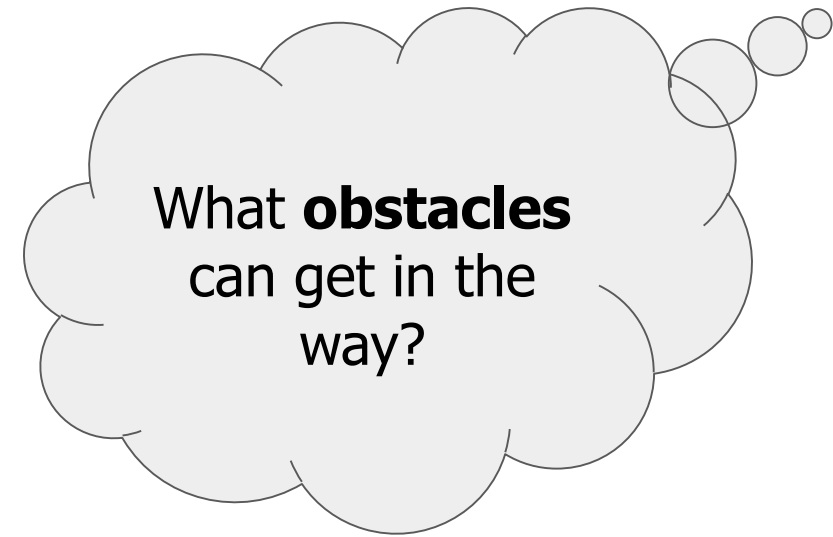


**CMS Mission:** To create an innovative, inclusive, student centered environment that supports the development of independent learners. (C-M Board of Education, 2018)

What **obstacles** can get in the way?



**CMS Mission:** To create an innovative, inclusive, student centered environment that supports the development of independent learners. The vision of CMS is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential. (C-M Board of Education, 2018)



### **Obstacle 1: Bandwidth**

- Teacher **bandwidth** is finite.
- *How many new things can teachers learn at once?*

### **Obstacle 2: Instructional Time**

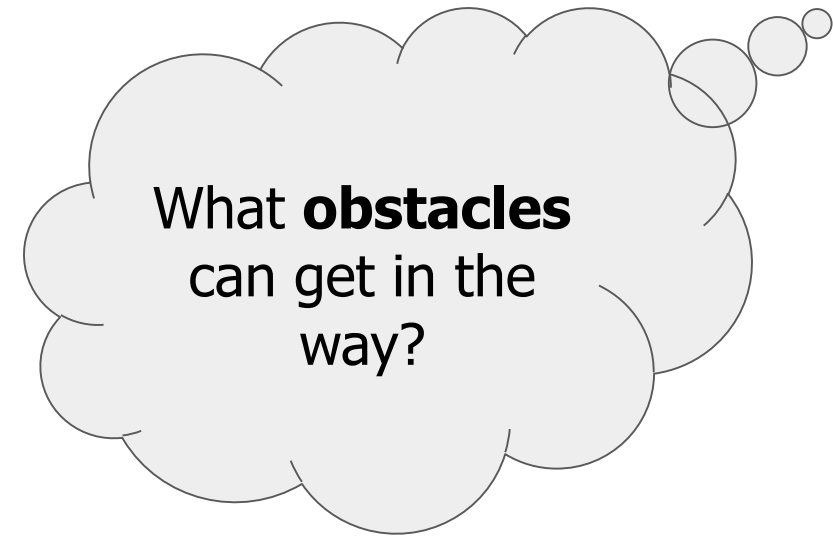
- Not enough instructional **time**.
- *When are we going to teach students the content? The protocols, activities, equitable discussion routines?*

### **Three-part strategy to address these obstacles**

1. Align MORE and EL protocols so that the two curricula "speak the same language"
2. Create a series of 15-minute "morning meeting activities" that teachers can use during Quarter 1 (or at any time) to teach and practice the MORE/EL protocols
3. Break the MORE lessons up into 20-minute activities that can accommodate many different schedules



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### **Obstacle 1: Bandwidth**




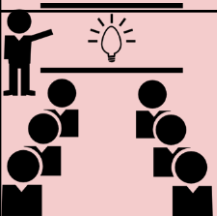
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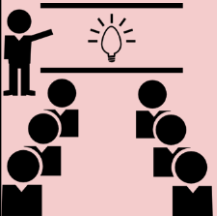
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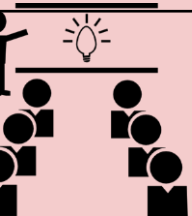
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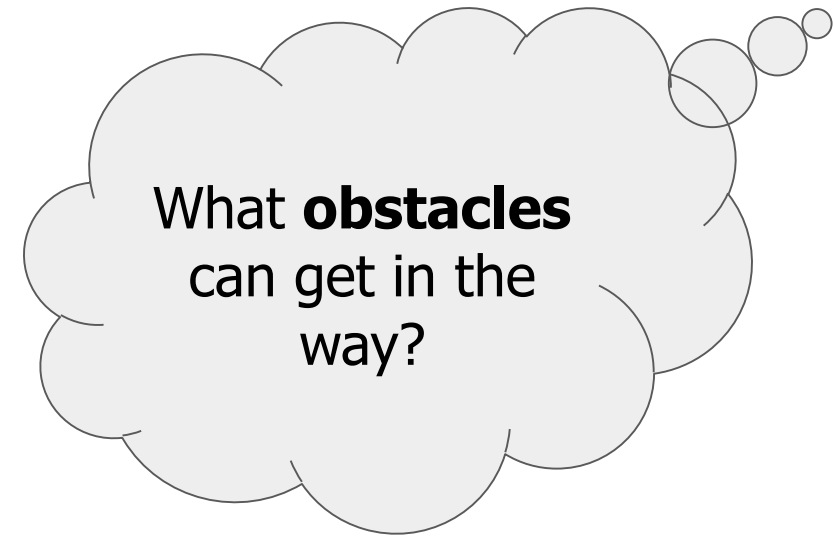
Step	Activity			
	Rumors (MORE)	Chalk Talk (p. 11)	Mystery Quotes (p. 23)	Tea Party (p. 39)
 <b>(1) Think on own</b>	Students <b>respond to a prompt</b> in writing.			
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Step	Activity			
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 <b>(1) Think on own</b>	Students <b>respond to a prompt</b> in writing.	Students <b>respond</b> on a sticky note to one of the questions/topics posted around the room.		
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 <b>(3) Discuss in small groups</b>	Students <b>get into small groups</b> and discuss the ideas ("rumors") they are holding.	Student pairs search for patterns and themes among the reactions and comments.		
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 <b>(2) Mingle</b>	Students <b>walk around the room</b> and partner with different people. They read, listen, and trade ideas.	Students <b>walk around the room</b> silently. They read, react to, and comment on others' written responses.	Students walk around the room and stop when prompted, facing a partner. They read/react to each others' quotes.	Students walk around the room, reading to each other and discussing their predictions.
 <b>(3) Discuss in small groups</b>	Students <b>get into small groups</b> and discuss the ideas ("rumors") they are holding.	Student pairs search for patterns and themes among the reactions and comments.	Students share a final inference about the meaning of their quote and guess their quote.	Each group writes a prediction starting ("We think...") and lists any questions they have
 <b>(4) Share out and synthesize</b>	Students <b>report</b> patterns and themes. The class discusses what they have noticed.	Students <b>report</b> patterns and themes. The class discusses what they have noticed.	Discuss strategies students used for inferring and how the quotes built knowledge.	Students read article, mark info that confirms/changes prediction and discuss.

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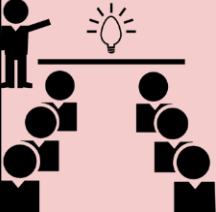


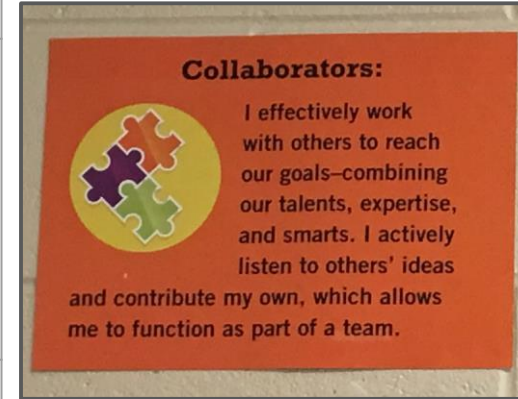


"The teachers wished they could have received the routines before we started the MORE [lessons] so that we could have taught [the routines] and learned them ahead of time. They feel it is taking extra time to teach the routines on top of the lessons."

2018-19 MORE Lead Facilitator



Steps in Activity	Morning Meeting Activity
 <p><b>(1) Think on own</b></p>	<p><b>Rumors</b></p> <p>Look at our definition of “Collaborators.”</p> <p>Write and example of a time not too long ago when you “worked with others to reach a goal.”</p>
 <p><b>(2) Mingle</b></p>	
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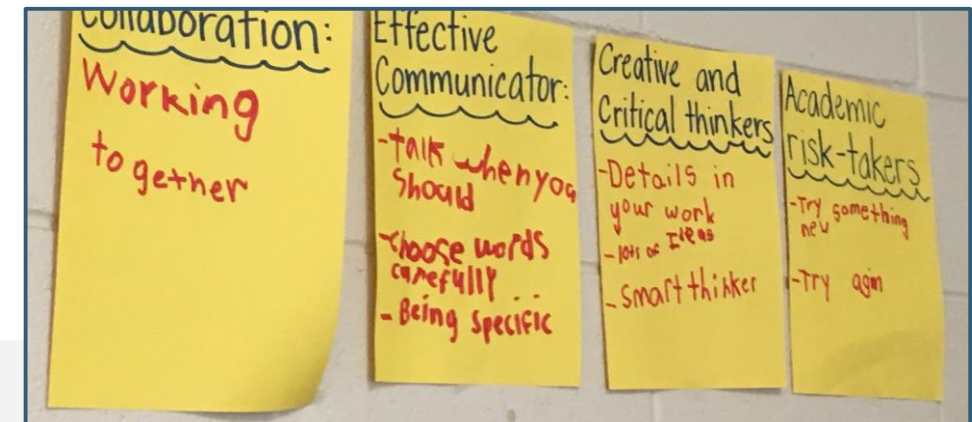
## Personalized Learning: Learner Profile




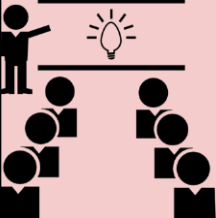


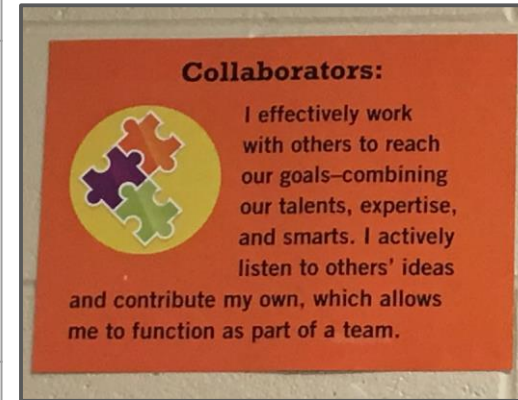
Personalized Learning in Charlotte-Mecklenburg Schools aims to develop the whole child and empower them to take ownership of their learning by providing them with multiple pathways to demonstrate mastery learning in order to be successful and productive 21st century citizens in an ever-changing world.

Personalized Learning scholars strive to be...

<b>Creative &amp; Critical Thinkers:</b> <p>I think before I act. I routinely examine problems in new ways and seek to find creative solutions. My imagination allows me to express myself and develop new ideas. I use the design process to help guide my thinking.</p>	<b>Effective Communicators:</b> <p>I clearly convey my thoughts, questions, solutions, and ideas in multiple ways, including verbally, written, and digitally.</p>	<b>Collaborators:</b> <p>I effectively work with others to reach our goals—combining our talents, expertise, and smarts. I actively listen to others' ideas and contribute my own, which allows me to function as part of a team.</p>
<b>Entrepreneurs:</b> <p>I think differently and am resilient in my quest to be innovative. I persevere through difficult tasks. I identify needs or challenges and proactively find solutions to address those needs.</p>	<b>Flexible &amp; Adaptable:</b> <p>I can adapt to change. I am able to work effectively in a variety of environments. I value other people's strengths and learn from them.</p>	<b>Receptive &amp; Reflective to Feedback:</b> <p>I value feedback to help myself improve and further develop my skills to achieve personal growth. Reflecting critically about past experiences helps me to inform my future progress. I am aware of my own strategies, feelings, actions and their effects on others.</p>
<b>Leaders:</b> <p>I do the right thing, even when no one is looking. I empower and support those around me. I am constantly finding ways to improve myself. I maintain a positive attitude and a sense of humor.</p>	<b>Open-Minded:</b> <p>I am willing to consider and listen to new ideas and understand my first assumptions might not be accurate. I am respectful, objective and am able to see things from multiple perspectives.</p>	<b>Academic Risk Takers:</b> <p>I am driven, determined, and willingly accept new and difficult challenges. I am resourceful and view mistakes and failures as opportunities to learn and grow.</p>



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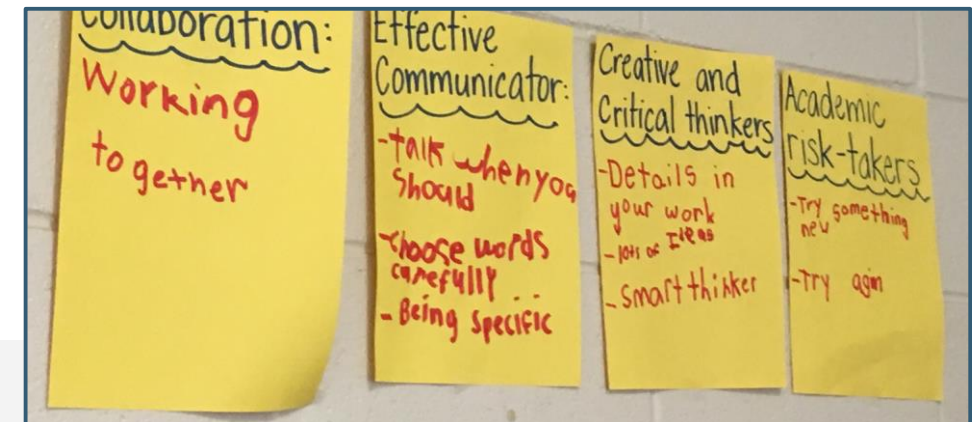


## Personalized Learning: Learner Profile




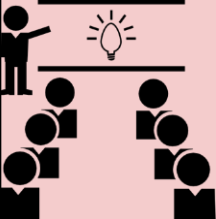


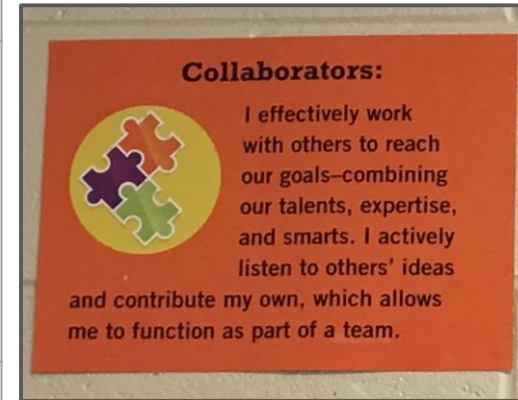
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 <p><b>(1) Think on own</b></p>	<p><b>Rumors</b></p> <p>Look at our definition of “Collaborators.”</p> <p>Write and example of a time not too long ago when you “worked with others to reach a goal.”</p>
 <p><b>(2) Mingle</b></p>	<p>Students walk around the room and partner with different people. They read, listen, and trade ideas. They listen for patterns.</p>
 <p><b>(3) Discuss in small groups</b></p>	<p>Students get into small groups and discuss the ideas they are holding. They identify patterns and themes.</p>
 <p><b>(4) Share out and synthesize</b></p>	<p>Students report patterns and themes. The class discusses what they have learned about what it looks like to work with others to reach a goal.</p>








## Personalized Learning: Learner Profile

Personalized Learning in Charlotte-Mecklenburg Schools aims to develop the whole child and empower them to take ownership of their learning by providing them with multiple pathways to demonstrate mastery learning in order to be successful and productive 21st century citizens in an ever-changing world.

Personalized Learning scholars strive to be...

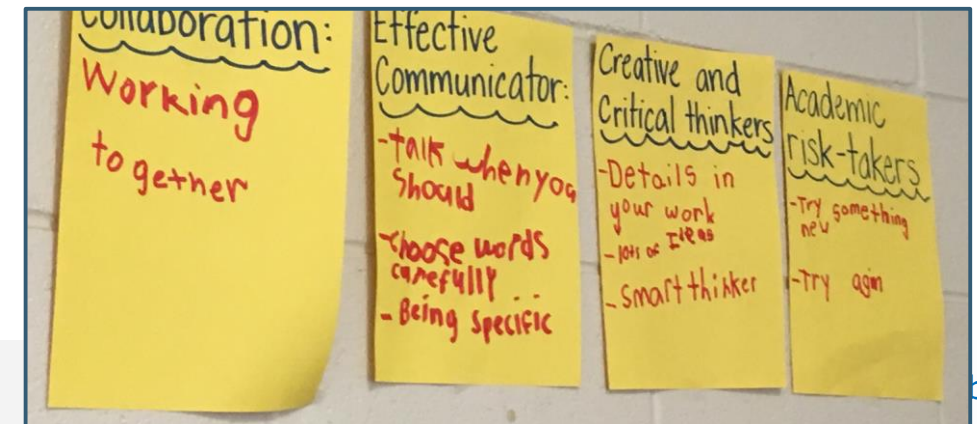
<b>Creative &amp; Critical Thinkers:</b>  I think before I act. I routinely examine problems in new ways and seek to find creative solutions. My imagination allows me to express myself and develop new ideas. I use the design process to help guide my thinking.	<b>Effective Communicators:</b>  I clearly convey my thoughts, questions, solutions, and ideas in multiple ways, including verbally, written, and digitally.	<b>Collaborators:</b>  I effectively work with others to reach our goals—combining our talents, expertise, and smarts. I actively listen to others' ideas and contribute my own, which allows me to function as part of a team.
<b>Entrepreneurs:</b>  I think differently and am resilient in my quest to be innovative. I persevere through difficult tasks. I identify needs or challenges and proactively find solutions to address those needs.	<b>Flexible &amp; Adaptable:</b>  I can adapt to change. I am able to work effectively in a variety of environments. I value other people's strengths and learn from them.	<b>Receptive &amp; Reflective to Feedback:</b>  I value feedback to help myself improve and further develop my skills to achieve personal growth. Reflecting critically about past experiences helps me to inform my future progress. I am aware of my own strategies, feelings, actions and their effects on others.
<b>Leaders:</b>  I do the right thing, even when no one is looking. I empower and support those around me. I am constantly finding ways to improve myself. I maintain a positive attitude and a sense of humor.	<b>Open-Minded:</b>  I am willing to consider and listen to new ideas and understand my first assumptions might not be accurate. I am respectful, objective and am able to see things from multiple perspectives.	<b>Academic Risk Takers:</b>  I am driven, determined, and willingly accept new and difficult challenges. I am resourceful and view mistakes and failures as opportunities to learn and grow.
<b>Self-Directed Learners:</b>  I manage my goals and time, am able to work independently, and take initiative to advance my skill levels. I am committed to learning as a lifelong process. I take pride in my work.		



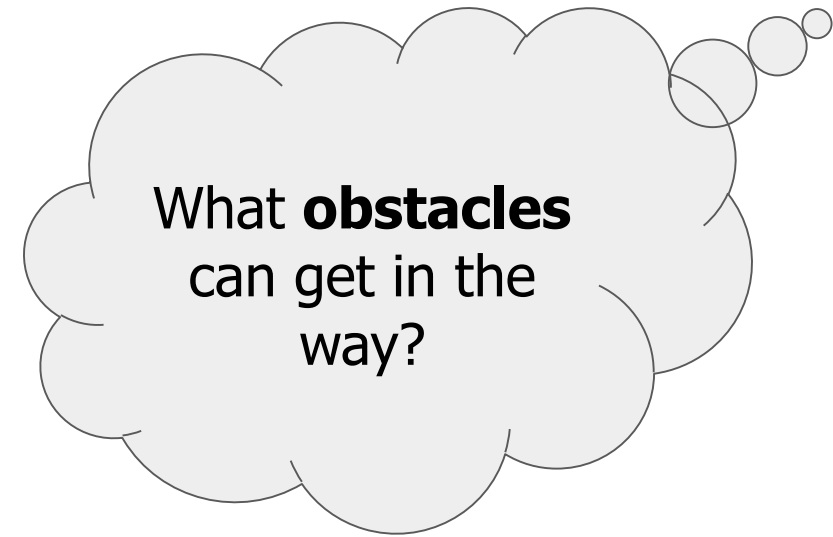
Every Child. Every Day. For a Better Tomorrow.

In compliance with federal law, Charlotte-Mecklenburg Schools administrators of educational programs, employment activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.

Learner Profiles by CMS Personalized Learning is licensed under a Creative Commons Attribution-Non Derivatives 4.0 International License.



**CMS Mission:** To create an innovative, inclusive, student centered environment that supports the development of independent learners. The vision of CMS is to lead the community in educational excellence, inspiring intellectual curiosity, creativity, and achievement so that all students reach their full potential. (C-M Board of Education, 2018)



### **Obstacle 1: Bandwidth**

- Teacher **bandwidth** is finite.
- *How many new things can teachers learn at once?*

### **Obstacle 2: Instructional Time**

- Not enough instructional **time**.
- *When are we going to teach students the content? The protocols, activities, equitable discussion routines?*

## **Three-part strategy to address these obstacles**

1. Break the MORE lessons up into 20-minute activities that can accommodate many different schedules

# How is each 2019-20 MORE unit structured?

## Grade 3: MORE I

Across each week in the 5-week unit: the first 20-minute activity is always an introduction to the week, the second 20-minute activity is always read aloud...

Unit 1: Week 1 (3 hours)	Unit 1: Week 2 (3 hours)	Unit 1: Week 3 (3 hours)
<b>Activity 1: Introduction to the week (20 min)</b> Students get excited for the week, discuss how their work will move them towards their MORE Mission, and prepare to track this week's learning.		
<b>Activity 2: Read aloud a selection from a complex informational text (20 min)</b> Students listen to and discuss complex content critical to this week's activities.		
<b>Activity 3: Concept mapping (20 min)</b> Students are introduced to two new concepts related to the unit's topic of study. Teachers: (1) Connect each concept to previously learned content; (2) Provide student-friendly definitions; (3) Ask students to repeat each concept word; (4) Map the concept words; (5) Actively engage students in using the concept words.		
<b>Activity 4: Read aloud a selection from a complex informational text (20 min)</b> Students listen to and discuss complex content critical to this week's activities. They prepare to write about the content.		
<b>Activity 5: Write about complex content (20 min)</b> Students develop, organize, and strengthen their thinking about complex content by engaging in the writing process.		
<b>Activity 6: Word Sleuthing with Concept Words (20 min)</b> Students analyze previously-taught concept words to discover more about what they mean and the way the words are built. Students ask questions like: <ol style="list-style-type: none"> <li>1. What does the word mean?</li> <li>2. How is it built? (i.e., base, affixes)</li> <li>3. What other words is it related to? (i.e., etymologically, morphologically)</li> <li>4. What are the sounds that matter?</li> </ol>		
<b>Activity 7: Research Groups (20 min)</b> Students collaborate with peers. They discuss, read, and write about complex content in service of their MORE Mission.		
<b>Activity 8: Research Groups (20 min)</b> Students collaborate with peers. They discuss, read, and write about complex content in service of their MORE Mission.		
<b>Activity 9: End-of-week reflection on learning (20 min)</b> Students reflect on the progress they've made towards their MORE Mission. Students also reflect on why their teacher assigned particular activities, what they learned, and which activity they enjoyed the most.		

## Grade 2: MORE Unit Breakdown

Across each 2-week period in a 10-week unit: the first 20-minute activity is always introduction to the week, the second 20-minute activity is always read aloud...

