**How do the ideas presented in chapters 2 & 3 of *Focus* support the Profile of a Virginia Graduate?**

**Citizenship**

* Students can write to defend a position on a current issue – cloning.
* Use of newspapers and magazines for current events
* Problem solving and real-life solutions (current events)
* Student leaders gave inspirational pep-talks to peers before the writing SOL
* “Our democracy’s vitality depends on…teaching students to be informed readers, writers, and thinkers about the past and present.”
* In “What We Teach,” the author notes that “a decent K-12 education provides virtually all students with what they need to be active, informed citizens.”
“What students need are more Socratic discussion and reading, more analysis, more writing, and *more reasons why they should care*.”
* Abundant reading is the surest route out of poverty
* Weekly news and opinion magazines
* Curriculum to prepare all equally to be effective citizens regardless of students’ end game (college, workforce, technical school, etc.)
* Overlap between college and career demands = 90%!
* Use newspapers – “Controversy of the Week”
* “Reading and talking about controversial issues is the best way to get the average student to enter the national adult conversation.”
“Too many children leave school without having developed the skills, attitudes, and habits of mind that will equip them for life in the 21st century” (p. 29).
* 6th grade US history: real world application of the Bill of Rights through comics/scenarios
* Students get excited to have their opinions heard.

**Creative Thinking**

* Making connections in content areas using inquiry-based reading
* PBL project that encompasses several standards in one project and applies to real world scenarios
* Presentations
* “No evidence that…focusing on technical aspect of literacy…helps students become more sophisticated in reading.”
* Use politicized readings and counterfactuals to stir debate
* “Intellectual/thinking skills (e.g., argument, *problem solving*, *reconciling opposing views*)…” (p. 26).
* Higher order reading
* Students do activities that don’t have a direct right or wrong and may require a new way to look at things (p. 48).

**Critical Thinking**

* Compare/contrast 2-3 scientific journal articles pertaining to a specific content area
* “We are urged to embrace ‘back to the future’ strategies which include intellectual/thinking skills (argument, problem solving, reconciling opposing views, drawn own conclusions)” (p. 26).
* Time for extended reading and annotation (text analysis)
* Text-based questions
* Debate
* Students conducted research in preparation for argumentative papers.
* Read and *infer*
* Text-based questions refinement important to critical thinking
* Textbook reading/reading and writing and “old school” skills are still relevant
* “Literature is primarily about us, as individuals, as people seeking to understand ourselves and the world we share” (p. 96).
* Support arguments with evidence
* Calling on students randomly (not only those with hands up)
* Annotation and evaluation of text/sources
* Plain old reading and writing helps develop and communicate creative combinations of ideas and strategies to problem solve
* It is important to establish a purpose for reading.
* Content knowledge is the foundation needed before the critical thinking (analysis/synthesis)
* Generous amounts of good content + critical thinking (read, write, speak) = good education (p. 28)
* Solve complex problems with no obvious answer (p. 38)
* Written responses and evaluation sources as assessments (fewer/no multiple guess)
* Finding inferences and conclusions are key.
* Asking, “What inferences and conclusions can we draw here?”
* “Literature gives us an opportunity to weigh our own values and emotional resonance against those of the author and characters he/she creates.”
* Model thinking – SO important
* Begin unit/lesson with a question they will answer by the end of the lesson
* Analyzing/defending points of view while writing and in class discussion
* Task, Talk, Text – this works when modified for ALL levels
* Expanded practice/experience in comparing/synthesizing nonfiction and text sets
* **Collaboration**
* Students defend their ideas and opinions through debates and Socratic seminars
* Whole class lectures
* Adjusting lessons from immediate feedback
* Listening to student discussions
* Students worked together to generate thesis statements
* Solve complex problems with no obvious answer
* Teachers create common reading list
* Think, Pair, Share
* Pair/share after every few minutes of “interactive lecture” to introduce new unit, etc.
* Cut the standards by 50% -- let the content fall into place
* Peer assessments
* Interactive lecture – during breaks, students collaborate to complete check for understanding tasks as teachers’ translators
* Learning better/checks for understanding through partner work

**Communication**

* Students should write at least one extended paper (with sources) per quarter. Then, pair/share to explain.
* “Discussion is a critical companion to reading” (p. 117) – helps students build understanding
* Discussion as a companion to reading – share ideas with each other
* Discussing literature
* “In the 21st century schools must ensure all students become citizens who are flexible, who embrace new ideas, who can reason well when faced with complex new ideas” (p. 30).
* Paired discussion after reading
* Socratic seminar every day up to 90 minutes
* Think, Pair, Share
* The essential framework of good teaching (ex: Madeline Hunter) is the spine of learning. Just like literacy, it holds everything together.
* “Literature is primarily about us, as individuals, as people seeking to understand ourselves and the world we share.”
* Modeling annotation
* Clear learning objectives
* Practicing appropriate responses/model responses during seminars/lectures
* Research papers and presentations
* Plain old reading and writing; book recommends “a very high level of preparation in reading, writing, and speaking.”
* Observed a chemistry lab – constant metacognition