Unit 1: Week 1 & 2 (3 hours)	Unit 1: Week 3 & 4 (3 hours)	Unit 1: Week 5 & 6 (3 hours)	Unit 1: Week 7 & 8 (3 hours)	Unit 1: Week 9 & 10 (3 hours)
<b>Activity 1: Introduction to the week (20 min)</b> Students get excited for the week, discuss how their work will move them towards their MORE Mission, and prepare to track this week's learning.				
<b>Activity 2: Read aloud a selection from a complex informational text (20 min)</b> Students listen to and discuss complex content critical to this week's activities.				
<b>Activity 3: Concept mapping (20 min)</b> Students are introduced to two new concepts related to the unit's topic of study. Teachers: (1) Connect each concept to previously learned content; (2) Provide student-friendly definitions; (3) Ask students to repeat each concept word; (4) Map the concept words; (5) Actively engage students in using the concept words.				
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<b>Activity 9: End-of-week reflection on learning (20 min)</b> Students reflect on the progress they've made towards their MORE Mission. Students also reflect on why their teacher assigned particular activities, what they learned, and which activity they enjoyed the most.				



# How might we distribute MORE activities across a week?

Grade 2

Monday	Tuesday
<b>MORE Activity 1:</b> Introduction to the Week (20 min)	<b>MORE Activity 3:</b> Concept Mapping (20 min)
<b>MORE Activity 2:</b> Read Aloud (20 min)	<b>MORE Activity 4:</b> Read Aloud (20 min)

Monday	Tuesday
<b>MORE Activity 1:</b> Introduction to the Week (20 min)	<b>MORE Activity 4:</b> Interactive Read Aloud (20 min)
<b>MORE Activity 2:</b> Interactive Read Aloud (20 min)	
<b>MORE Activity 3:</b> Concept Mapping (20 min)	

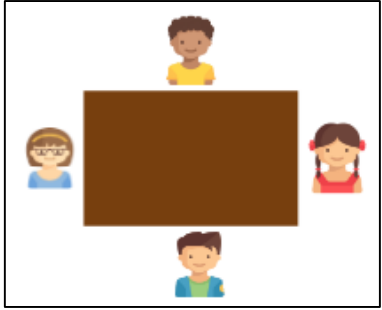
Monday	Tuesday
<b>MORE Activity 1:</b> Introduction to the Week (20 min)	<b>MORE Activity 2:</b> Interactive Read Aloud (20 min)
	<b>MORE Activity 3:</b> Concept Mapping (20 min)
	<b>MORE Activity 4:</b> Interactive Read Aloud (20 min)

## Grade 2: Sample MORE Weeks

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>MORE Activity 1:</b> Introduction to the Week (20 min)	<b>MORE Activity 2:</b> Read Aloud (20 min)	<b>MORE Activity 3:</b> Concept Mapping (20 min)	<b>MORE Activity 4:</b> Read Aloud (20 min)	<b>MORE Activity 5:</b> Writing (20 min)
<b>Week 2</b>	<b>MORE Activity 6:</b> Word Sleuthing (20 min)	<b>MORE Activity 7:</b> Research Groups (20 min)	<b>MORE Activity 8:</b> Research Groups (20 min)	<b>MORE Activity 9:</b> Reflection on Learning (20 min)	

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week 1</b>	<b>MORE Activity 1:</b> Introduction to the Week (20 min)		<b>MORE Activity 3:</b> Concept Mapping (20 min)		<b>MORE Activity 5:</b> Expository Writing (20 min)
	<b>MORE Activity 2:</b> Interactive Read Aloud (20 min)		<b>MORE Activity 4:</b> Interactive Read Aloud (20 min)		<b>MORE Activity 6:</b> Concept Mapping (20 min)
<b>Week 2</b>		<b>MORE Activity 7:</b> Research Groups (20 min)		<b>MORE Activity 9:</b> Reflection on Learning (20 min)	
		<b>MORE Activity 8:</b> Research Groups (20 min)			

# A moment's pause to capture your wonderings...

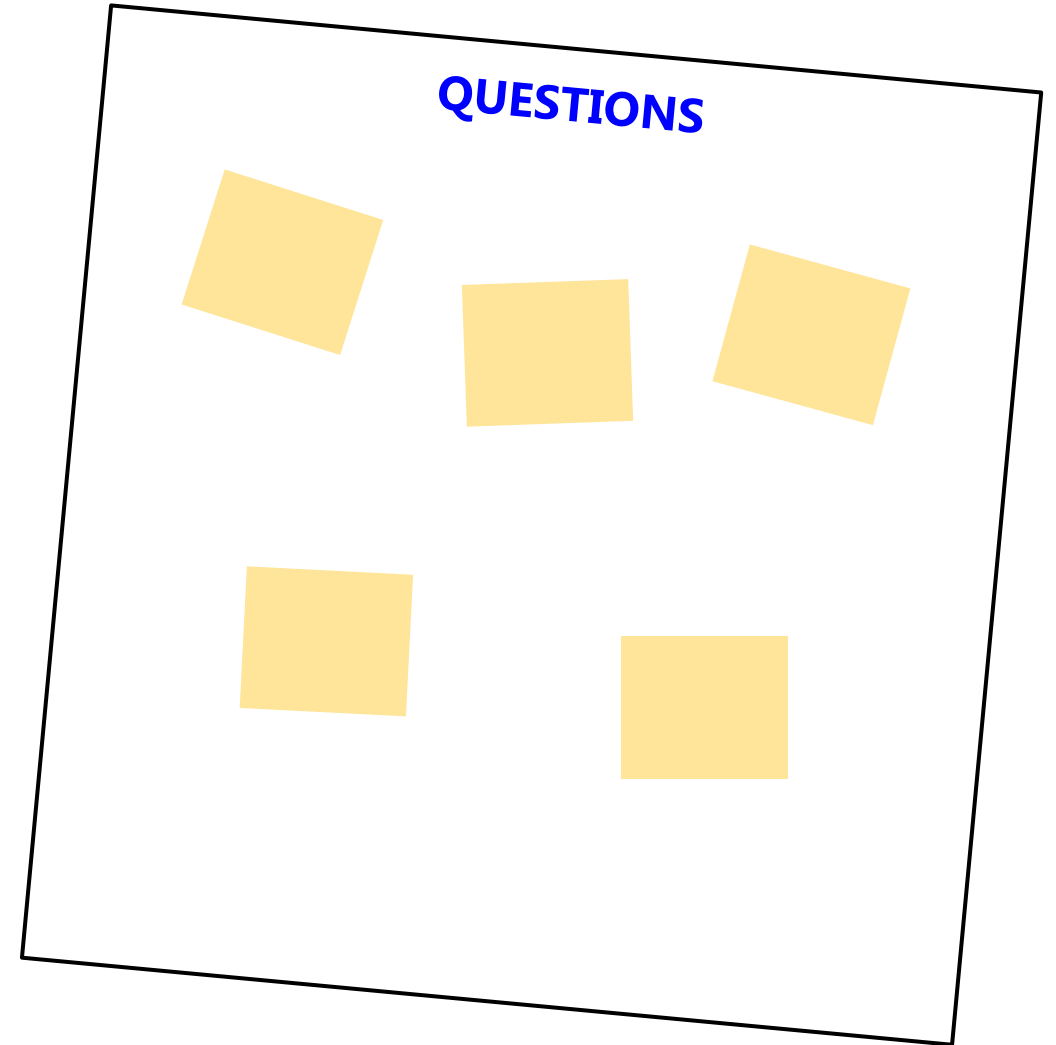


As a school team, take a few moments to **exam** a MORE unit breakdown.

Then, take turns **noticing** and **wondering...** What do you see? What does it make you think?

**Write an important wondering** on a sticky note and attach it to the "questions" paper on your table.

You will have time ***tomorrow*** - both in large group and in school teams - to dig into this document further.



# Break (15 min)

## Breakout Sessions Begin at 10:30:



Leadership team

---

Room: Longfellow 319

Leader: Jimmy



Leading a MORE  
Read Aloud

---

Room: Event 1

Leader: Rhonda



Concept Mapping  
& Word Sleuthing  
in MORE Lessons

---

Rooms: Event 2 & 3

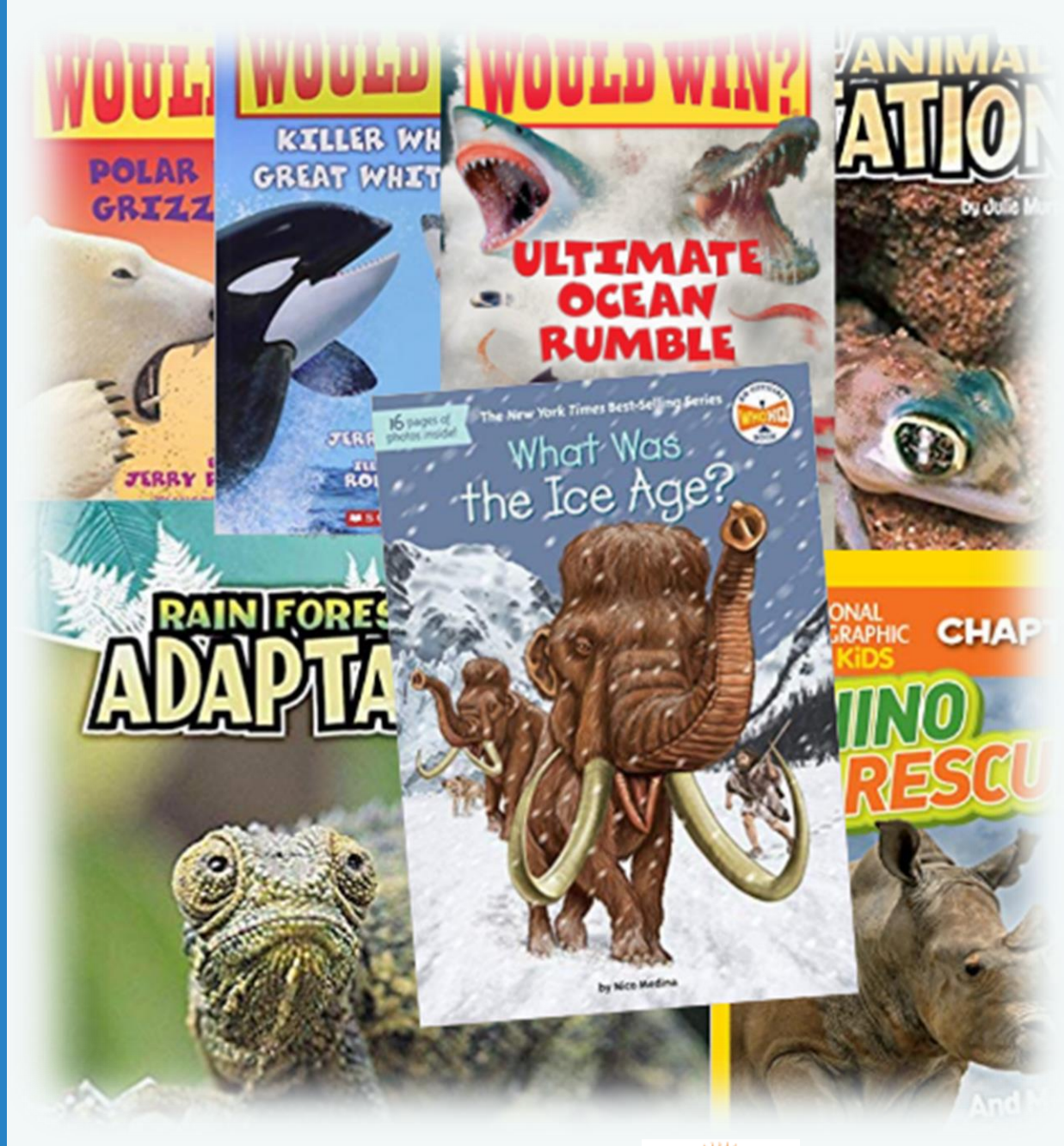
Leader: Mary





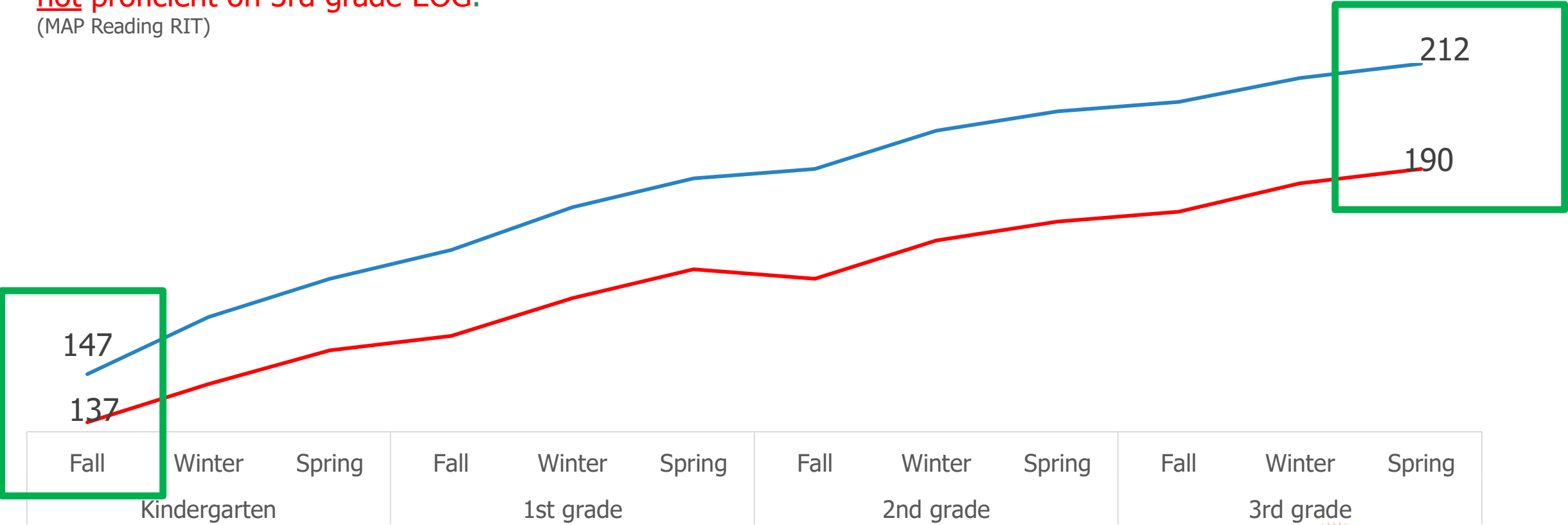
Leadership Team Meeting

Why do MORE in K-3?



# Why do MORE in K-3 schools in CMS, North Carolina, and U.S. schools?

Students who are **proficient on 3rd grade EOG Reading** tend to have higher MAP scores than those who **not proficient on 3rd grade EOG**.  
(MAP Reading RIT)



How does MORE advance  
What Matters Most?





Increase grade 3 reading proficiency from 47% to 80% by 2024.



## WHAT MATTERS MOST 2024 STRATEGIC PLAN

### COMMITMENTS

**EQUITY**

Each student's needs may be different, but those needs should be met at every school in CMS.

**CULTURE**

Students, teachers, parents, families, staff, leaders and partners work together to achieve.

### STRATEGY 1

#### FOCUS ON THE CORE

**Students**

Dynamic role of our students in their education.

**Teachers**

Knowledge and skill of the teachers.

**Content**

Level and complexity of content students are asked to learn.

#### ACTIONS

**Guarantee a viable curriculum for every student.**

A consistent K-12 curriculum supports clear expectations and outcomes.

**Challenge students with rigorous tasks and work.**

High expectations boost student achievement regardless of student background.

**Teach students in ways that reflect their cultures, identities and experiences.**

Students learn best when we meet them where they are in life through the work we do and content we provide.

**Increase social, emotional and mental health resources and access.**

Students face enormous pressures today that can distract them from learning.

**Personalize learning for students.**

Students learn in different ways and they succeed when we build on their strengths.

**Use interventions proven to work.**

Opportunities for growth are lost when time is taken away from learning.

Proven interventions meet ESSA Tier I standards, and MORE meets that standard.

## Unpacking the Definition of “Evidence-Based” in ESSA: Levels 1-3

The top 3 levels require findings of a **statistically significant effect** on improving student outcomes or other relevant outcomes based on:

### (1) Strong

- At least 1 well-designed and well-implemented **experimental** study

### (2) Moderate

- At least 1 well-designed and well-implemented **quasi-experimental** study

### (3) Promising

- At least 1 well-designed and well-implemented **correlational** study with statistical controls for selection bias

Define “Experimental study

Private schools v. public schools

Race between Jimmy and Barb

Experimental studies eliminate selection bias



MORE is based on the strongest evidence because we've done 3 experimental studies. Proven programs produce replicable results.

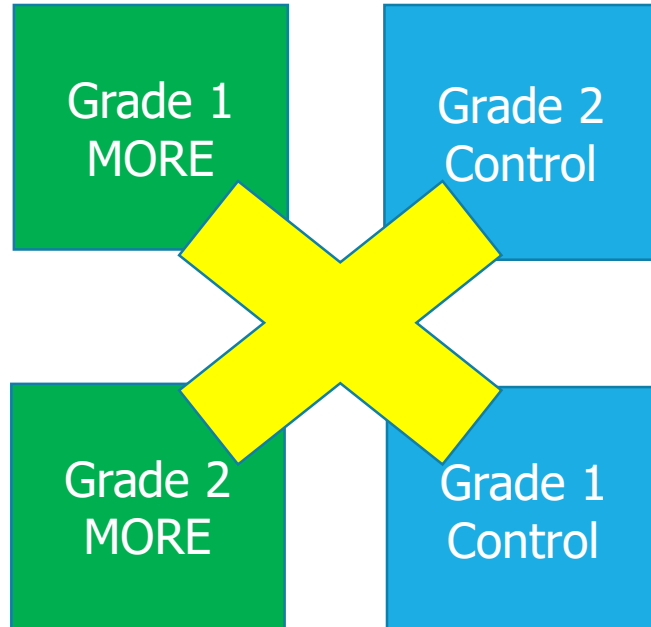
Outcome	2017 David Cox Road E.S.	2018 10 CMS Schools G1	2019-20 30 CMS School Schools G1 and G2	Fall 2019 to Spring 2020 (G2 and G3)
Academic writing	+	+	+?	?
Science and History Word Knowledge	+	+	+	?
Engagement	+	+?	+	?
Reading comprehension	+?	+	+?	?





# Launched MORE RCT G1-2 (Summer 2018 recruitment to school year 2018-19)

- 48 schools → 30 Schools randomly assigned to Grade 1 MORE schools (grade 2 control), Grade 2 MORE schools (grade 1 control)



CM

Balanced Literacy



CMS School Web Sites > Governors Villa

Balanced Literacy



READS Lab

# The MORE study is continuing this summer with personal books and app

1. MCLASS is code focused, MAP is more language focused? Does screener matter?
2. MCLASS is in all NC schools, MAP is in 9,000+ US schools? Can we scale?
3. MCLASS + MAP b/c of RER screener, practical reasons above, and theoretical ISI

Grade 1 MORE:  
Mr. Kim's classroom, each student receives  
10 print and 6 digital books and the app  
with personalized activities:

Code activities  
(word reading,  
fluency)

Language  
activities  
(listening,  
vocabulary)

Code and  
language  
activities



MORE



Leadership activity #1:

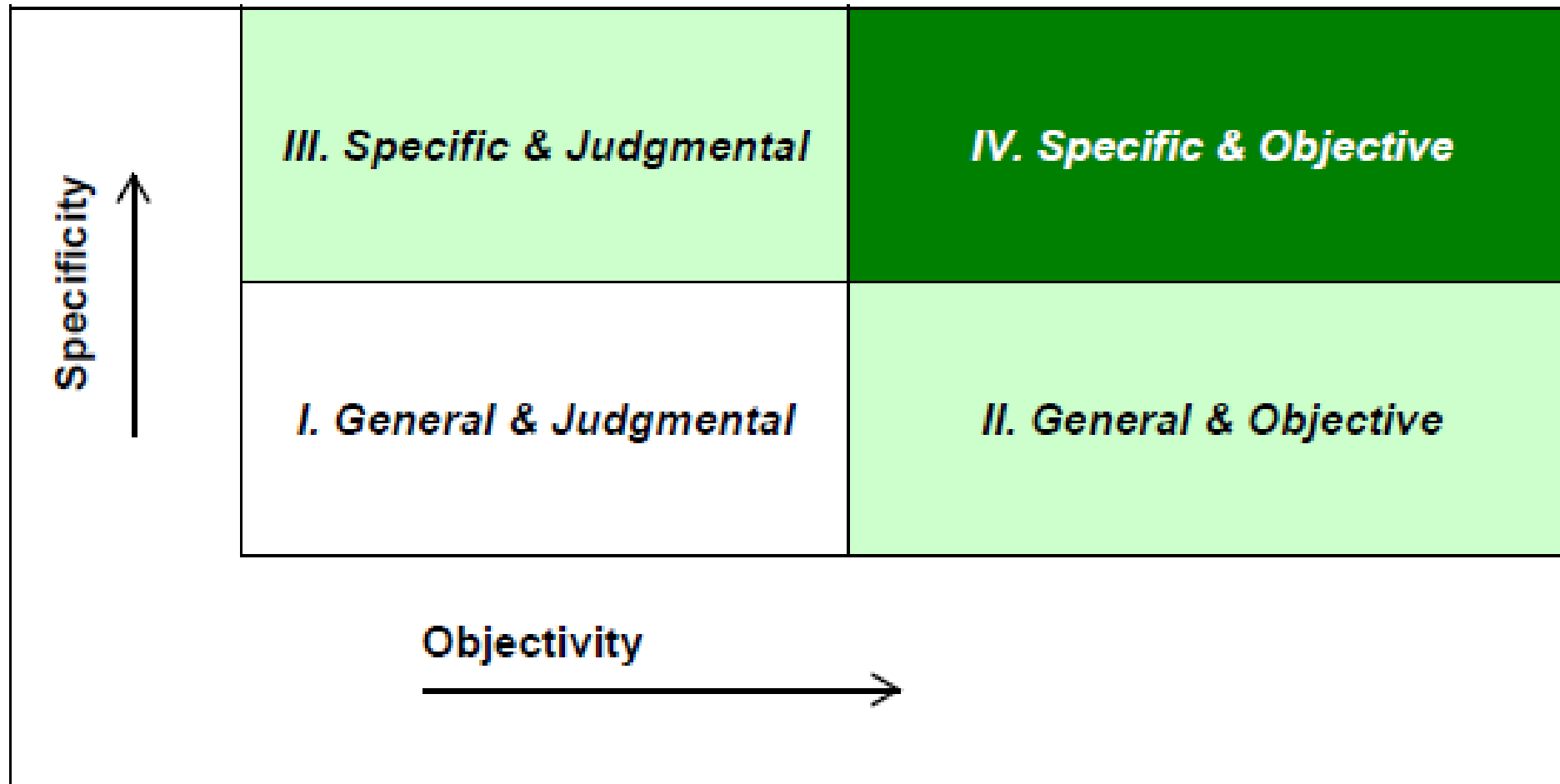
What are specific and objective instructional excellence look fors in the MORE Lessons?





CMS leadership activity: helpful tools (I) the specificity and objectivity matrix: Learning walkthrough implementation guide, MA DESE, Feb. 2013, p. 18:

<http://www.doe.mass.edu/educators/title-ia/ImplementationGuide2016.pdf>



# Evidence – which quadrant would you put evidence from 1, 2, 3, 4?

## ○ Evidence 1

- The lesson is on fractions.
- Students are participating in a variety of activities.

## ○ Evidence 2

- Students worked in teams of four following the scientific process to...
- Student: "Why did you come to that conclusion when the text indicates...?"

## ○ Evidence 3

- I liked how the students engaged in a hands-on science experiment.
- The questions posed to students were effective and appropriate.

## ○ Evidence 4

- Three students worked effectively with manipulatives to represent...
- Teacher asked a good question: "How would you demonstrate these fractions are equivalent...?"

# Instructional Excellence Look For's

## COMPONENT 1:

### CONSISTENT OPPORTUNITIES TO WORK ON GRADE-APPROPRIATE ASSIGNMENTS

All Subjects:

- The taught lesson(s) focus on grade-level content standard(s) or part(s) thereof.

#### ELA SPECIFIC

The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.  
The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

#### MATH SPECIFIC

- The taught lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.
- The teacher provides opportunities for all students to work with and practice grade-level problems and exercises. Students work and practice grade-level problems and exercises.

## COMPONENT 3:

### DEEP ENGAGEMENT IN LEARNING

All Subjects:

• Learners are actively engaged in learning

## COMPONENT 2:

### STRONG INSTRUCTION WHERE STUDENTS DO MOST OF THE THINKING IN THE LESSON

All Subjects:

- The teacher cultivates reasoning and problem solving/meaning making by allowing students to productively struggle. Students persevere through difficulty.
- Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).
- Students do the majority of the work of the lesson and share their thinking about the content beyond just sharing the answer.

#### ELA SPECIFIC

- The teacher poses questions and tasks for students to do the majority of the work through speaking/listening, reading, and/or writing.
- Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas from the text. The ideas are expressed through a variety of means.

#### MATH SPECIFIC

- The teacher poses questions and problems that prompt students to explain their thinking about the content of the lesson.

## COMPONENT 4:

### TEACHERS WHO HOLD HIGH EXPECTATIONS FOR STUDENTS AND BELIEVE THEY CAN MEET GRADE LEVEL STANDARDS

All Subjects:

- Learners engage in differentiated learning

# Instructional Excellence Look Fors:

- 1 = focus on time
- 2 = students do most of the thinking
- 3 = deep engagement
- 4 = teachers hold high expectations – give kids differentiated learning and equal access to discussion, technology

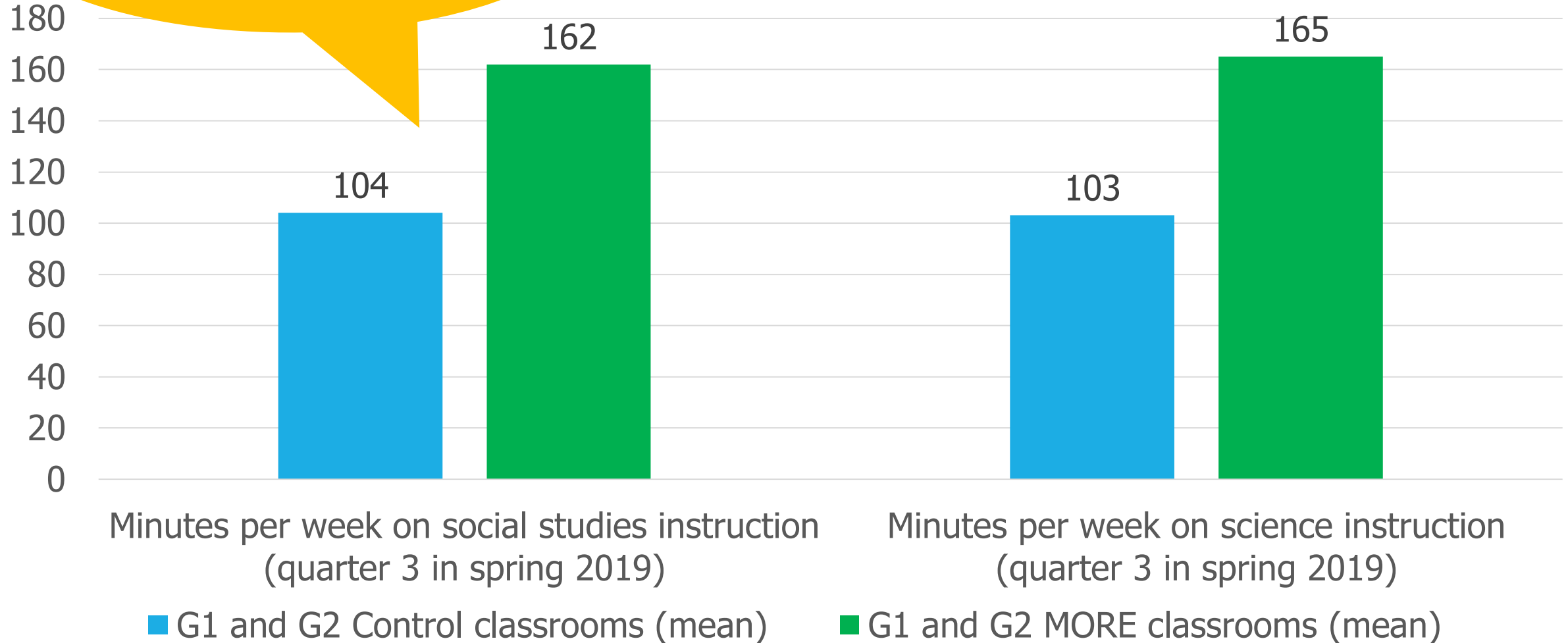




The following slide includes 2 questions that teachers addressed in the spring 2019 MORE Grade 1 and 2 survey



What is a title that is **specific and objective** about the impact of MORE on component 1 (time)?



# Table teams – develop a specific and objective title for the next figure.

- Use fist to five to assess your colleague's views on the title
- Fist – least supportive of title
- Five – most supportive of title
- Affirms importance of group consensus
- And gives voice to those with dissenting view





## Fist to Five

- **5 - I'll champion**
- **4 - Strongly agree**
- **3 - Agree**
- **2 - Reservations**
- **1 - Oppose**
- **Fist - veto**

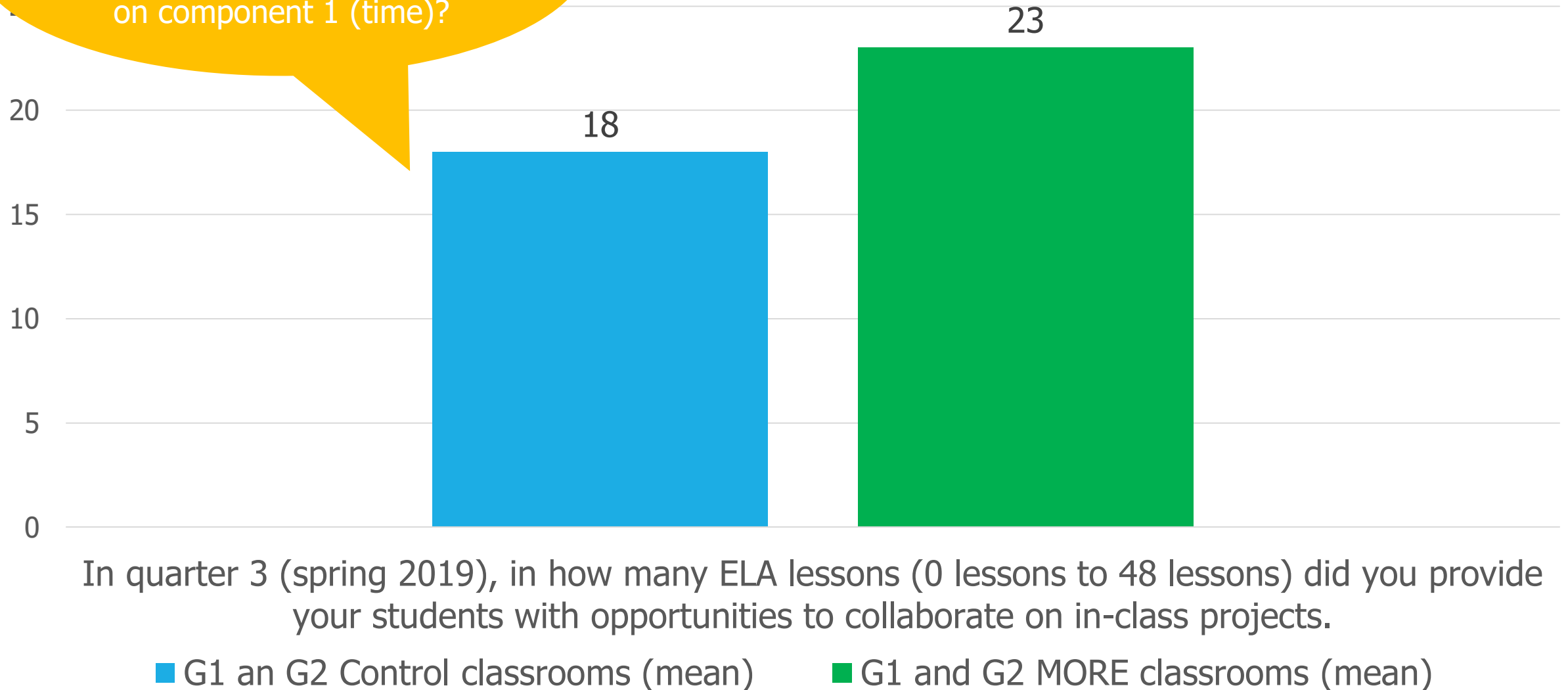


- Benefits of this strategy:
  - Ensures all voices are heard
  - Affirms importance of group consensus
  - Gives voice to those with dissenting view

Using the Fist to Five strategy, table teams should develop a specific and objective title for the next figure.



Can you create a title that is **specific and objective** about the impact of MORE on component 1 (time)?



# MORE Theory of Action: Lets read it as a series of if-then statements, just like "The CMS Way"

## School

- Science and history lessons to engage teachers
- Why? Instructional look for
  - Component 1 and 2 – time on grade appropriate assignments with complex anchor texts (science, history) and students do most of the thinking
- When? Adapt for SY 19-20
  - Grade 2 in quarter 2 and 3
  - Grade 3 in quarter 3

## School and Home




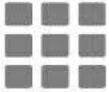
- Personal books and apps to engage students
- Why? Instructional look for
  - Component 3 and 4 – learners actively engaged in differentiated learning opportunities
- When?
  - Grade 2 in quarter 4 (head start for summer)
  - Grade 3 in quarter 3 (January head start for quarter 3 lessons) and during quarter 3 and 4


## Home


- Text messages to engage parents
- Why? Parents receive tips to support reading at home, building on summer 2018 work with Celeste
- Following Grade 1 and Grade 2 summer



Meaningful apps help kids connect new learning to prior knowledge (schema with mental hooks to hand new learning)




Mary



Open

Who Would Win: Killer Whale vs. Great White Shark


Jerry Pallotta



Open

Who Would Win: Ultimate Ocean Rumble

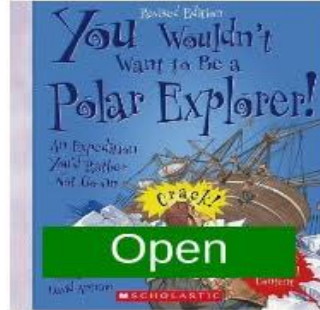
Jerry Pallotta



Open

Who Would Win? Polar Bear vs. Grizzly Bear

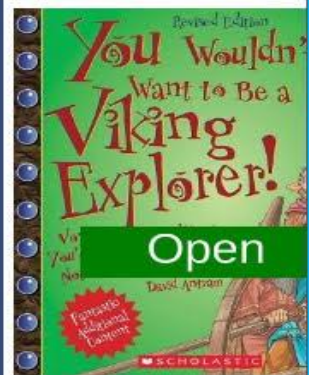
Jerry Pallotta



Open

You Wouldn't Want to Be a Polar Explorer!: An Expedition You'd Rather Not Go On

Dr. Jen Green



Open

You Wouldn't Want to Be a Viking Explorer!

Andrew Langley

[credits & contact](#)



We use CMS screener data (MAP, MCLASS, istation) to create personal activities based on MORE lesson concepts and books

The image displays two sequential screenshots of a digital educational game. The game's title, 'Who Would Win? Polar Bear vs. Grizzly Bear', is at the top, followed by the author's name 'Mary' and a small bear icon. The left screenshot shows the 'Fun with facts' screen. On the left is a sidebar with buttons for 'Reading Games', 'Powerful words', 'Fun with facts' (highlighted in yellow), 'Fun with numbers', 'It's a puzzle', and 'All Done!'. Below these is a brain icon and a 'credits & contact' link. The main area features a black and white illustration of a grizzly bear sleeping. To the right of the illustration is a question: 'Why is the bear sleeping in the den? Click on the sentence that best answers the question.' Below the question are three options, each with a speaker icon: 'Grizzly bears are lazy.' (marked with a large red 'X'), 'Grizzly bears have a deep sleep during winter.', and 'Grizzly bears take short naps.' The right screenshot shows the 'All Done!' screen. The sidebar is identical. The main area features a large, stylized cloud shape containing the text 'Mistakes help you learn.' in a bold, black font. Below the cloud is a green 'OK' button. At the bottom right, a small box shows a partial sentence '... build maternity dens.' with a speaker icon. The 'credits & contact' link is also present at the bottom.

Now let's discuss component 3 and 4 of the Instructional Excellence Look Fors (deep engagement and differentiated learning) by talking about the MORE personal books and app

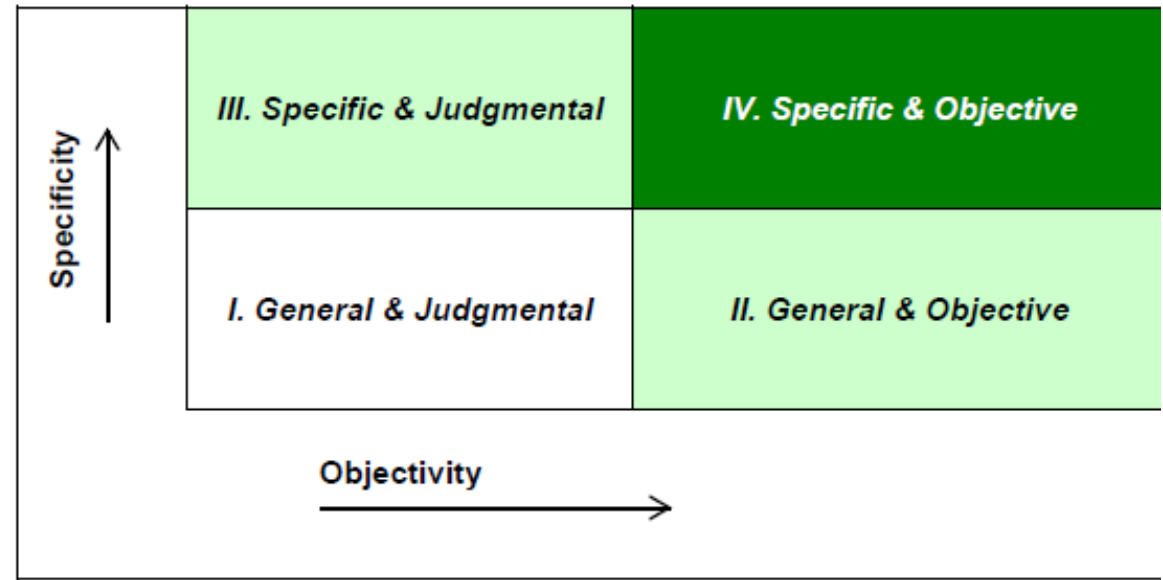
### **Good news:**

- Consenting students each selected 10 study-related books to read over the summer in addition to 6 WOOPS books = 49,584 summer reading books were provided students
- Over 1,000 families have downloaded the MORE app this summer
- We are developing the Grade 3 MORE app to support the EL Grade 3 modules





## Activity – Think, Pair, Share



- What evidence should we gather to understand if MORE is working?
- Be as specific and objective as possible.
- We'll use this to organize presentations for you this fall.



Break (10 min)

Whole Group Wrap-up  
begins at 11:40 (Gutman)



# Whole group wrap-up

- Barb
- Lunch and then free time after!
- Bus departures: 12:40 & 1:00
- Dinner at Park (5:30 – 8:30)
  - See map on your tables
- Tomorrow – luggage storage
- Kristin – Course requirements  
Be sure to sign in every day

# Thank you!





7:30-8:30 am	Breakfast
8:30-8:45 am	Welcome
8:45-9:15 am	What's Under the Hood? And Why It Matters
9:15-10:05 am	School-Based Planning Time
10:05-10:20 am	Break
10:20-11:20 am	Break-Out Groups
11:20 – 11:30	Break
11:30-Noon	Closing Remarks

# Retreat Agenda

Friday – Day 2



Picture of Jen

<http://bit.ly/moreretreat>

Exit Poll





# MORE Summer Retreat 2019

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Welcome to Boston!

READS  
LAB 



7:30-8:30 am	Breakfast
8:30-8:45 am	Welcome
8:45-9:30 am	What's Under the Hood? And Why It Matters
9:30-10:05 am	School-Based Planning Time
10:05-10:20 am	Break
10:20-11:20 am	Break-Out Groups
11:20 – 11:30	Break
11:30-Noon	Closing Remarks

# Retreat Agenda

Friday – Day 2



# Goals for Today (Jimmy – 15 min)

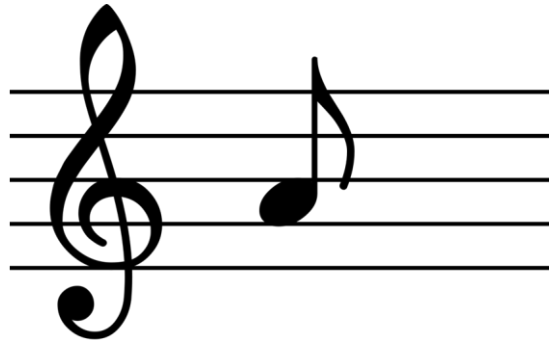


- Implementation needs the support of everyone in the system.
- **Goals for today:**
- Walk through the features of MORE
- Work in groups to plan and problem-solve potential challenges.
  - How can we ensure that the curriculum is implemented with fidelity?
  - What supports do you need to make this happen?



# MORE: What's under the hood? And why it matters.

Mary Burkhauser  
READS Lab at Harvard





Over 80% of participants completed the exit poll yesterday! Thank you



Pluses	Deltas



**Over 80% of participants completed the exit poll yesterday! Thank you!**

<b>Pluses</b>	<b>Deltas</b>
<ul style="list-style-type: none"><li>• Collaborative ++++++</li><li>• Hearing from colleagues/connecting<ul style="list-style-type: none"><li>◦ "Loved how open everyone is to sharing"</li><li>◦ "Hearing ideas from other schools and how they are implementing MORE"</li><li>◦ "Very engaging and eye opening that others shared my experience with MORE"</li></ul></li><li>• Visuals</li><li>• Organized</li><li>• "The work was meaningful"</li><li>• "Reminded me of my why"</li><li>• "Clear explanation of the 'why'"</li></ul>	



# Over 80% of participants completed the exit poll yesterday! Thank you!

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## MORE G2 Pacing Calendar -

Links to all science lesson plans have now been added.

# January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9 <a href="#">Teacher Training</a> 1-4pm Q&A (optional) 4-4:30pm	10	11	11
13	14	15	16	17	18	19
20	21	22	23 Quarter 3 Begins Science Unit Begins <a href="#">Pre-Unit Assessment</a> (30 min) W.2.8 (SL.2.1)	24 <i>Text: T. Rex vs. Velociraptor</i> <a href="#">Lesson 1 Read Aloud</a> <a href="#">Vlog</a> <a href="#">Slides</a> (40 min) RI.2.5, RI.2.7	25 <a href="#">Lesson 1 Research</a> <a href="#">Vlog</a> <a href="#">Slides</a> (45 min) RI.2.7 (RI.2.10, W.2.5, W.2.6)	26
27	28 <i>Text: T. Rex vs. Velociraptor</i> <a href="#">Lesson 2 Read Aloud</a> <a href="#">Vlog</a> <a href="#">Slides</a> (40 min) RI.2.5, RI.2.7	29 <a href="#">Lesson 2 Research</a> <a href="#">Vlog</a> <a href="#">Slides</a> (45 min) RI.2.7 (RI.2.10, W.2.5, W.2.6)	30 <i>Text: Fossils: A True Book</i> <a href="#">Lesson 3 Read Aloud</a> <a href="#">Vlog</a> <a href="#">Slides</a> (40 min) RI.2.5, RI.2.7	31 <a href="#">Lesson 3 Research</a> <a href="#">Vlog</a> <a href="#">Slides</a> (45 min) RI.2.5 (RI.2.10, W.2.5, W.2.6)		

How do I access the online lesson materials through the pacing calendar?

Click on "Lesson \_\_\_\_" to access the lesson plan for that day.

Once you are in the lesson plan, you can access soft copies of the lesson materials in the "Materials/Resources" section, which is typically located on the first page, bottom left.

For example:

### Materials/Resources:

- Read Aloud Text - T. rex vs. Velociraptor
- [MORE Slide Deck](#)
- [Concept map](#)



Jan. '19 ▾

Feb. '19 ▾

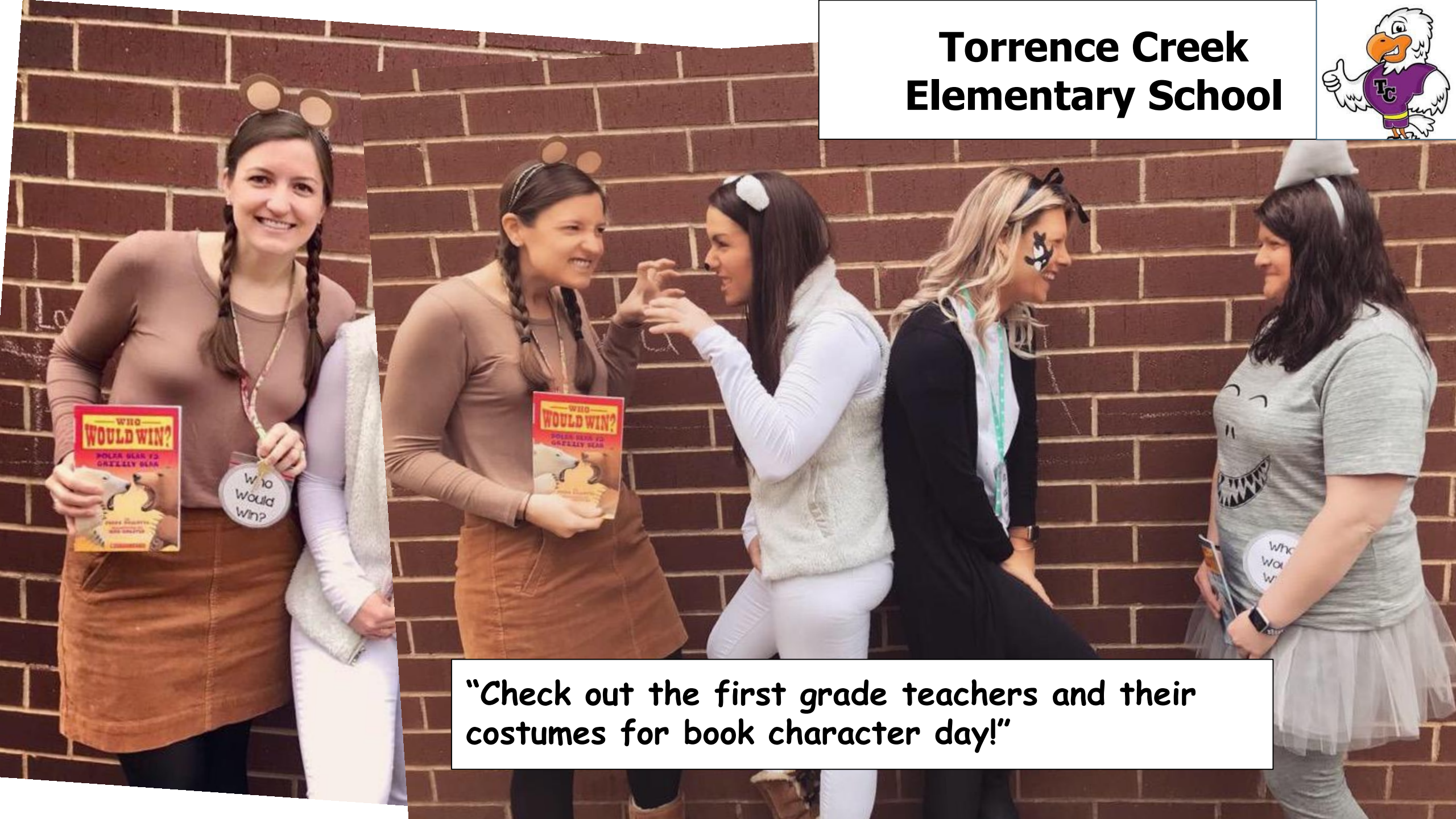
March '19 ▾

Grade 1, 2019 Pacing Calendar

Grade 2, 2019 Pacing Calendar



# Torrence Creek Elementary School



"Check out the first grade teachers and their costumes for book character day!"



"I am very proud of our first-grade teachers and students. They have been all in with MORE!"

- Lead Facilitator

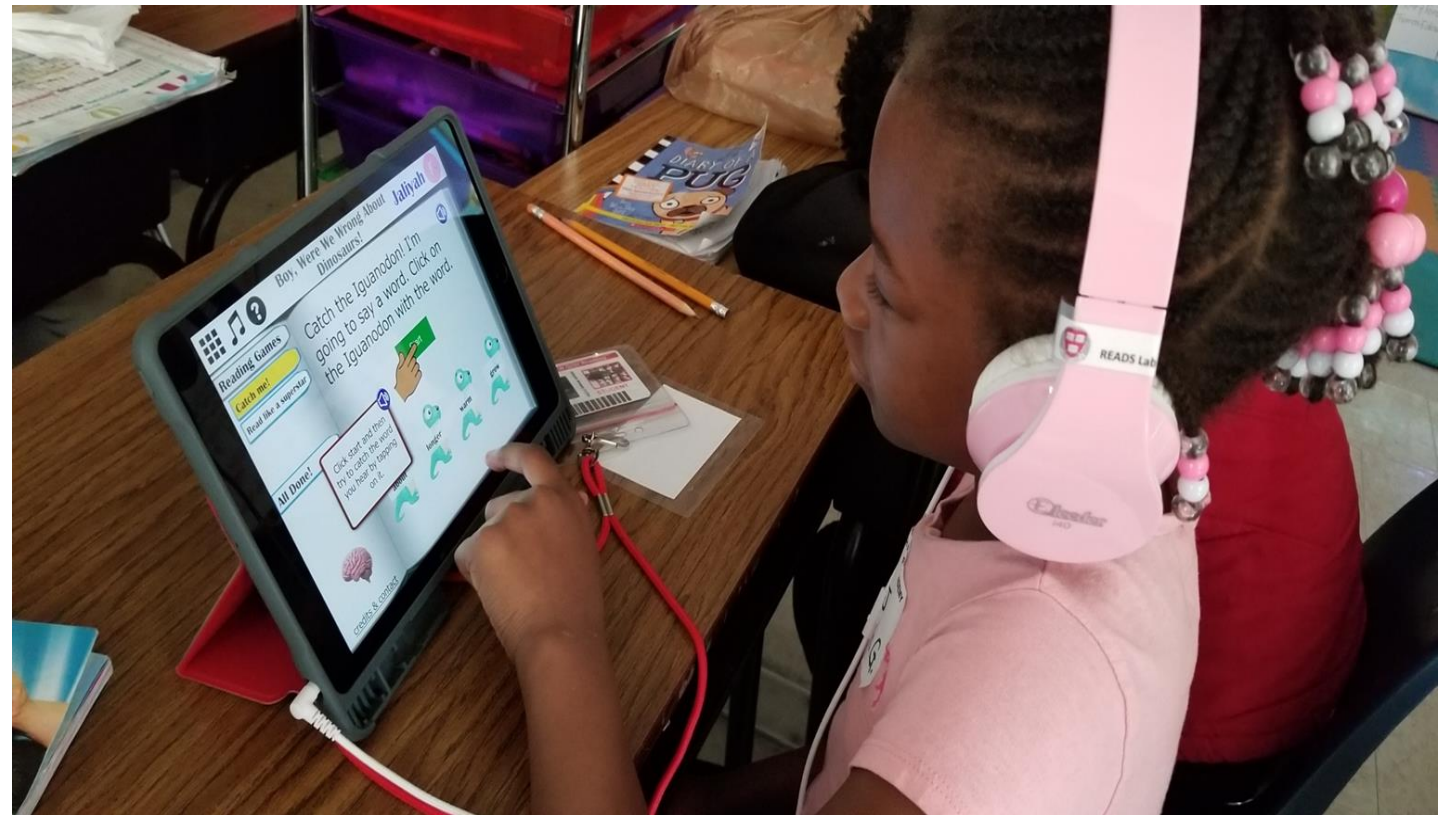


A teacher went above and beyond to ensure that each of her students completed at least two books on the MORE app!

 **We can grow our brains by playing games on the MORE app!**

Our goal is for each student to complete at least two books.

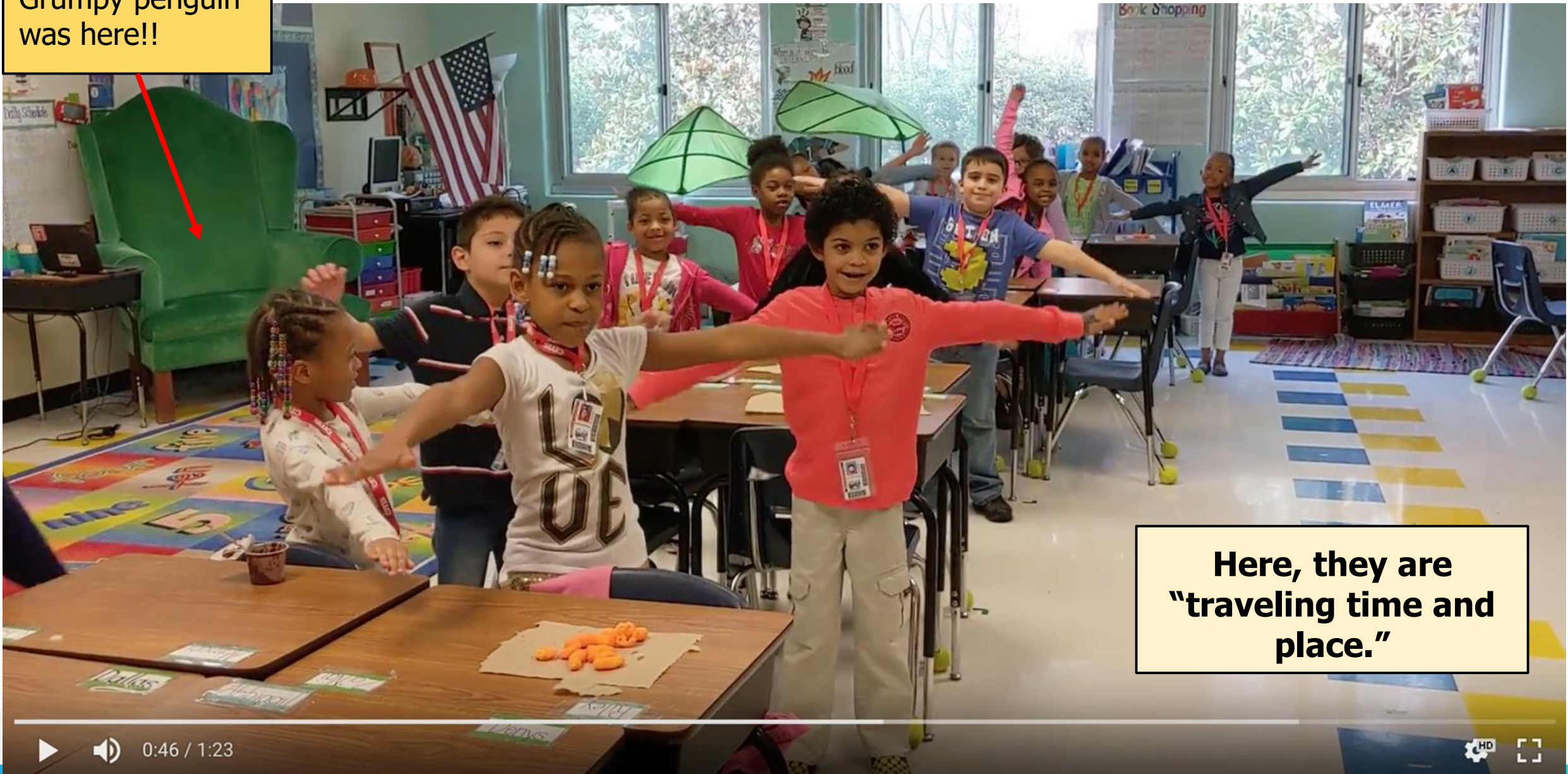
Elephants	Piggies	Pigeons	Ducklings
			
Ava	Easton	Gabriel	Shree
Cordin	Nalia	Myra	Ved
Dahila	Aso	Walker	Jake
Sarah	Mike	Suban	Charlie
Stella	Mary	Alan	Luco





# A first-grade class choreographs the MORE Theme Song!

Grumpy penguin  
was here!!



Here, they are  
"traveling time and  
place."



0:46 / 1:23





## Question:

**Which grade level  
at my school is  
going to be doing  
MORE next year?**

### **If your first grade did MORE last year...**

- Your second-grade team will teach MORE this year
- Third-grade classrooms will be the control

### **If your second grade did MORE last year...**

- Your third-grade team will teach MORE this year
- Second-grade classrooms will be the control - ***this means putting MORE on pause in second-grade for one year***



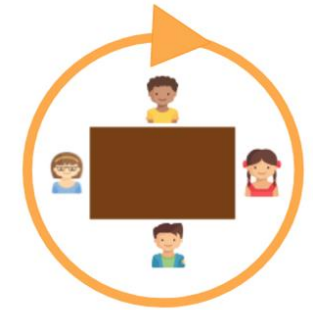
## Grade 3: MORE Unit Breakdown

Across each week in the 5-week unit: the first 20-minute activity is always an introduction to the week, the second 20-minute activity is always a read aloud...

Unit 1: Week 1 (3 hours)	Unit 1: Week 2 (3 hours)	Unit 1: Week 3 (3 hours)	Unit 1: Week 4 (3 hours)	Unit 1: Week 5 (3 hours)
<b>Activity 1: Introduction to the week (20 min)</b> Students get excited for the week, discuss how their work will move them towards their MORE Mission, and prepare to track this week's learning.				
<b>Activity 2: Read aloud a selection from a complex informational text (20 min)</b> Students listen to and discuss complex content critical to this week's activities.				
<b>Activity 3: Concept mapping (20 min)</b> Students are introduced to two new concepts related to the unit's topic of study. Teachers: (1) Connect each concept to previously learned content; (2) Provide student-friendly definitions; (3) Ask students to repeat each concept word; (4) Map the concept words; (5) Actively engage students in using the concept words.				
<b>Activity 4: Read aloud a selection from a complex informational text (20 min)</b> Students listen to and discuss complex content critical to this week's activities. They prepare to write about the content.				
<b>Activity 5: Write about complex content (20 min)</b> Students develop, organize, and strengthen their thinking about complex content by engaging in the writing process.				
<b>Activity 6: Word Sleuthing with Concept Words (20 min)</b> Students analyze previously-taught concept words to discover more about what they mean and the way the words are built. Students ask questions like: <ol style="list-style-type: none"> <li>1. What does the word mean?</li> <li>2. How is it built? (i.e., base, affixes)</li> <li>3. What other words is it related to? (i.e., etymologically, morphologically)</li> <li>4. What are the sounds that matter?</li> </ol>				
<b>Activity 7: Research Groups (20 min)</b> Students collaborate with peers. They discuss, read, and write about complex content in service of their MORE Mission.				
<b>Activity 8: Research Groups (20 min)</b> Students collaborate with peers. They discuss, read, and write about complex content in service of their MORE Mission.				
<b>Activity 9: End-of-week reflection on learning (20 min)</b> Students reflect on the progress they've made towards their MORE Mission. Students also reflect on why their teacher assigned particular activities, what they learned, and which activity they enjoyed the most.				

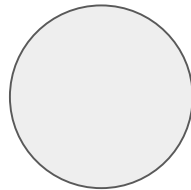
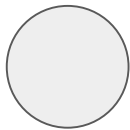
### On a sticky note:

- **1 thing you notice**
- **1 thing you wonder**



### In a small group:

- **Domino noticing**
- **Domino wonderings**
- **Open exchange**



**Listen** for answers to wonderings.

If you hear an answer, **jot** it  
down.

If you don't hear an answer, **flag**  
me down during team time.



## Grade 2: MORE Unit Breakdown

Across each 2-week period in a 10-week unit: the first 20-minute activity is always introduction to the week, the second 20-minute activity is always read aloud...

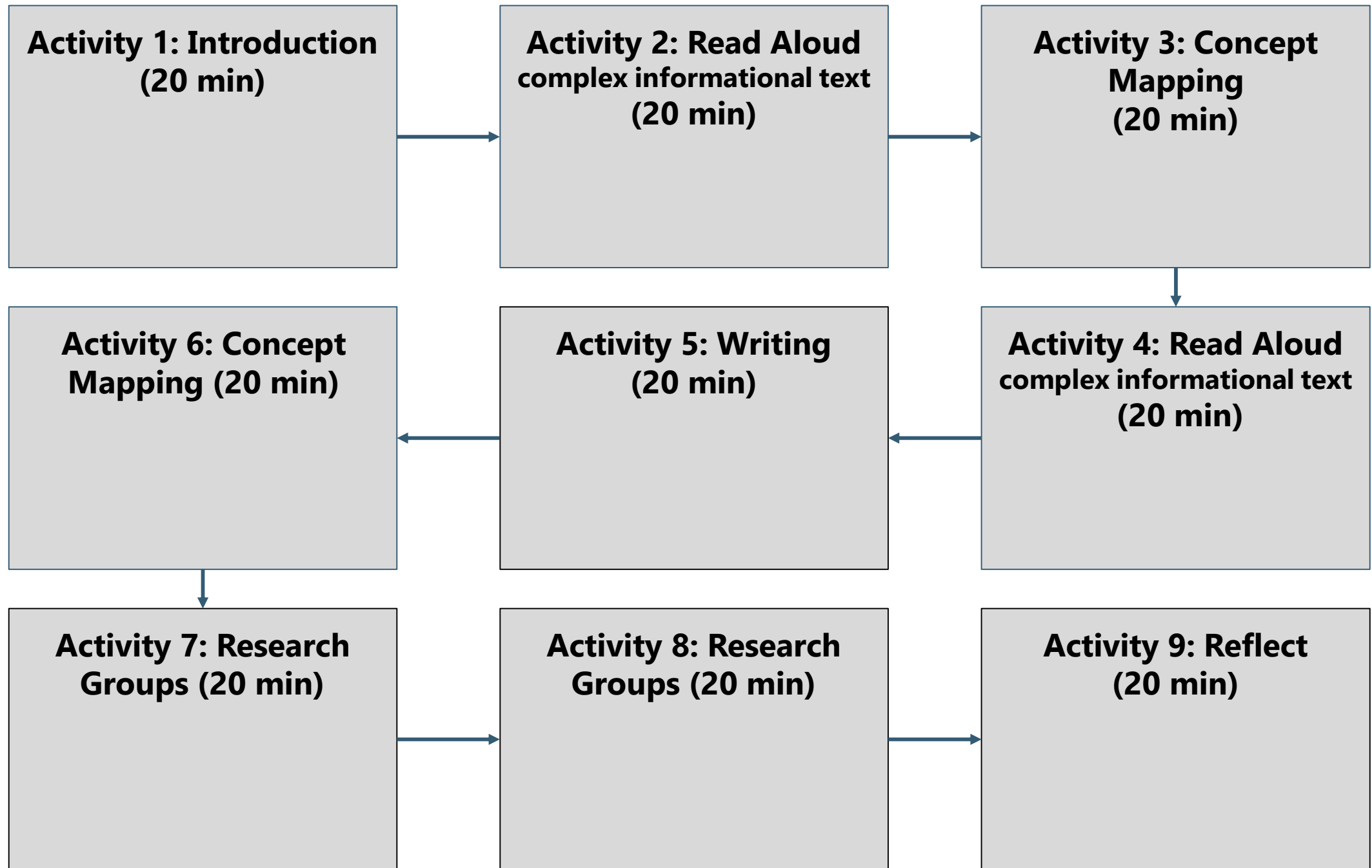
Unit 1: Week 1 & 2 (3 hours)	Unit 1: Week 3 & 4 (3 hours)	Unit 1: Week 5 & 6 (3 hours)	Unit 1: Week 7 & 8 (3 hours)	Unit 1: Week 9 & 10 (3 hours)
<b>Activity 1: Introduction to the week (20 min)</b> Students get excited for the week, discuss how their work will move them towards their MORE Mission, and prepare to track this week's learning.				
<b>Activity 2: Read aloud a selection from a complex informational text (20 min)</b> Students listen to and discuss complex content critical to this week's activities.				
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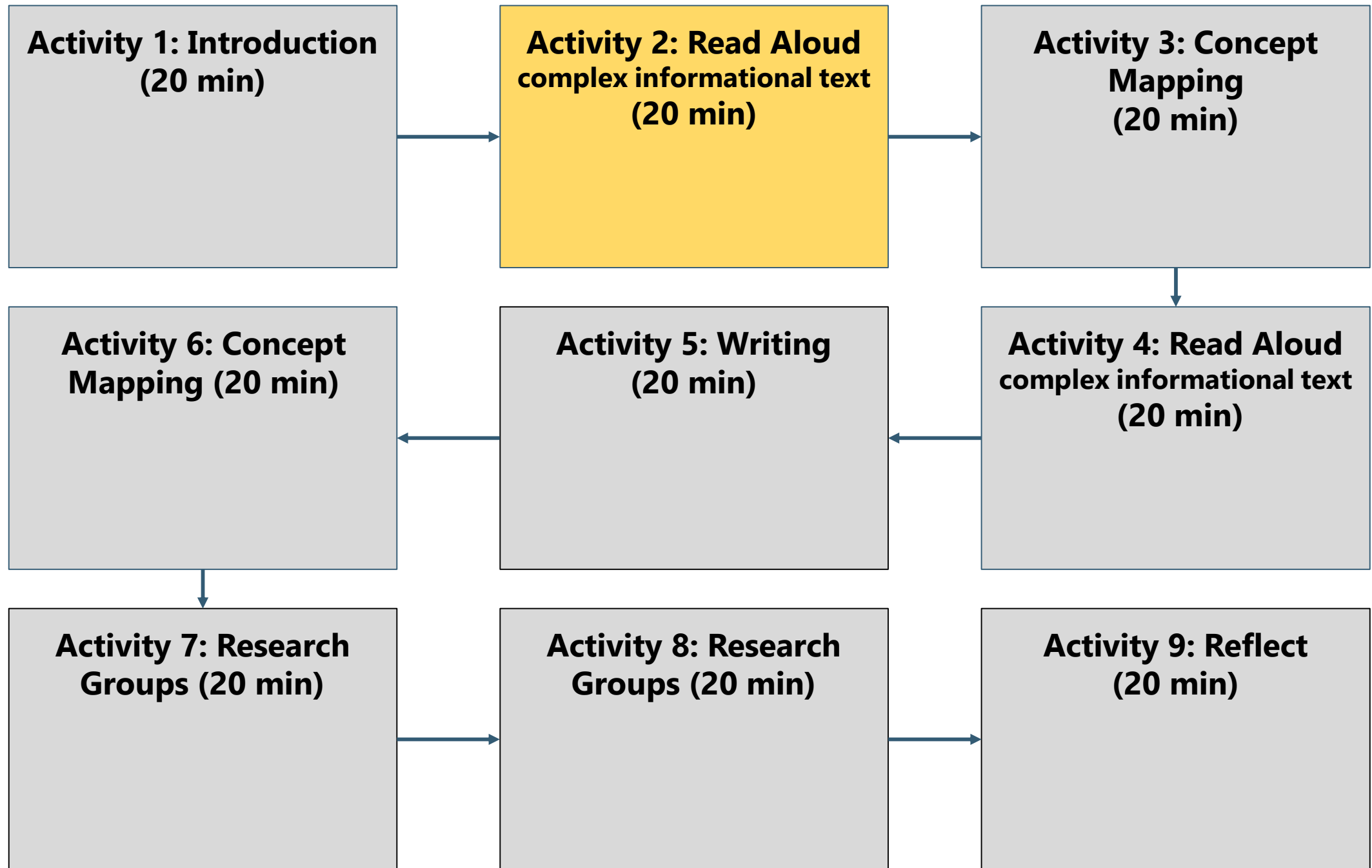


## Grade 3: MORE Unit Breakdown

Across each week in the 5-week unit: the first 20-minute activity is always an introduction to the week, the second 20-minute activity is always a read aloud...

Unit 1: Week 1 (3 hours)	Unit 1: Week 2 (3 hours)	Unit 1: Week 3 (3 hours)	Unit 1: Week 4 (3 hours)	Unit 1: Week 5 (3 hours)
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**Activity 1: Introduction**  
(20 min)

**Activity 2: Read Aloud**  
complex informational text  
(20 min)

**Activity 3: Concept**  
**Mapping**  
(20 min)

**WHY?**

**Activity 5: Writing**  
(20 min)

**Activity 4: Read Aloud**  
complex informational text  
(20 min)

**WHY?**

**Activity 8: Research**  
**Groups** (20 min)

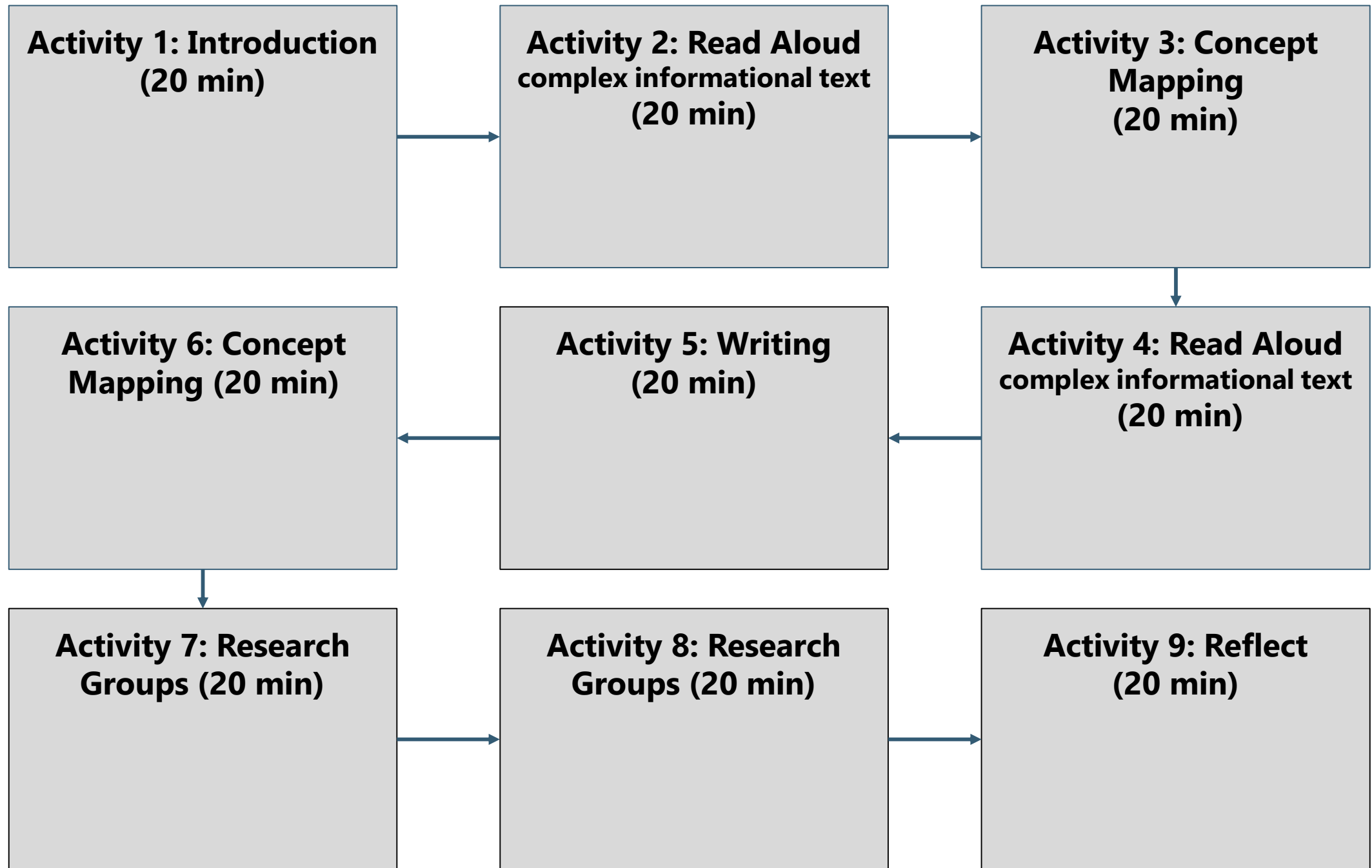
**Activity 9: Reflect**  
(20 min)

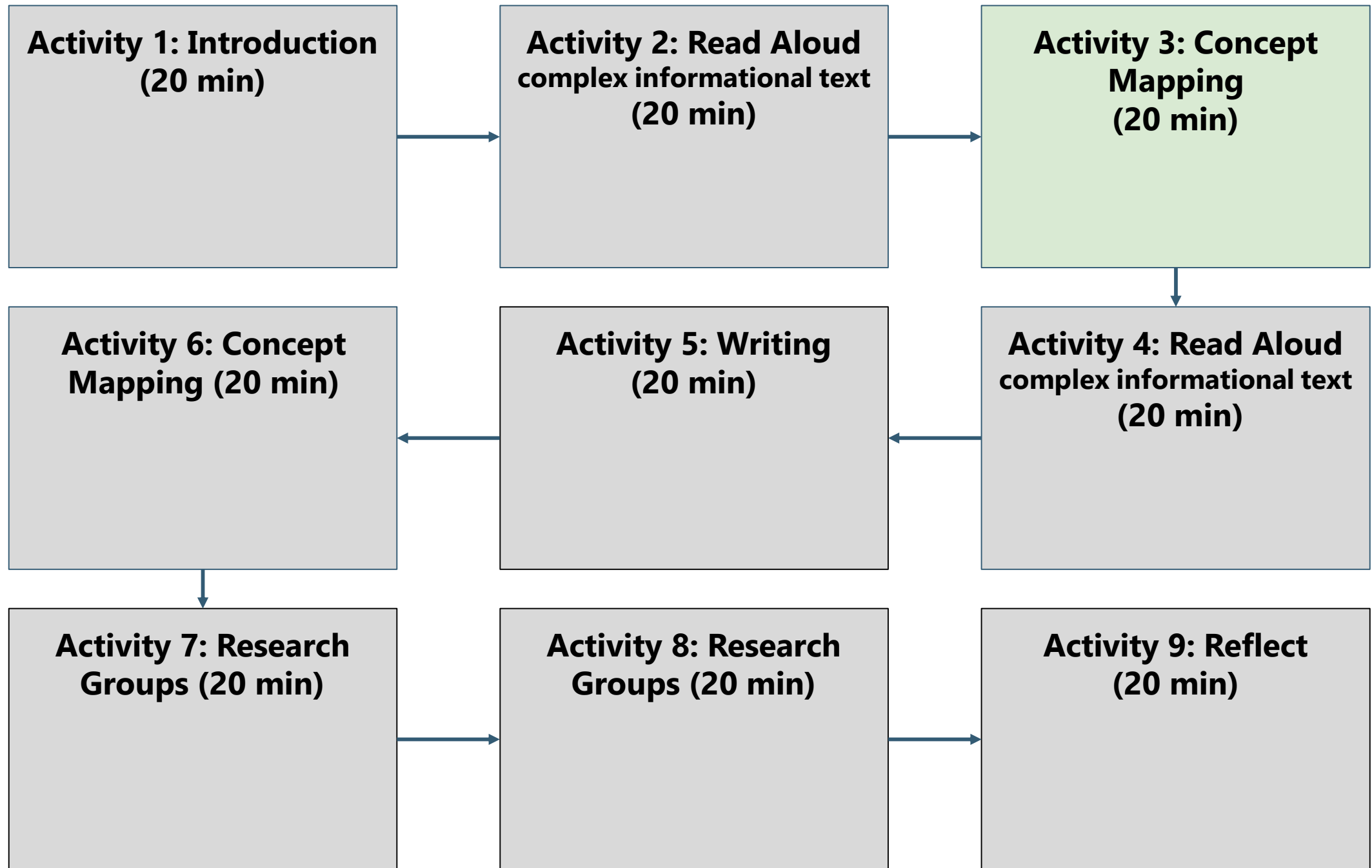
**“Why? Why? Why?”**

**Small Group Structured**  
**Discussion**

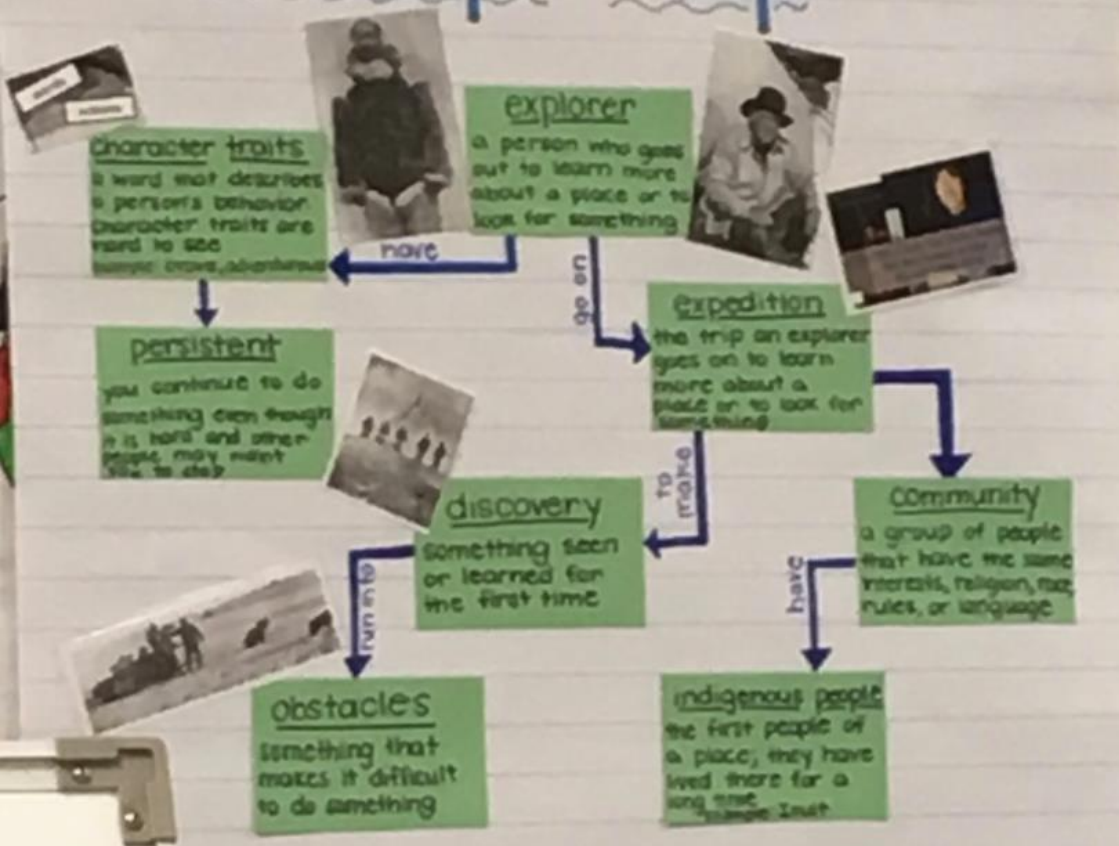
- **Roles** - Thinker or Questioner/listener
- **Rule** - Listener, listen for how answer evolves
- **Turn** - Questioner 1 asks the thinker “Why read aloud complex informational text?”
- **Time** - 3 minutes



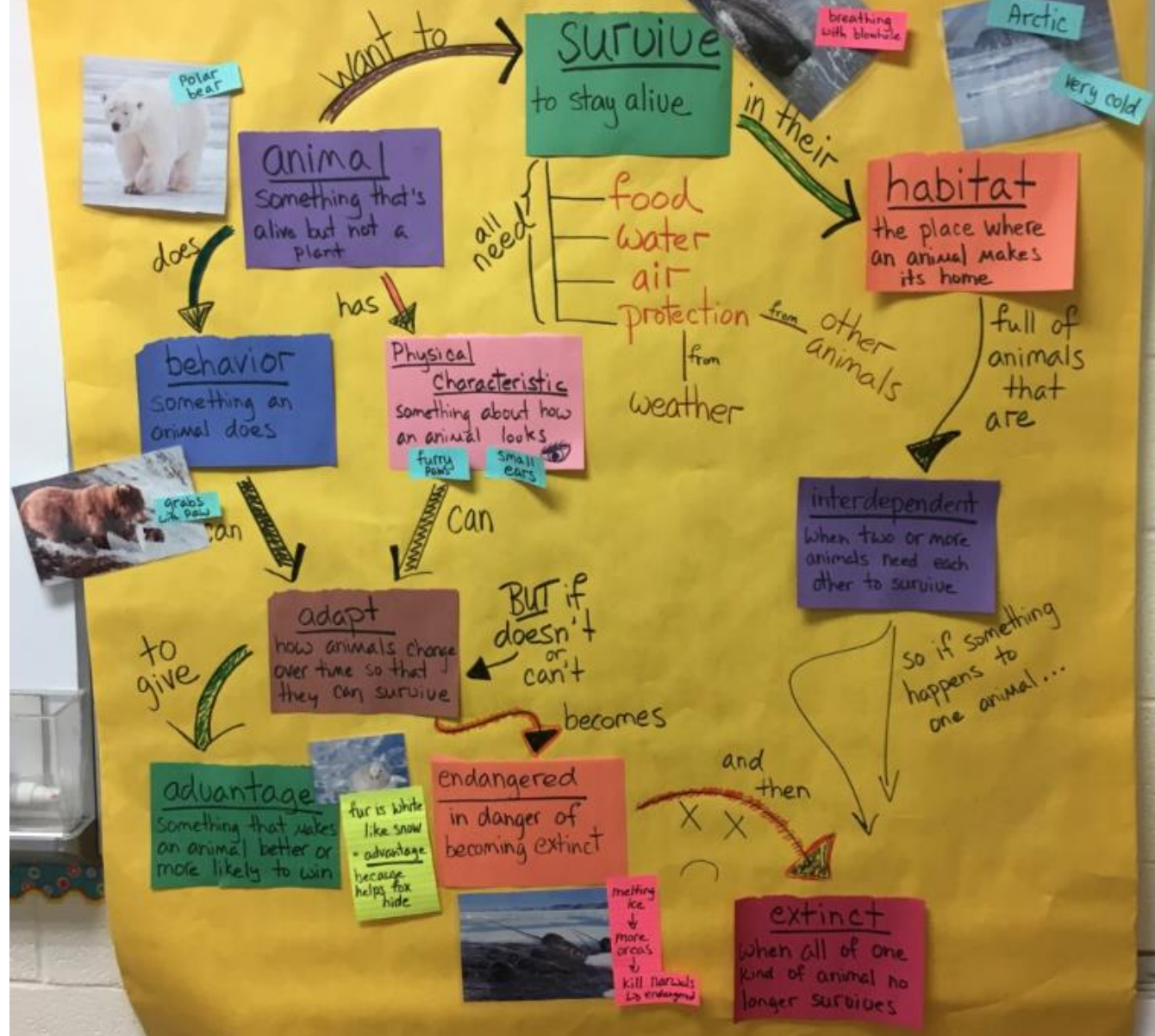


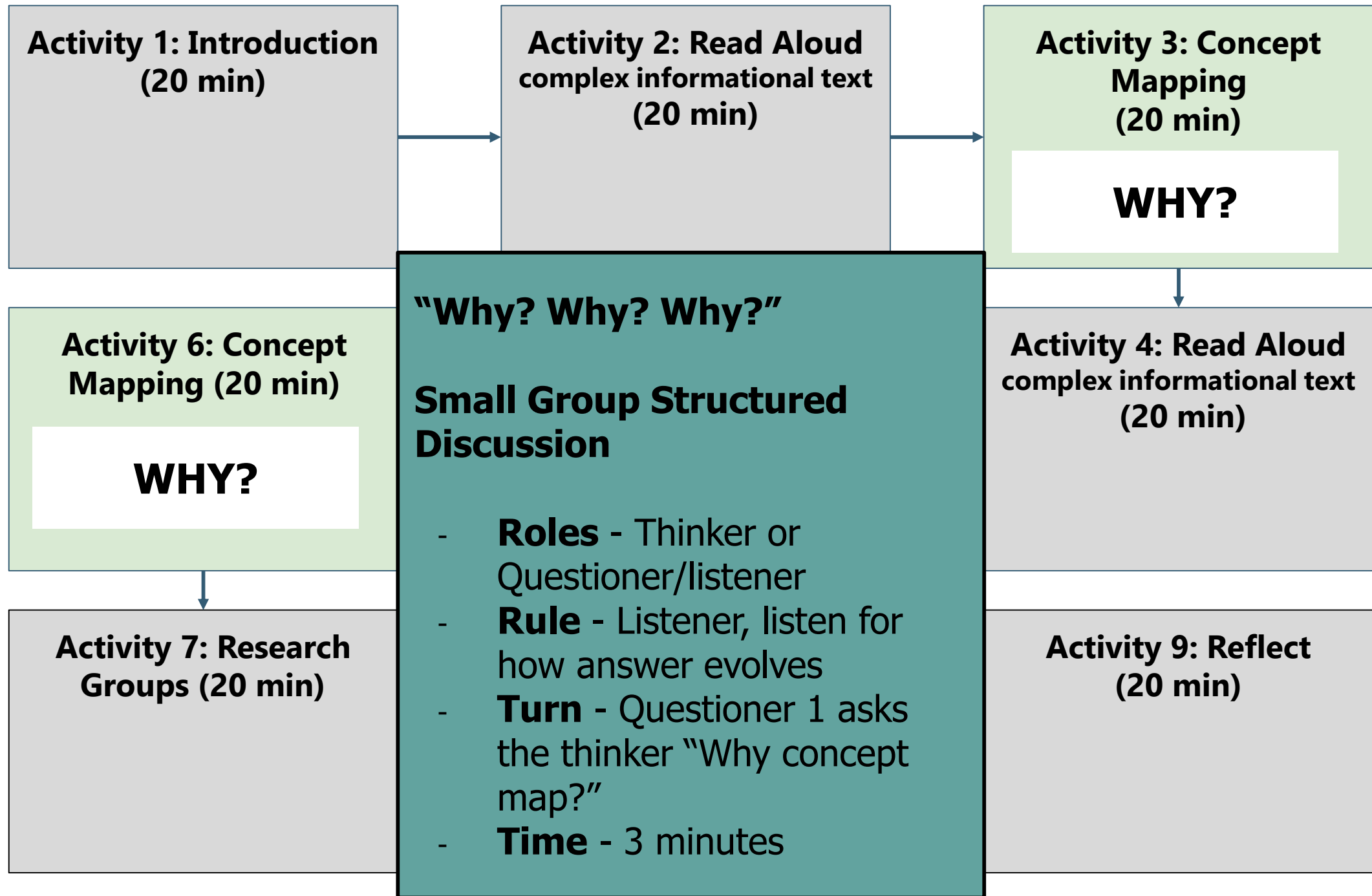


# Concept Map

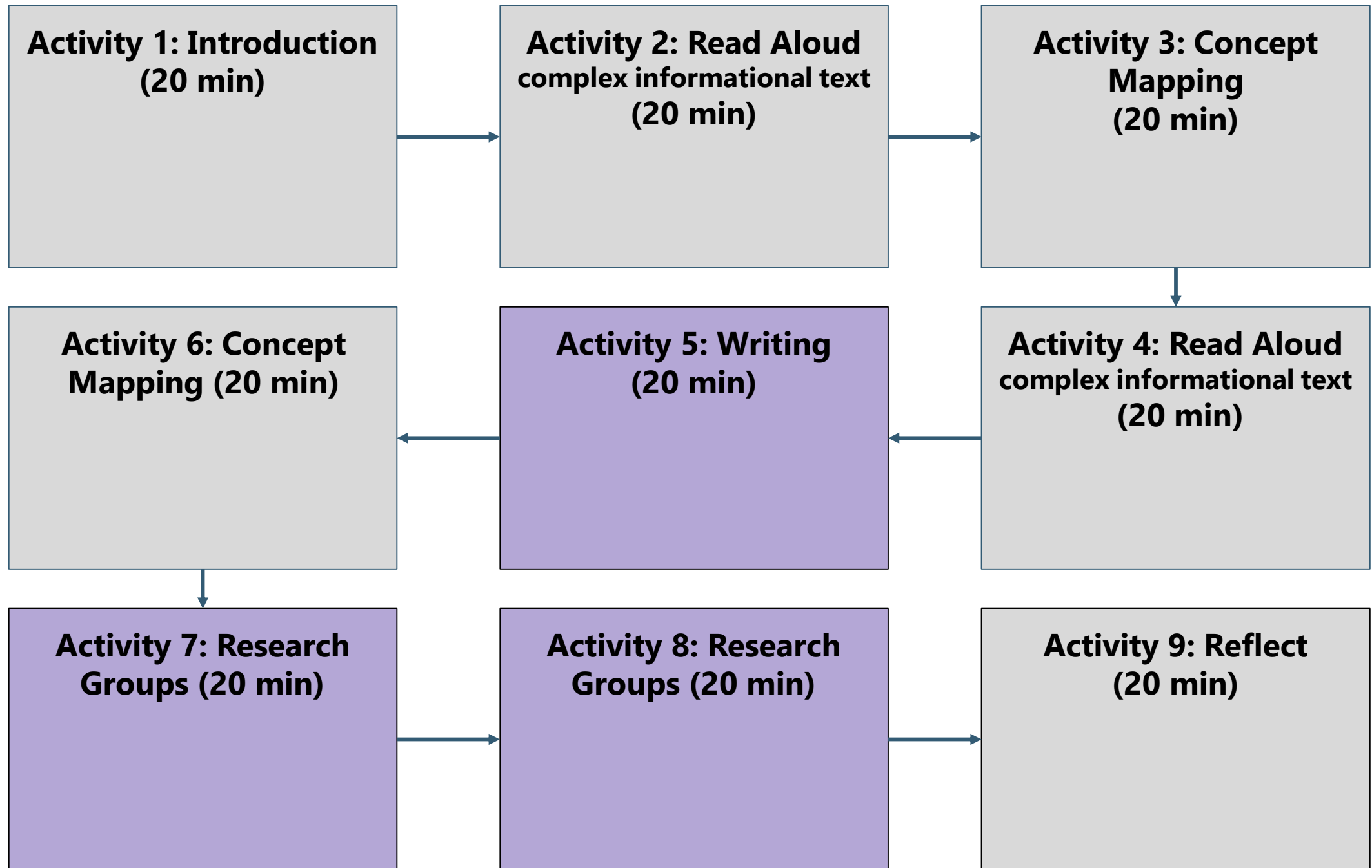


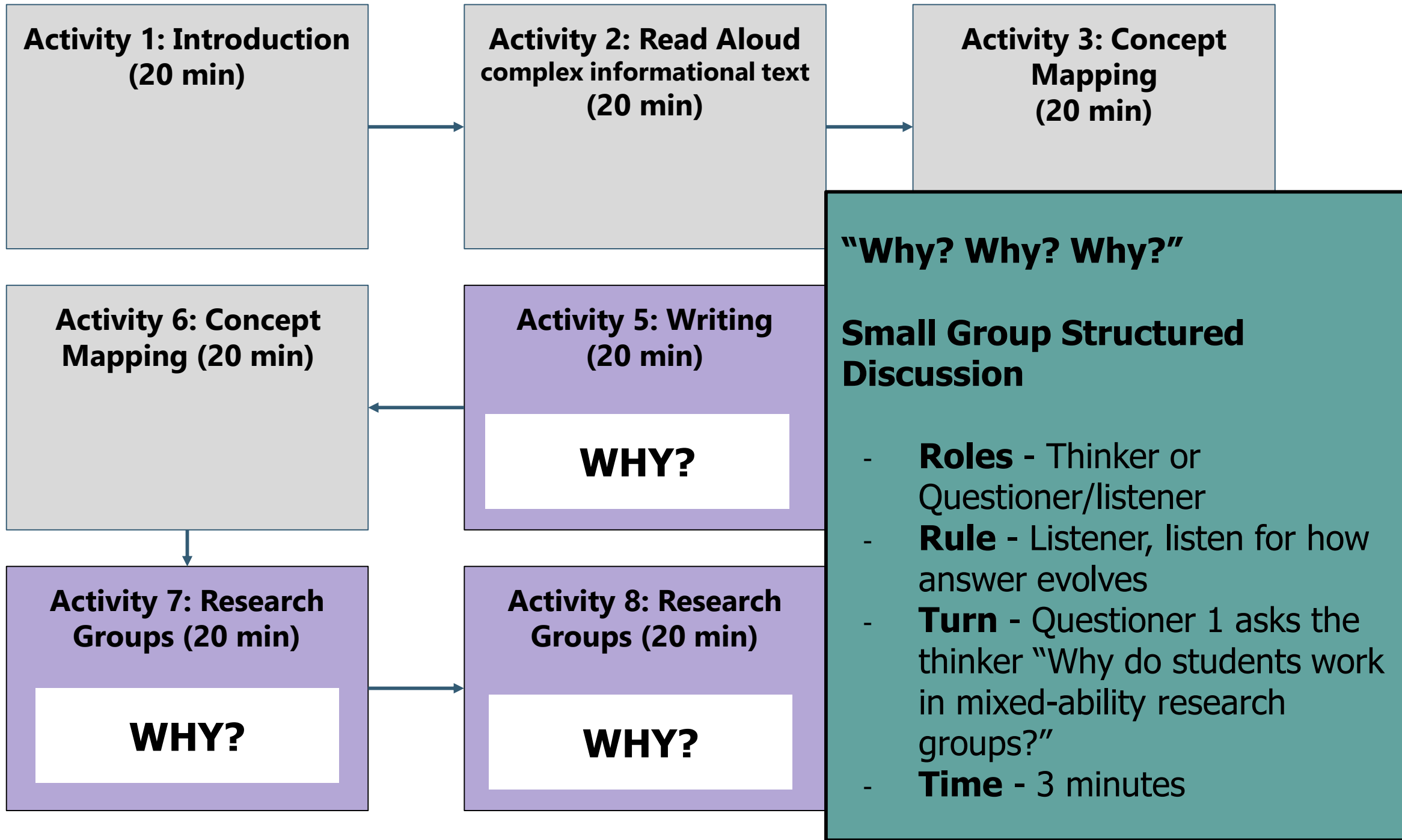
# Our Concept Map

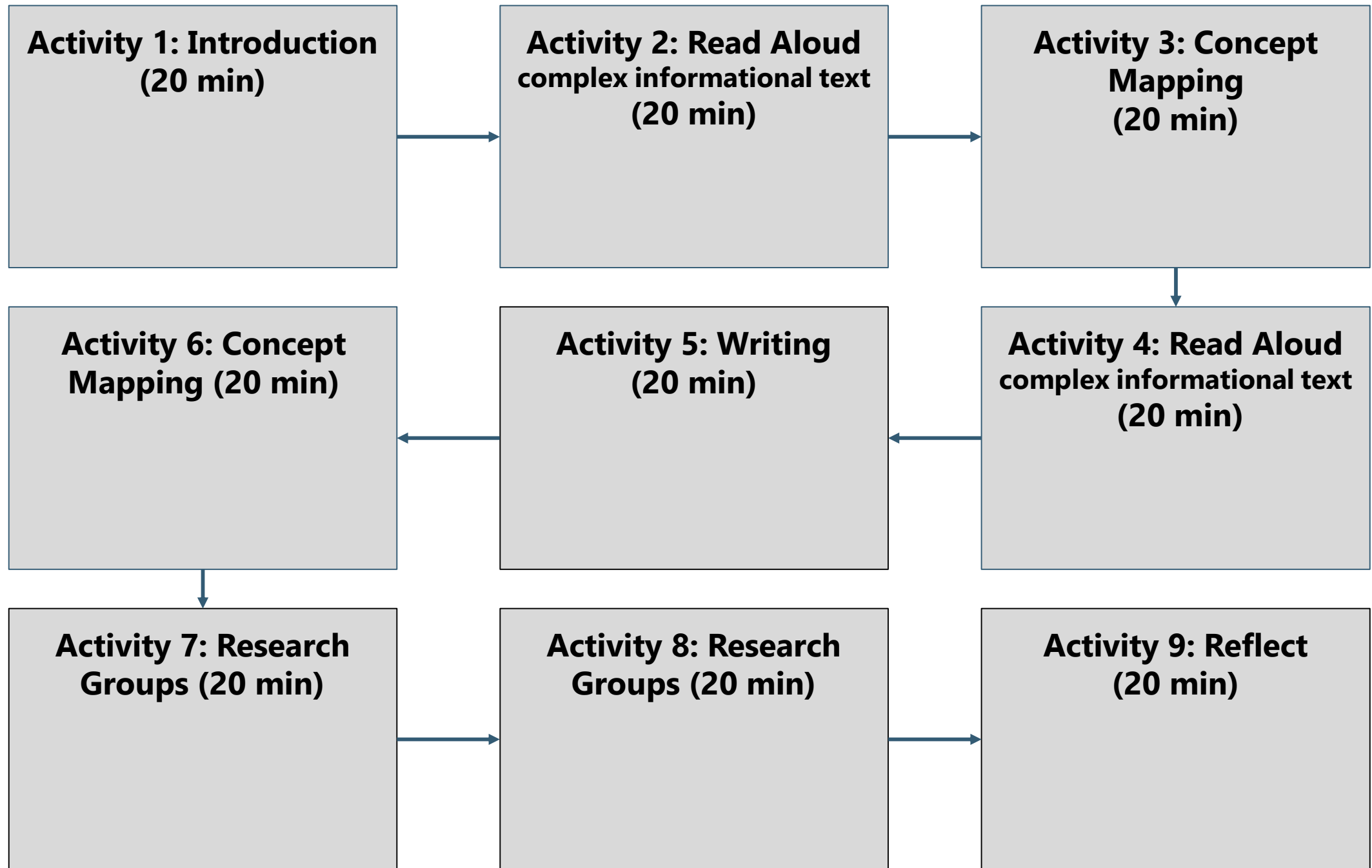


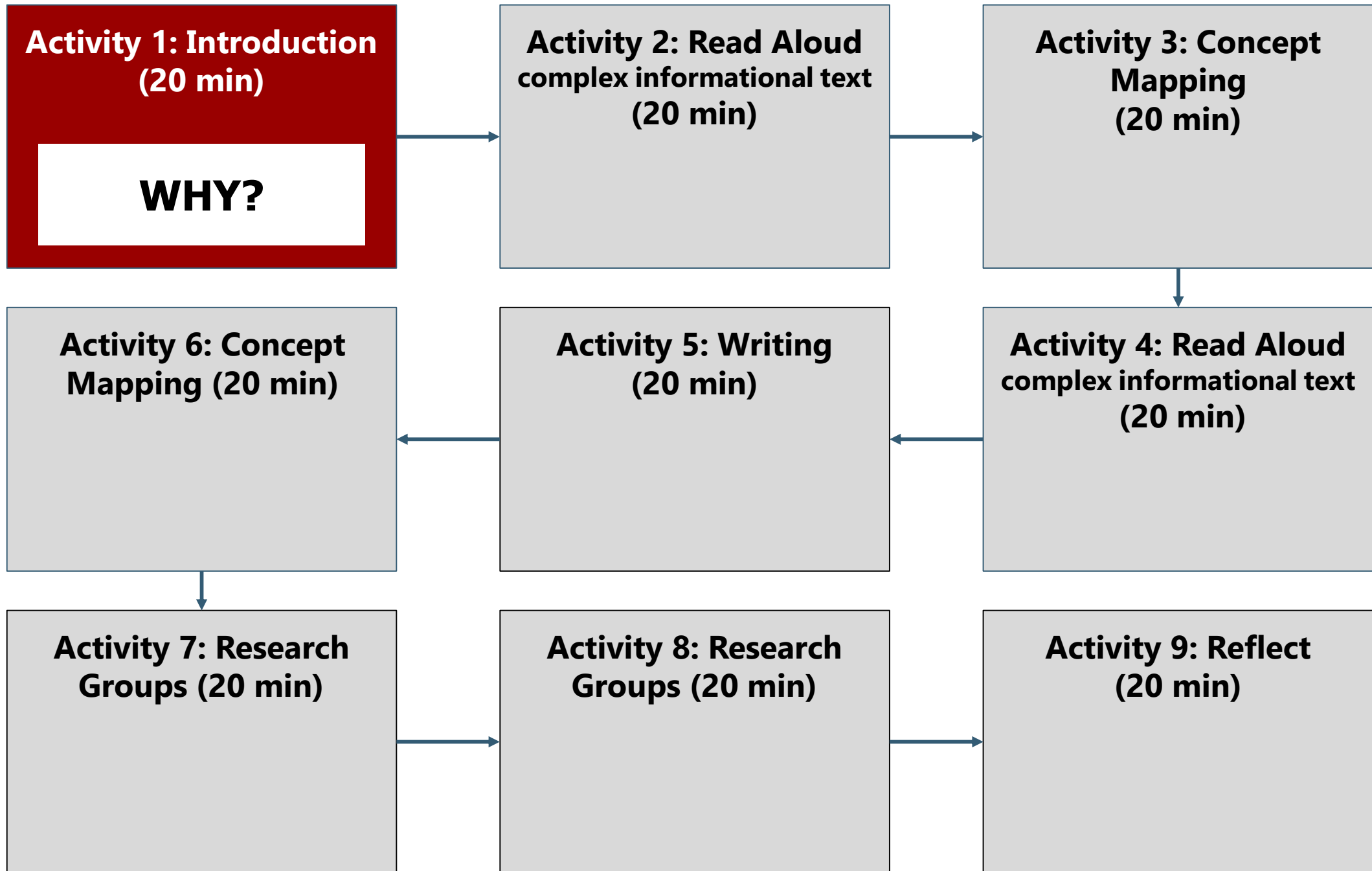
















1. What do you see?





2A. What new people and things do you see?

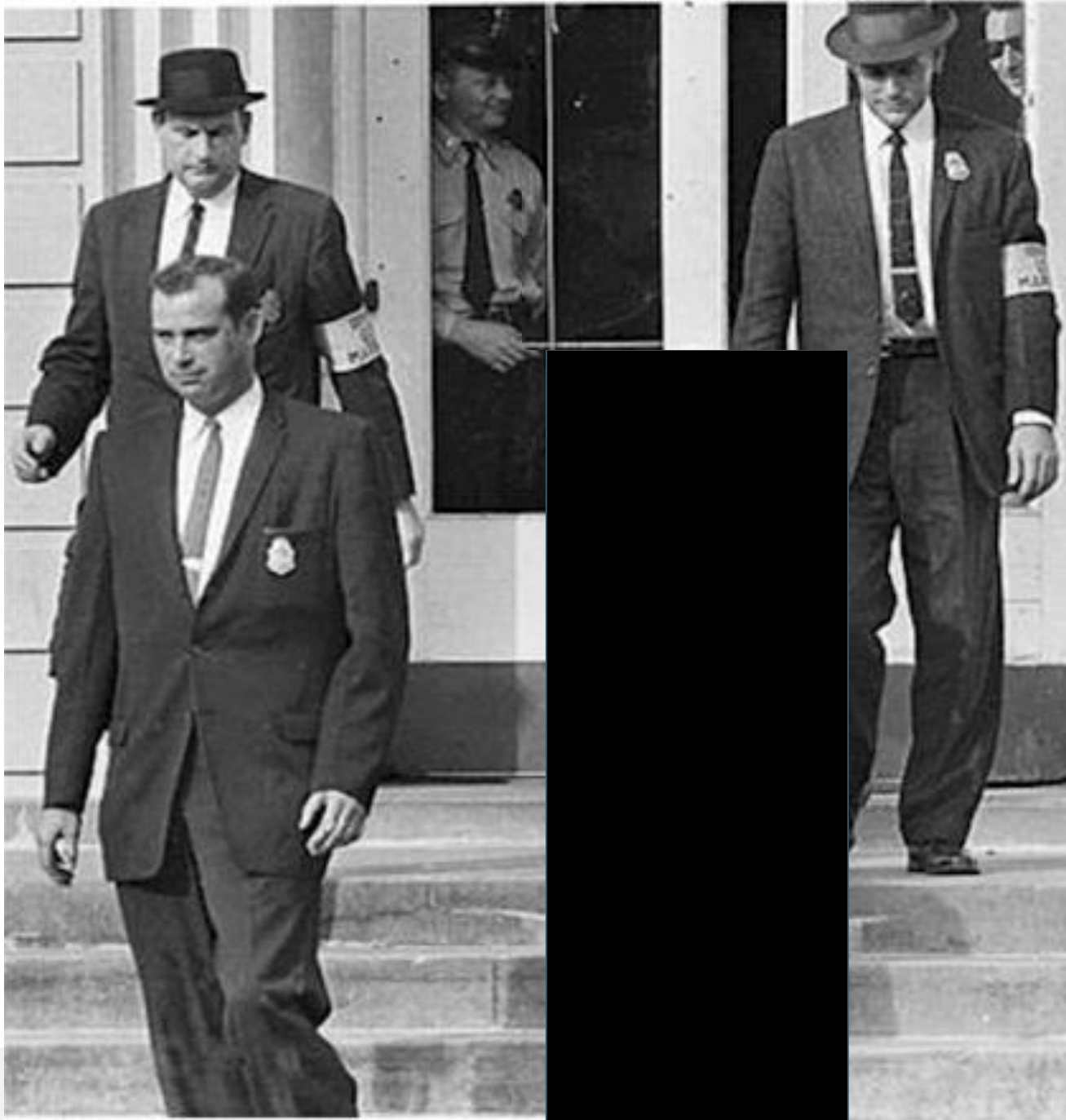
2B. Where is this taking place?





3. Who is in this picture?

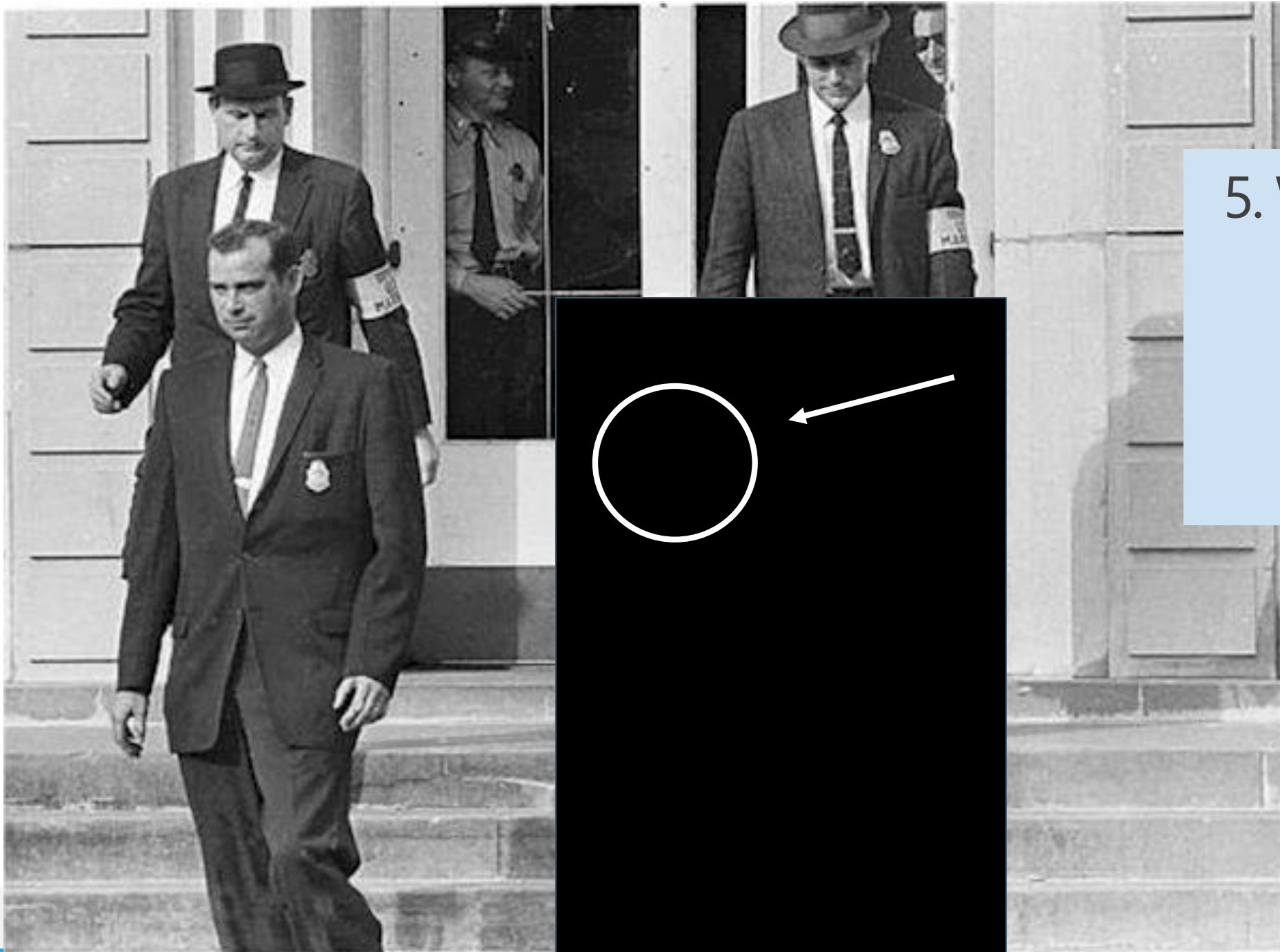




4. When was this taken?

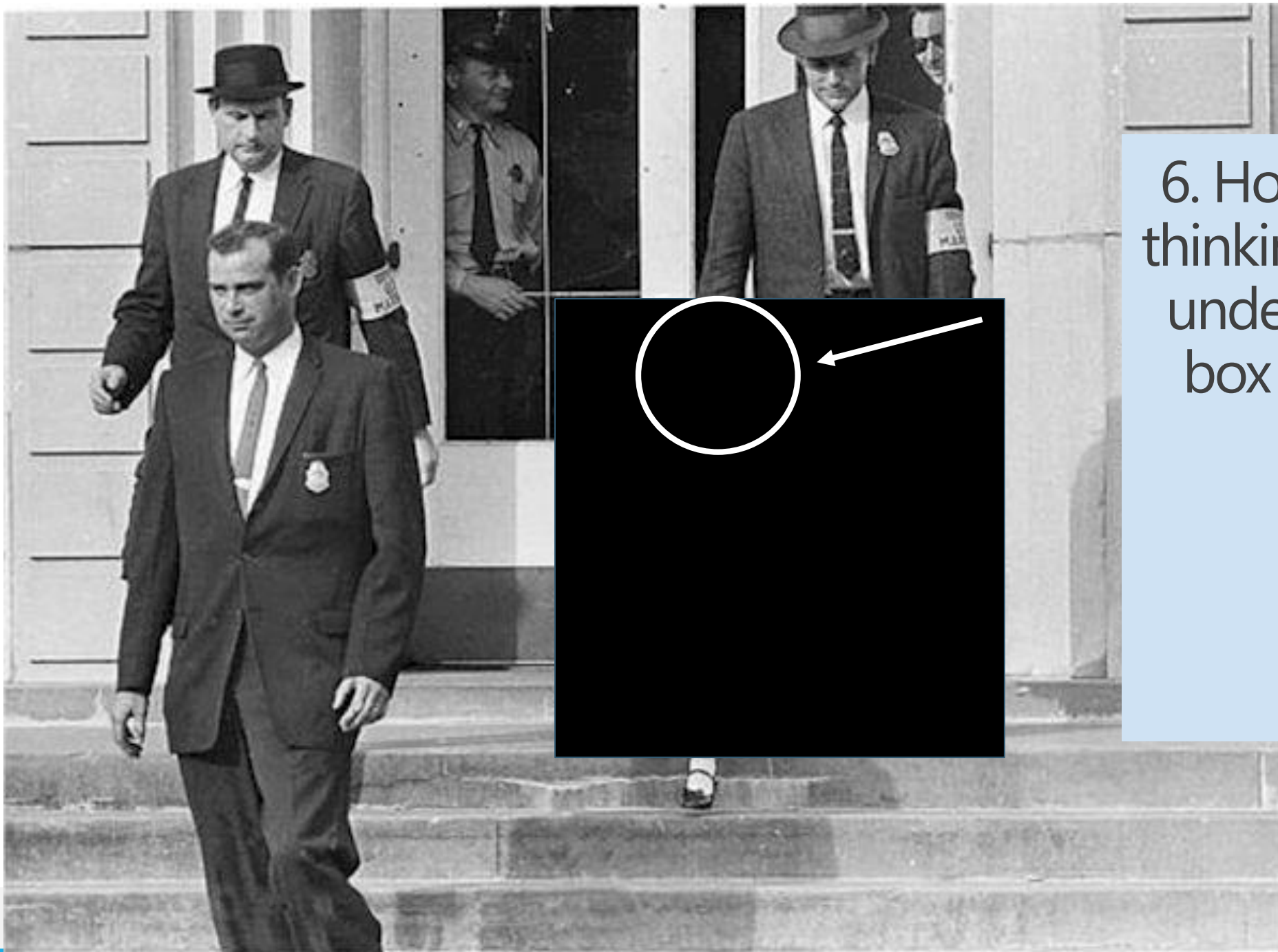






5. Who could be here?





6. How has your thinking of who is under the black box changed?





7. What is in the bag?

8. Where are they going?







US Court Marshals  
wear armbands.

9. Why are  
these people  
together?



READS Lab





9.  
Who is under  
the black box?





10. Where are they going?



READS Lab



## 10. Where are they going?



# Who is a leader in this picture?





U.S. Marshals escort Ruby Bridges to and from school in New Orleans, Louisiana.

November 14, 1960



# What makes a person a leader?



?

?



# What makes a person a leader?



Who are  
leaders in our  
community?

?



# What makes a person a leader?



Who are  
leaders in our  
community?

When have  
you been a  
leader?





# What makes a person a leader?



**Who?**

**What?**

**When?**

**Where?**

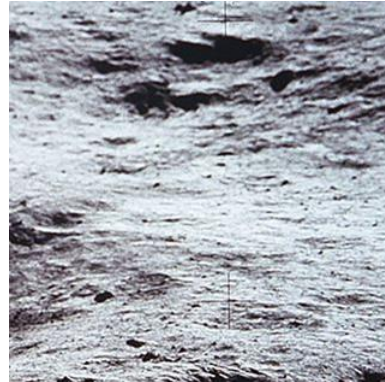
**Why?**

**How?**

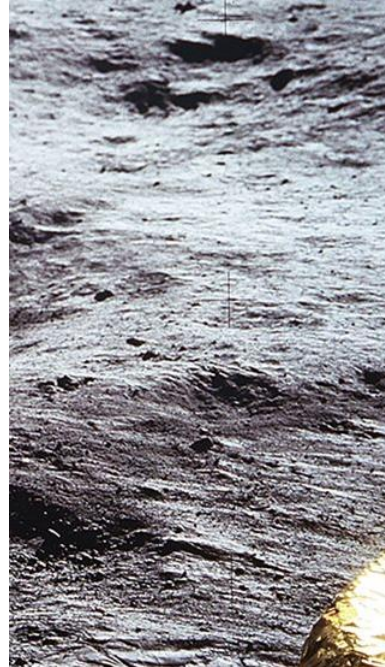
**?**

MORE G3 History  
Week 1: Introduction  
Close Viewing

# 1. What do you see?

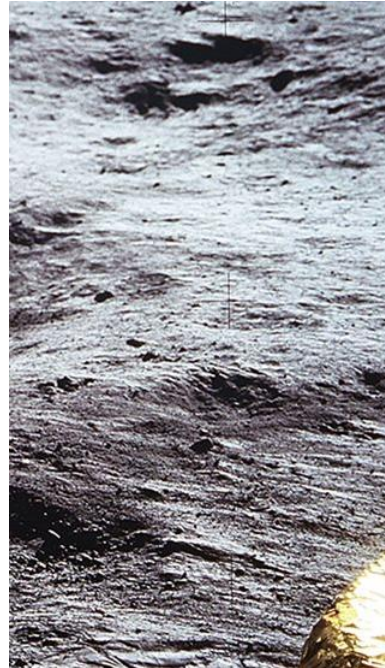


## 2. **What** new things do you see?





### 3. **Where** might this photo have been taken?



**Roles:** Speaker or listener

**Turns:** Take turns sharing your idea

**Rule:** Ask questions to help your partner explain their thinking

**Time:** 30 seconds



4. **When** might this photo have been taken?



**Roles:**

Speaker or listener

**Turns:**

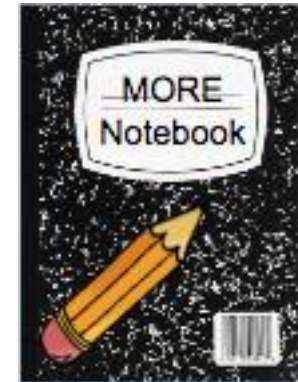
Take turns sharing your idea

**Rule:** Ask questions to help your partner

## 5. **What** new people and things do you see?



30  
seconds



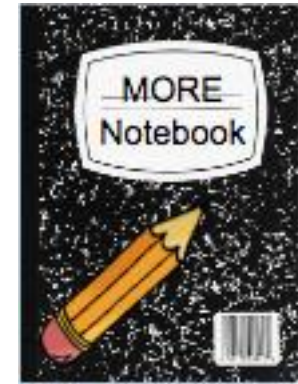
1  
minute



## 6. Who could be here?



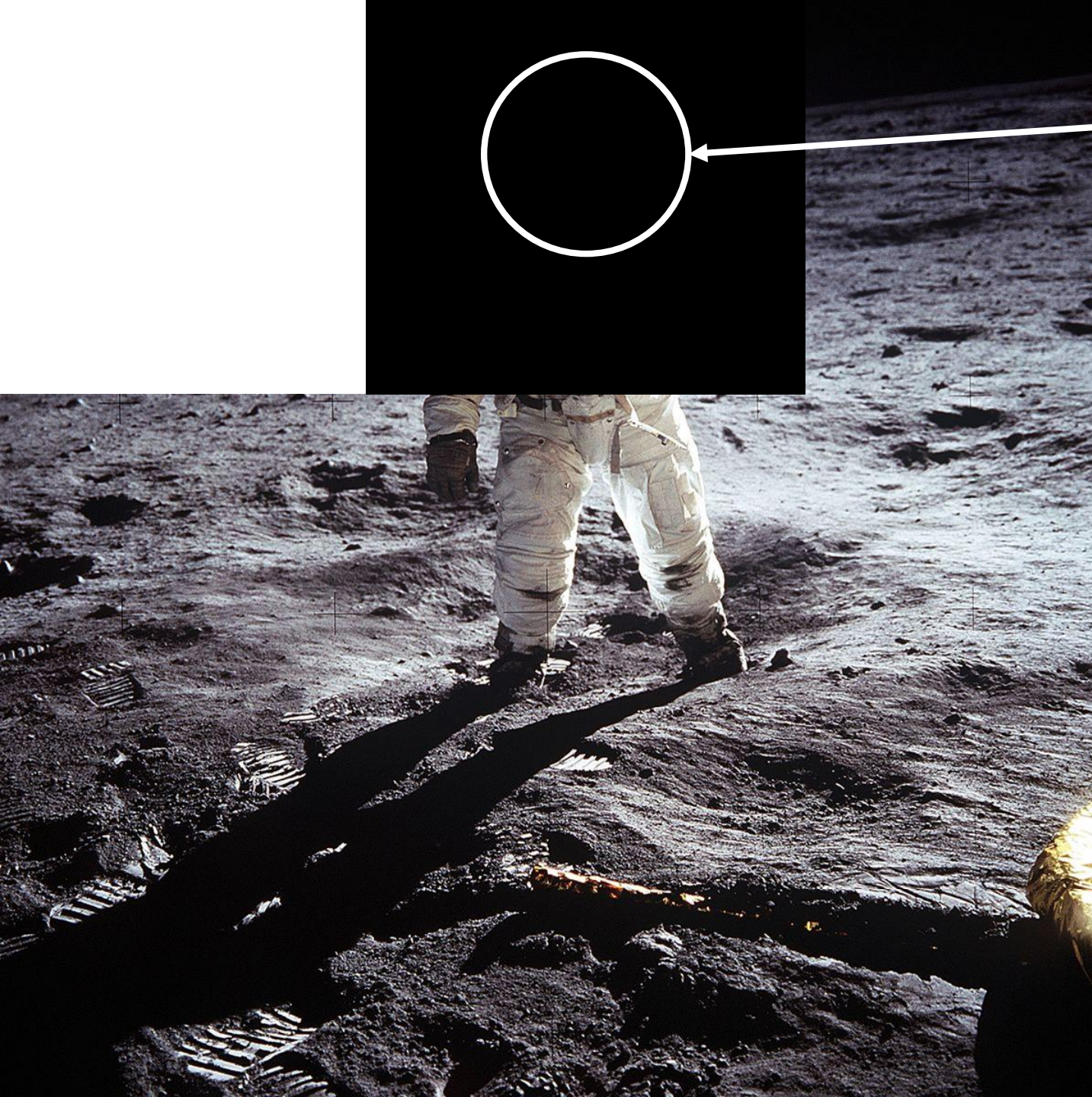
30  
seconds



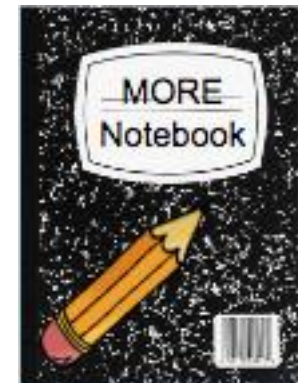
1  
minute



## 7. **What** new evidence supports your claim?



30  
seconds



1  
minute



## 7. **What** new evidence supports your claim?

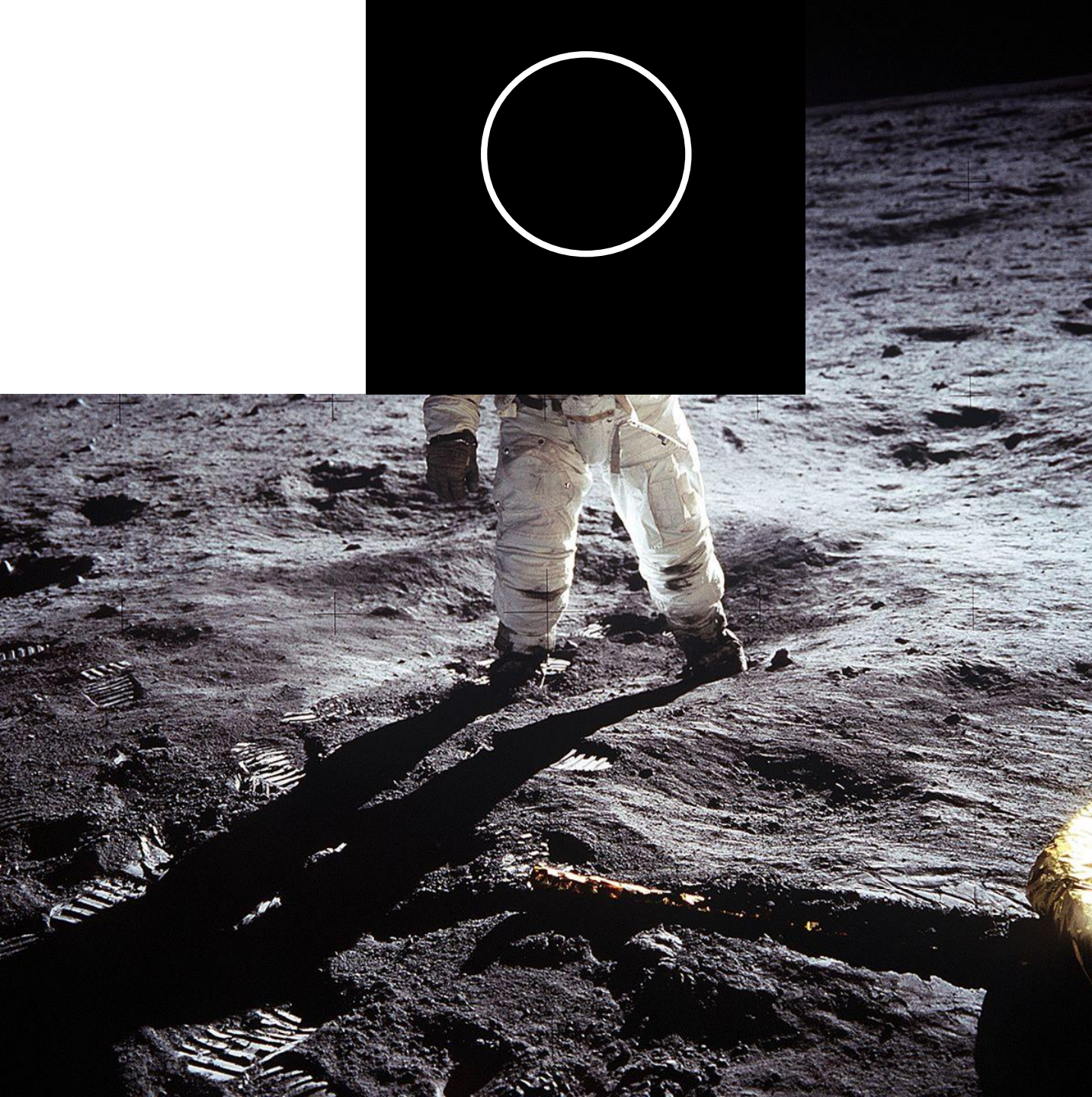


**Roles:** Claimer or listener

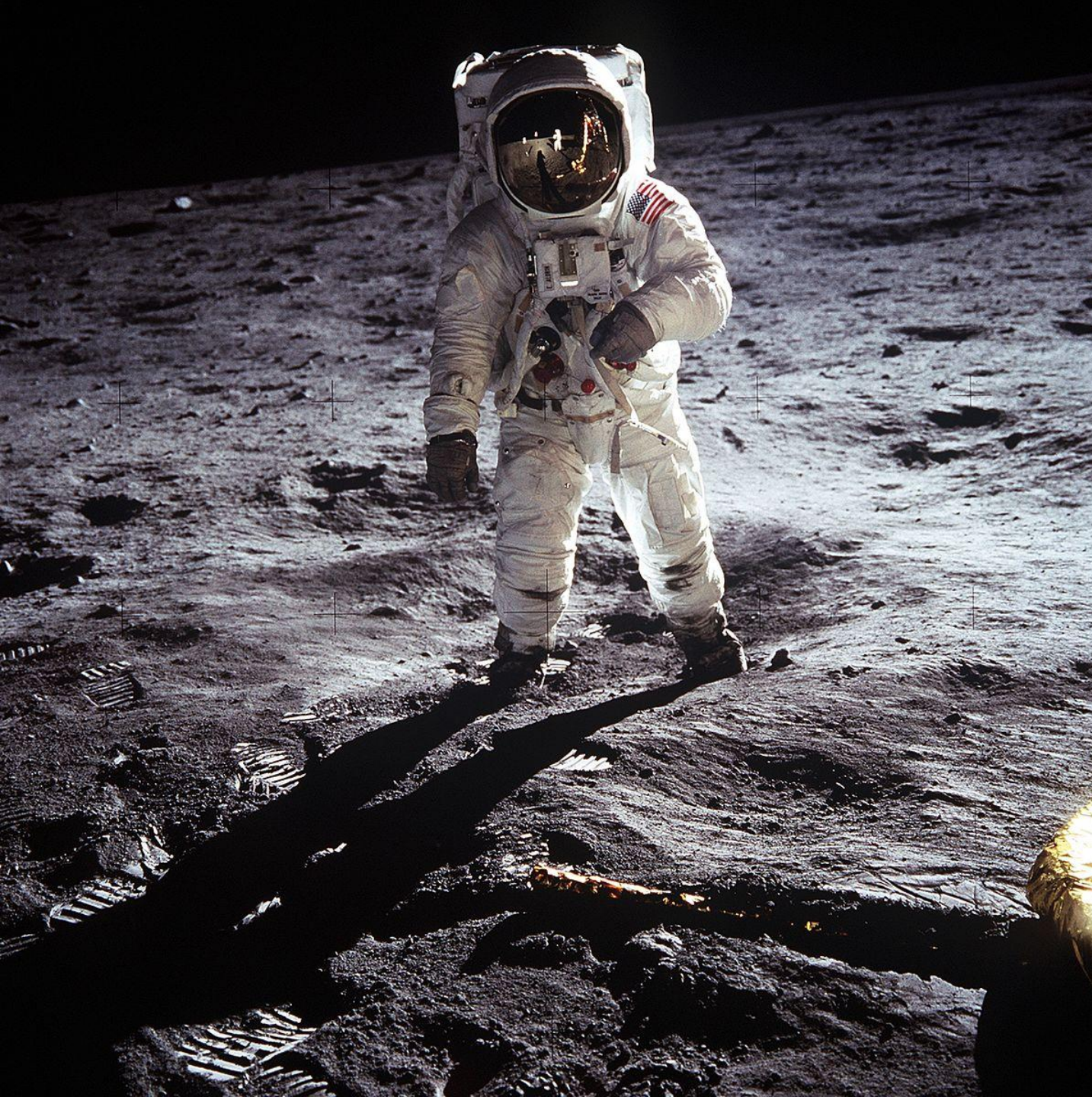
**Turns:** Take turns sharing your claim

**Rule:** Listen for your partner's claim and evidence. Ask questions to help your partner say more.

**Time:** 30 seconds

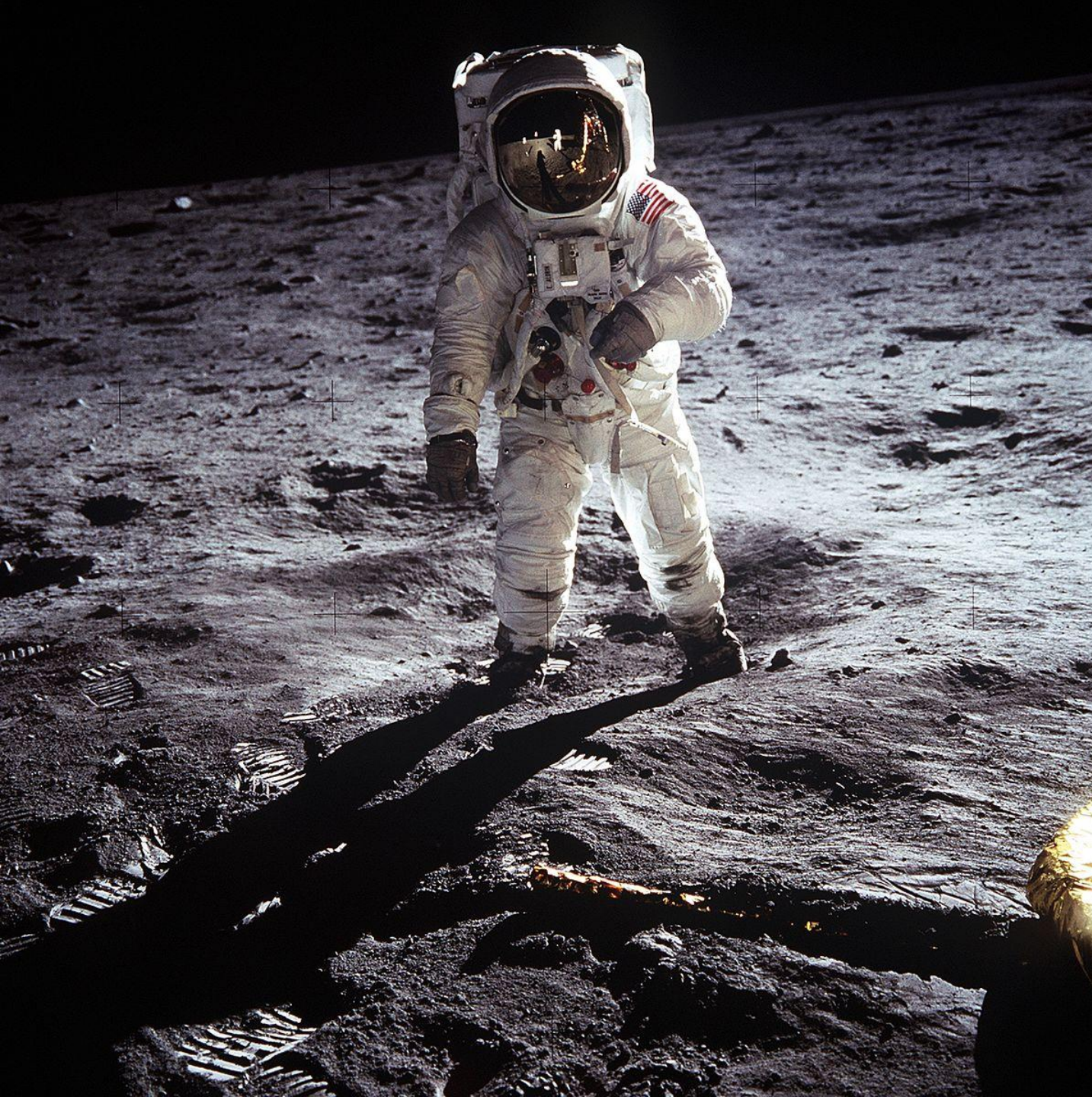






- **What?** Picture of an astronaut in a spacesuit.
- **Who?** Buzz Aldrin is the astronaut in this photo. He was the second man to walk on the moon. Neil Armstrong took the photo.
- **Where?** Aldrin is standing on the surface of the moon. This part of the moon is called the Sea of Tranquility.
- **When?** This photo was taken on July 20, 1969 - almost exactly 50 years ago.
- **How?** Aldrin, Armstrong, and a third astronaut Michael Collins rode to the moon in *Apollo 11*.



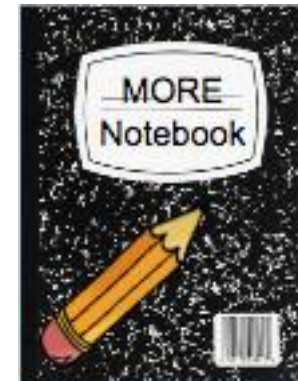


## 9. Why might this picture have been taken?

(Hint: Think about why you take pictures.)

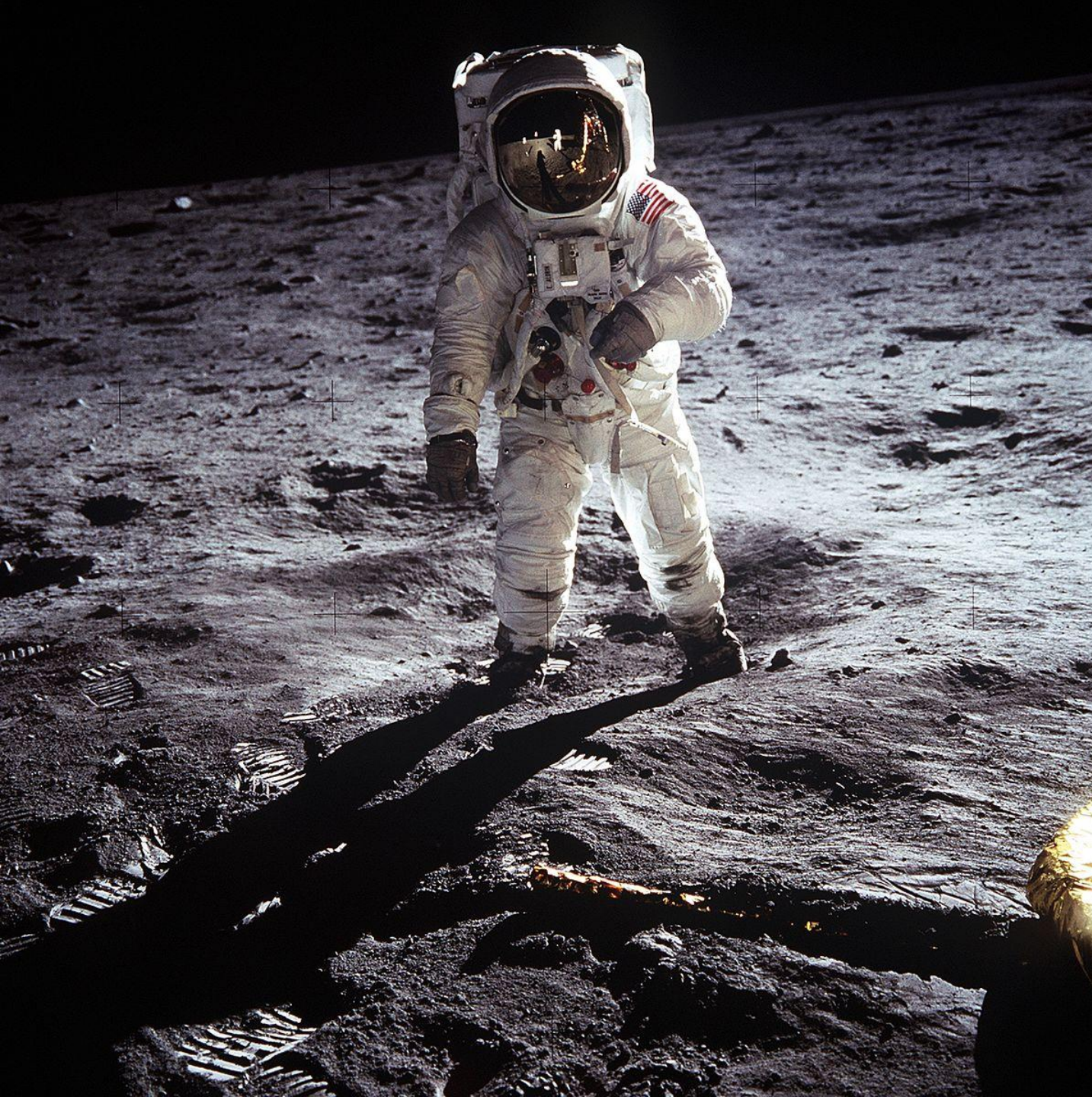


30  
seconds



1  
minute





## 9. Why might this picture have been taken?

(Hint: Think about why you take pictures.)



**Roles:** Speaker or listener

**Turns:** Take turns sharing your idea

**Rule:** Ask questions to help your partner explain their thinking

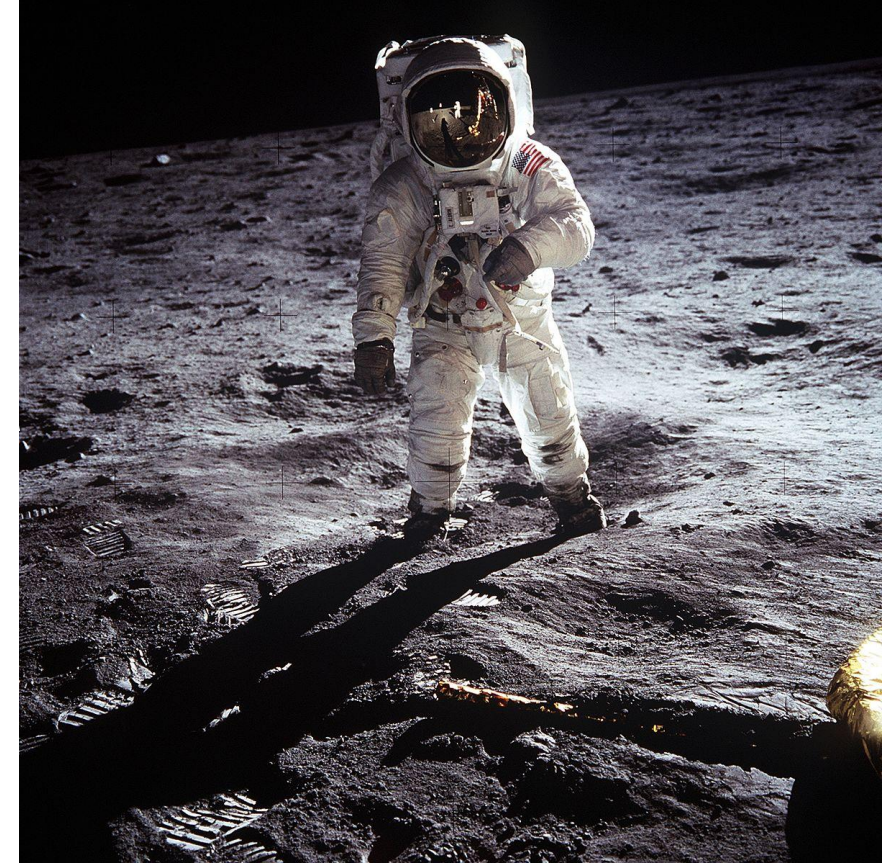
**Time:** 30 seconds



# What do you think now? Why was this picture taken?

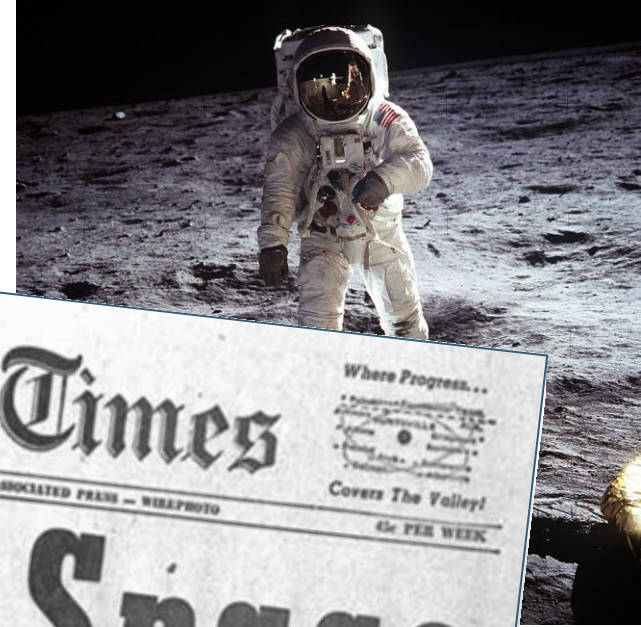


This special edition of the news magazine "Life" was published on August 11, 1969.





# What do you think now? Why was this picture taken?



This American newspaper was published on April 12, 1961.

On that date, Yuri Gagarin became the first human to reach outer space. He was an astronaut from the county now called Russia.

**The Huntsville Times**  
HUNTSVILLE, ALABAMA, WEDNESDAY, APR. 12, 1961  
CHICAGO DAILY NEWS SERVICE  
ASSOCIATED PRESS — WIREPHOTO  
Where Progress...  
Covers The Valley!  
4th FIVE WEEK

25 PAGES TODAY  
VOL. 31, NO. 21

# Man Enters Space

**'So Close, Yet So Far,' Sighs Cape U.S. Had Hoped For Own Launch**

CAPE CANAVERAL, Fla. (AP) — The Redstone rocket which the United States had hoped would boost the first man into space stands on a launching pad here. The Soviet Union beat its firing date by at least two weeks.

"So close, yet so far," commented a technician who is helping groom the Redstone to send one of America's astronauts on a short sub-orbital flight, hopefully late this month or early in May.

"If we hadn't had those two big test failures on the chimps and Little Joe when this year, we might have made it," the technician said.

"But you have to give the Russians absolute credit. They've accomplished a remarkable feat."

**Hobbs Admits 1944**

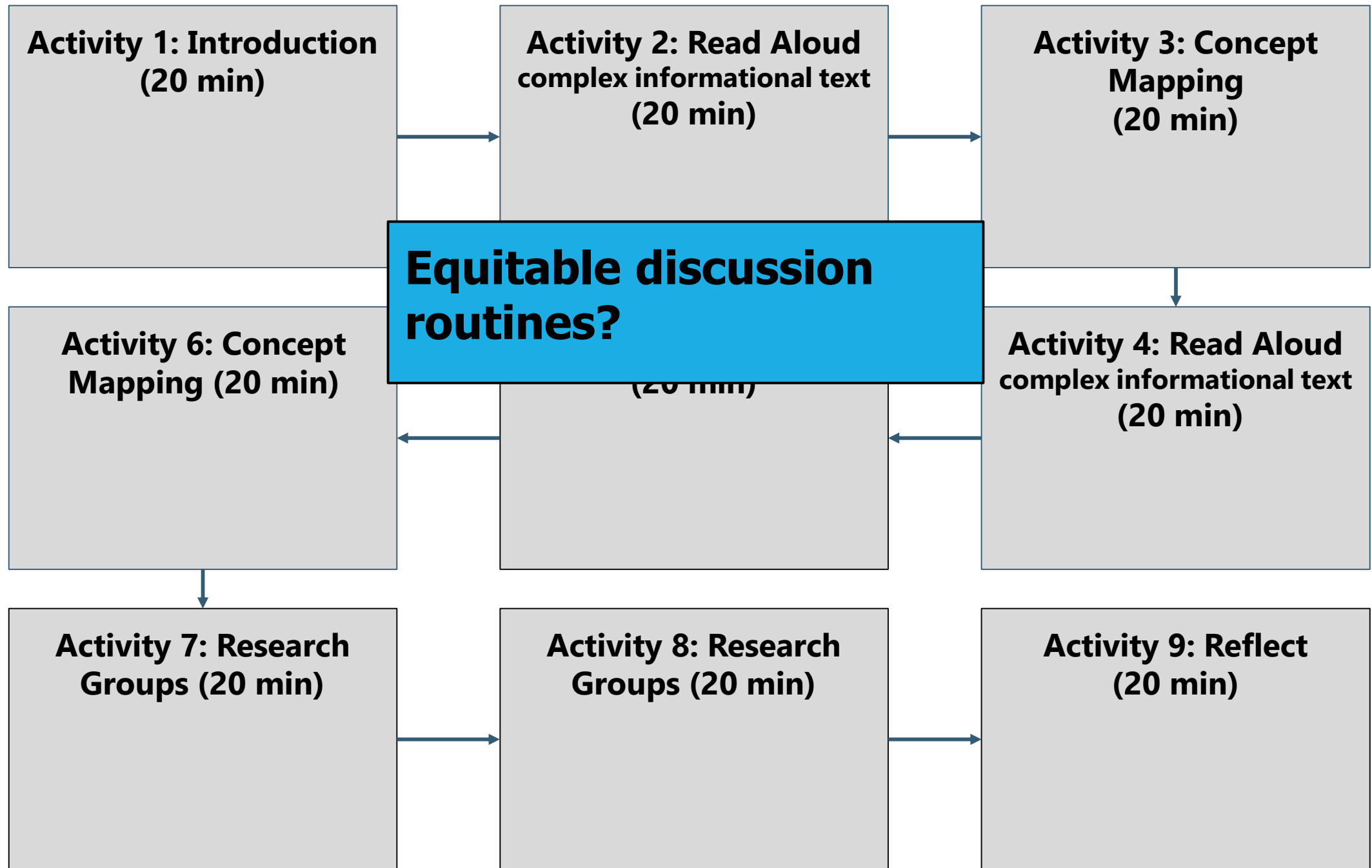
**Soviet Officer Orbits Globe In 5-Ton Ship**  
Maximum Height Reached Reported As 188 Miles

MOSCOW (AP)—A Soviet astronaut has orbited the globe for more than an hour and returned safely to receive the pleurite of scientists and political leaders alike. Soviet announcement of the feat brought praise from President Kennedy and U.S. space experts left behind in the contest to put the first man into successful space flight.

By the Soviet account, Maj. Yuri Alekseyevich Gagarin, code name "Zvezda," was in the air a total of an hour and 48 minutes.

The whole sequence of events and the announcements relating to it raised a number of questions. The Soviet announcement said the flight took place today between 9:07 and 10:53 a.m., but some persons in

**VON BRAUN'S REACTION:**  
**To Keep Up, U.S.A. Must Run Like Hell'**





## Team planning time until 10:05 AM

- ❑ Make sure everyone is clear on who will be teaching MORE this year and when in the year the MORE units are happening (Q2 and/or Q3)
- ❑ Decide where the 9, 20-minute MORE activities will fit into your MORE grade's master schedule
- ❑ Consider the possibility of MORE teachers and students practicing the MORE/EL protocols during morning meeting time - Where are the opportunities in this strategy? Where are the obstacles?
- ❑ Draft a plan for how you will share what you have learned, discussed, decided with the rest of your team? How will you invite them into this year's work - into this community? Who is responsible for this?



# Break (10 min)

## Breakout Sessions Begin at 10:30:



Leadership team

---

Room: Event 5

Leader: Jimmy



Equitable Discussion  
Routines: Promoting  
Total Student  
Engagement

---

Room: Event 1 & 2

Leader: Rhonda



Organizing for  
Teacher & Student  
Engagement  
(For LFs)

---

Rooms: Event 3

Leader: Mary



Leadership breakout and  
activity #2:

How to identify integrative  
solutions and escape the  
expertise trap





### **COMPONENT 3: DEEP ENGAGEMENT IN LEARNING**

#### **All Subjects:**

- Learners are actively engaged in the learning activities.
- Learners use class time purposefully with minimal wasted time or disruptions.
- The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.

### **COMPONENT 4: TEACHERS WHO HOLD HIGH EXPECTATIONS FOR STUDENTS AND BELIEVE THEY CAN MEET GRADE LEVEL STANDARDS**

#### **All Subjects:**

- Learners engage in differentiated learning opportunities and/or activities that meet their needs.
- Learners have equal access to classroom discussions, activities, resources, technology, and support.
- Learners are treated in a fair, clear, and consistent manner.
- The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide the text evidence to support their ideas and display precision in their oral and/or written responses.
- When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills. Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

## Instructional Excellence Look Fors:

- 1 = focus on time
- 2 = students do most of the thinking
- 3 = deep engagement
- 4 = teachers hold high expectations – give kids differentiated learning and equal access to discussion, technology

## Breakout Session 2 (Jimmy and Leadership Team)

### Why:

If we learn how to identify integrative solutions and how to escape the expertise trap, we can lead with greater confidence, courage, and clarity.

1. Leadership activity #2:  
What are integrative solutions? What is the expertise trap and how do you avoid it?
2. Let's overcome the expertise trap in thinking about solutions for implementing the MORE app this school year.



# Here's the expertise trap – it's our old way of solving problems.

## Seven Warning Signs That You've Fallen into the Expertise Trap

- You're unfamiliar with new technologies or approaches in your industry.
- When someone asks why you or the company does things in a certain way, you think, "Well, that's how we've always done it."
- When making decisions, you focus on how much risk your options pose rather than on the opportunities they represent.
- You discover that colleagues are working together in ways you haven't—such as Slack, texts rather than email, and mobile rather than desktop.
- You keep proposing the same old strategies and tactics to address new challenges.
- You try to make old solutions ever more precise rather than pioneering entirely new ones.
- Millennials leave your team faster than they do other teams in your company.





# Here's a concrete example of how we're falling into the expertise trap in Grade 3 reading.

## Seven Warning Signs That You've Fallen into the Expertise Trap

- 1 You're unfamiliar with new technologies or approaches in your industry.
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- 6 You try to make old solutions ever more precise rather than pioneering entirely new ones.
- 7 Millennials leave your team faster than they do other teams in your company.

- (6) You try to make old solutions more precise rather than pioneering entirely new ones.
- More and better screening and progress monitoring data will help us differentiate learning
- How do we tightly couple screening with differentiated learning opportunities (instructional look for #4)



# Leading through integrative thinking – it's a new way of solving problems.

[https://www.smartmeetings.com/magazine\\_article/four-seasons-founder-isadore-sharp-on-the-power-of-simplicity](https://www.smartmeetings.com/magazine_article/four-seasons-founder-isadore-sharp-on-the-power-of-simplicity)

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## THE *Opposable* MIND

Winning Through  
Integrative Thinking



ROGER MARTIN

## Four Seasons Founder Isadore Sharp on the Power of Simplicity

Hotels & Resorts

News

Q&As

BY DAN JOHNSON ON MAY 31, 2017



*Isadore Sharp in 1982, when Four Seasons Hotels and Resorts managed 12 properties*

- (6) Here's a concrete example of how we're pioneering entirely new solutions for improving grade 3 reading.

### Seven Warning Signs That You've Fallen into the Expertise Trap

- 1 You're unfamiliar with new technologies or approaches in your industry.
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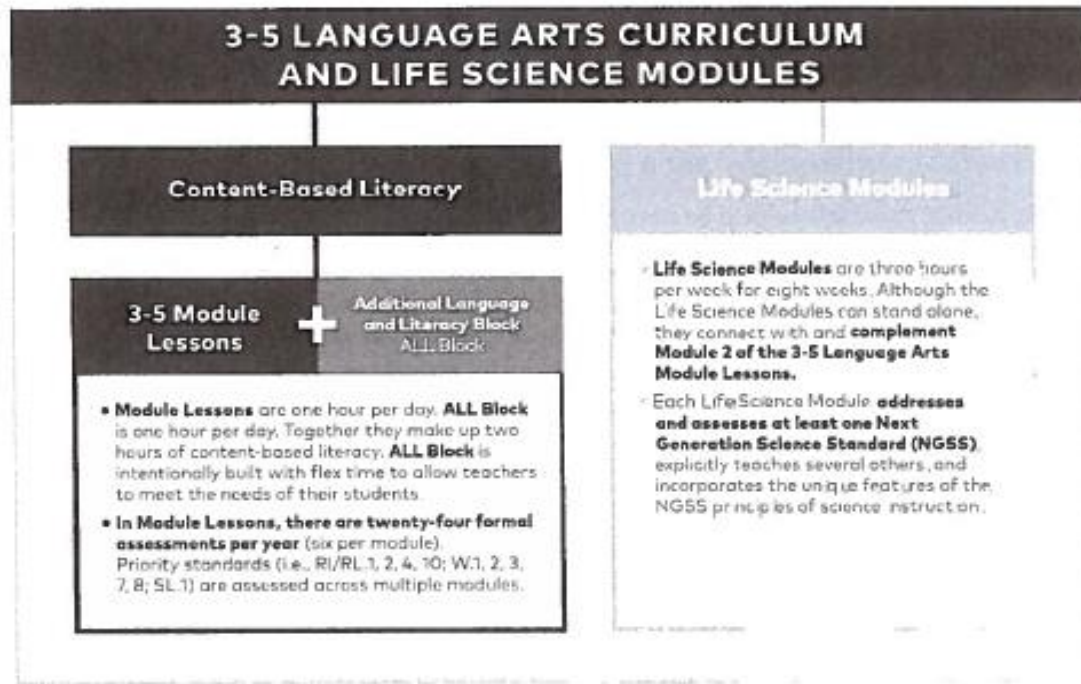
- We are developing a MORE Grade 3 app that enhances the effectiveness of Expeditionary Learning through an engaging literacy app that tightly couples screener data with personal literacy activities.





# Pioneering new solutions. The MORE G3 app strengthens the MORE Lessons and the Content-based literacy lessons in the Grade 3 module.

Figure 2.6: EL Education 3–5 Language Arts Curriculum and Life Science Modules

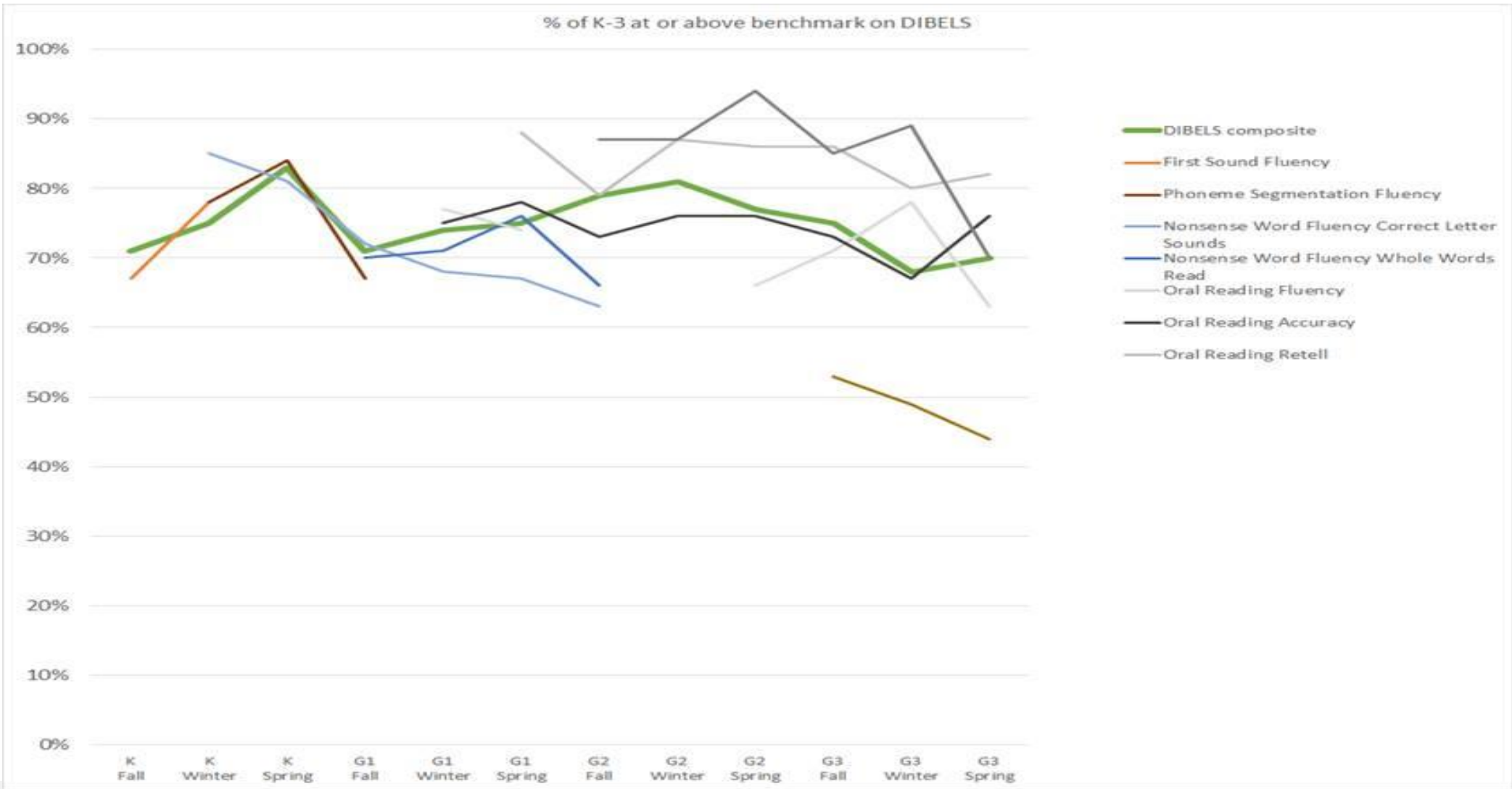


What should I do to support students in Grades 3-5 who still have significant struggles with phonics and decoding?

Based on the standards, by third grade students are expected to have mastered the phonics and decoding skills described in the K-2 Reading Foundational Skills standards. But realistically, not all students will have done so.



# Grade 3 MORE app tightly connects screening with personal literacy activities. What sticks out in this picture?



Here's a DAZE task: It requires kids to coordinate all of their literacy skills in a basic reading comprehension task.

Daze Scoring Key G3/Benchmark 2

The City Championship

The name "City Champion" has a nice sound, doesn't it? At the beginning of last summer, I

didn't

 think of myself as a champ. I had 

never

 been a champion at anything. I 

soon

 learned,

though, what can happen as the 

result

 of a few months of hard 

work

 and practice.

My friends and I 

play

 basketball at the Youth Services Center almost every 

day

. Each

year the center hosts a 

summer

 event called Student Leaders Athletic Mentoring. Everybody calls this

3

5

7

8





Because kids have an epic calling – a WHY – for reading the MORE books and doing games that support their word reading, fluency, and listening comprehension in meaningful activities.



Mary



Who Would Win: Killer  
Whale vs. Great White  
Shark

Jerry Pallotta



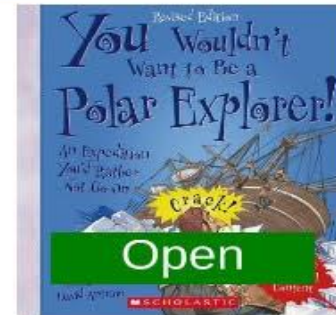
Who Would Win:  
Ultimate Ocean Rumble

Jerry Pallotta



Who Would Win? Polar  
Bear vs. Grizzly Bear

Jerry Pallotta



You Wouldn't Want to  
Be a Polar Explorer!:  
An Expedition You'd  
Rather Not Go On

Dr. Jen Green



You Wouldn't Wa  
Be a Viking Exple

Andrew Langley

[credits & contact](#)



READS Lab

We use CMS screener data (MAP, MCLASS, istation) to create personal activities based on MORE lesson concepts and books

The image displays two side-by-side screenshots of an interactive educational game titled "Who Would Win? Polar Bear vs. Grizzly Bear". The game is presented in a book-like format with a left page and a right page.

**Left Page:**

- Header:** Features a logo with a grid, a musical note, and a question mark, followed by the title "Who Would Win? Polar Bear vs. Grizzly Bear". The name "Mary" is displayed in blue, accompanied by a small cartoon bear icon.
- Left Column (Navigation):** A vertical stack of buttons: "Reading Games", "Powerful words", "Fun with facts" (highlighted in yellow), "Fun with numbers", "It's a puzzle", and "All Done!". At the bottom is a brain icon and the text "credits & contact".
- Right Column (Content):** Contains the question "Why is the bear sleeping in the den? Click on the sentence that best answers the question." with a speaker icon. Below the question is an illustration of a grizzly bear sleeping in a den. Three answer options are listed, each with a speaker icon:
  - ~~Grizzly bears are lazy.~~ (This option is crossed out with a large red 'X').
  - Grizzly bears have a deep sleep during winter.
  - Grizzly bears take short naps.
  - Grizzly bears build maternity dens.

**Right Page:**

- Header:** Identical to the left page.
- Left Column (Navigation):** Identical to the left page.
- Right Column (Content):** Features a large green-bordered box with the text "Mistakes help you learn." and a green "OK" button. Below this, a partially visible answer option "Grizzly bears build maternity dens." is shown with a speaker icon.

# How can we ensure that all MORE students in grade 3 complete app activities for 10 MORE books from January 9 to May 1, 2020?

## Seven Warning Signs That You've Fallen into the Expertise Trap

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7 Millennials leave your team faster than they do other teams in your company.



I fell into the expertise trap: My mistake was thinking that app implementation was mostly a technical challenge that required IT support.

Our challenge: Spring 2019, less than 50% of students completed app activities for even 1 book. Our implementation strategy this year is:

(1) Grade 2: provide the MORE app in school May 2020, as a head start for summer reading and Grade 3 content

(2) Grade 3: provide the MORE app in school from January-May 2020, as a head start for Grade 3 EOG preparation

What are some integrative solutions, involving in diverse contexts with diverse stakeholders?

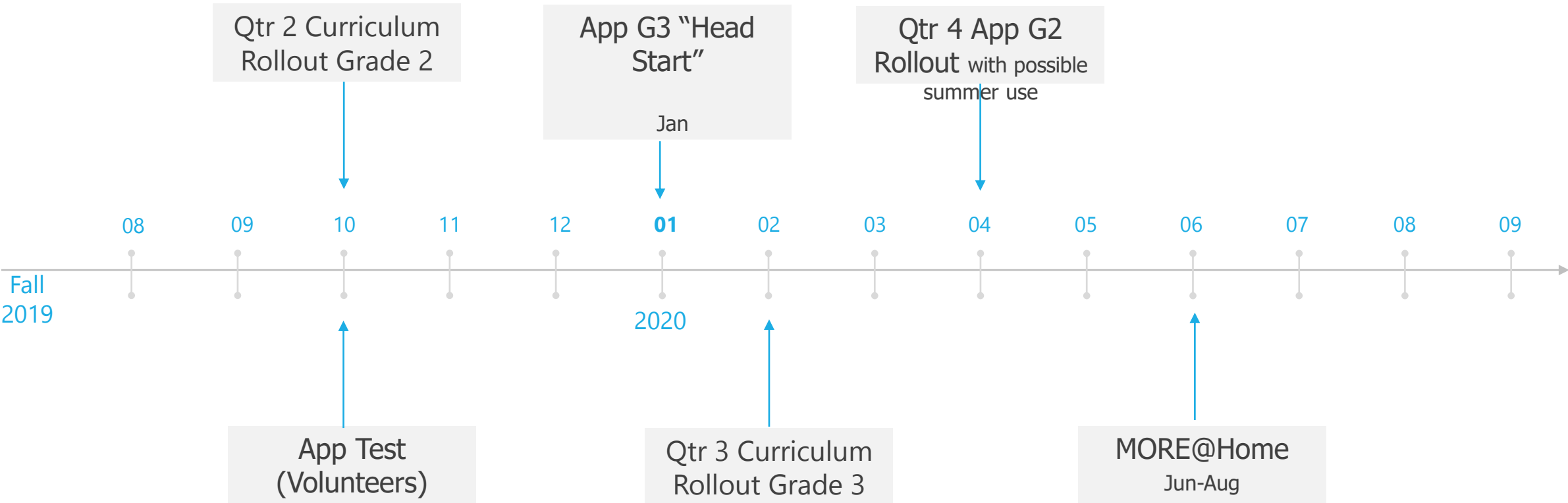
- Grade 3 classrooms, ELA, math, science, social studies
- Media specialists, music teachers
- Before school, after school, weekends, vacation/breaks
- Schools to serve as app volunteers





# MORE Timeline: the MORE gives students a “head start” for engaging with complex content

2019 – 2020 School Year



# Table Groups

Let's overcome the expertise trap in thinking about solutions for implementing the MORE app this school year.

(1) What are effective uses of app in classrooms beyond simple station rotation?

(2) What potential challenges can you identify that will keep us from meeting our shared goals?

(3) And how can we ensure that all MORE students in grade 3 complete app activities for 10 MORE books from January 9 to May 1, 2020?



# How we need to develop an integrative solution to make sure MORE is based on the strongest evidence.

- MAP
  - Integrative solution – fall BOY for 30 MORE schools
  - Win for science – study effectiveness and ways to improve MORE
  - Win for schools – have BOY/fall data
- App
  - Head start for kids – why so key, why personalize literacy activities
  - DAZE tasks – common across screener, and why this helps kids – coordinates





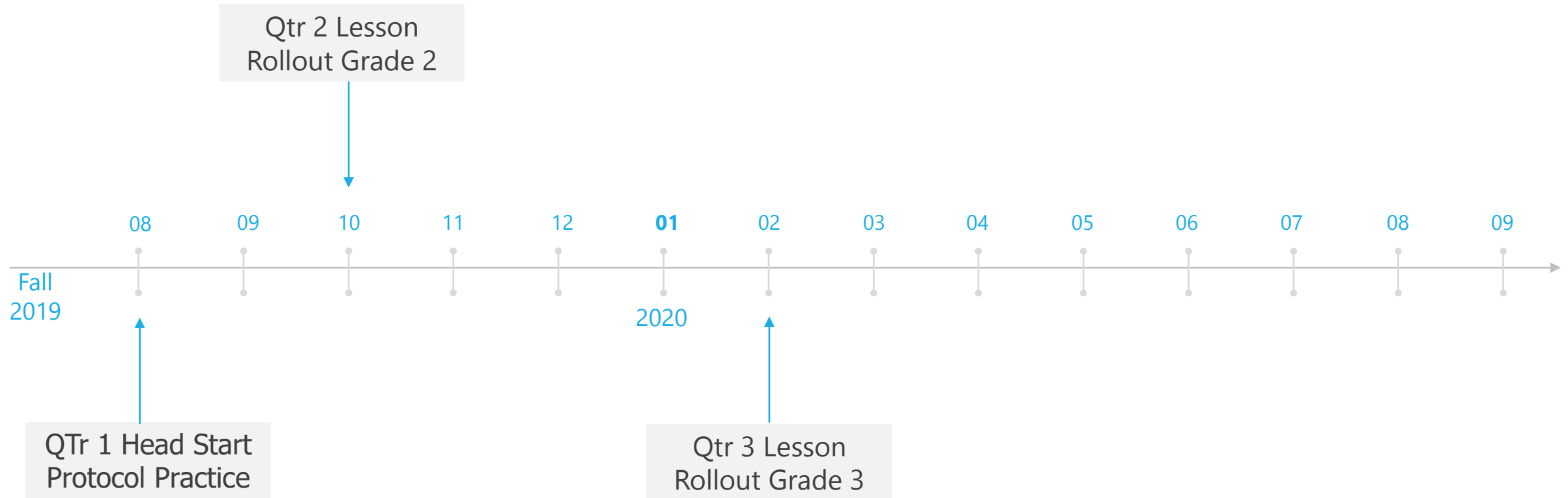
Break (10 min)

Whole Group Wrap-up  
begins at 11:40 (Gutman)



# MORE Timeline:

2019 – 2020 School Year



# Whole group wrap-up

- **Insert Mary's slides here**







# Thank you!

## Travel Safely

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READS Lab



Mo Cheeks – Leadership in Action