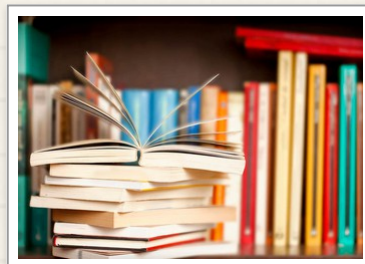


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MARCH 2020 VOL. 24

MARCH

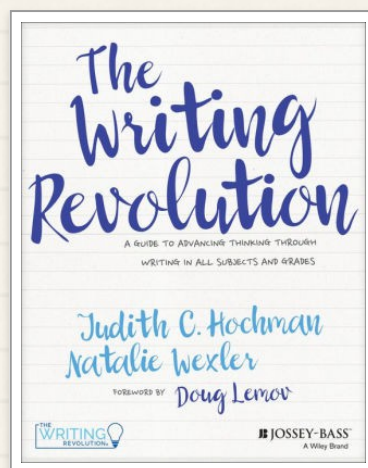
March is such a busy month! We have just gotten out of the winter slump and are eagerly awaiting warmer weather. We are excited to celebrate St. Patrick's Day and we are doubling down on who our favorites are going to be in the March Madness tournament. All of this excitement will hopefully lead into a restful spring break. Because of how busy this month can be, we wanted to provide Hoosier Educators with a narrowed down list of where to focus when looking for instructional best practices. We know that you don't have a lot of time to weed out the good and the bad, so in this month's newsletter, we are doing it for you!



LITERACY UPDATES FROM IDOE

THE WRITING REVOLUTION BOOK STUDY

We are well underway in our disciplinary writing book study with *The Writing Revolution*. We have over 300 educators from across the state who are diving into this text with us! We wanted to take time to highlight some of the great work that has been done by Hoosier educators so far. Look at the examples provided below to see how you could use a similar strategy in your classroom!



Special shout-out to Yorktown Community Schools and Hanover Community School Corporation for having so many active participants!

#1

Expanding Sentences Strategy

This strategy helps students learn how to provide more detail in their sentences. This is a great opportunity for students to practice taking their simple sentences and adding in information that will make their writing more engaging!

Liz Rentschler

Grade 5 social studies, River Forest Community School Corporation

Expanding Sentences



They wanted independence.

Who: the Second Continental Congress

When: 1776

Why: believed they should have rights and freedoms

How: by writing the Declaration of Independence

In 1776, the Second Continental Congress felt all colonies should have rights and freedoms, so they wrote the Declaration of Independence to break free of the King's rule.

Indiana Department of Education



#2

Because, But, So Strategy

This strategy helps students see how the conjunctions *because*, *but*, and *so* can each change the direction of a sentence in a different way. Teachers use the same sentence stem and substitute the conjunctions for students to adjust the end of the sentence.

Tamara Goller

middle school science, Yorktown Community Schools

Because, But, So

Plant and Animal Cells

Plant cells are different than animal cells _____ because _____ they contain chlorophyll.

Plant cells are different than animal cells _____, but _____ have many of the same organelles.

Plant cells are different than animal cells _____, so _____ they can perform photosynthesis.

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#3

Brainstorming Appositives Strategy

This strategy asks students to brainstorm different appositives that could belong in a sentence. Allowing students to practice using appositives, will help students differentiate their syntax.

Marianne Muller

Grade 6 ELA, Hanover Community School Corporation

Brainstorm Appositives

Billy, _____, experiences several challenges throughout the story.

a ten year-old boy

a resourceful boy

a loving brother and son

the owner of Little Ann and Old Dan

the protagonist of *Where the Red Fern Grows*

a boy growing up in the Great Depression



Indiana Department of Education





LITERACY FRAMEWORK

The [Literacy Framework](#) is a tool you can use to curriculum map and plan throughout the school year. Does your school utilize a curriculum map, scope and sequence, or pacing guide? Use the Literacy Framework to dive into each standard through "I can" statements, question stems, practical examples, and digital resources!

Have special requests for support? Feel free to reach out to us at any time. That's what we are here for!

IDEAS AND INSIGHT

RESEARCH BASED INSTRUCTION

Every year International Literacy Association (ILA) collects data from educators located all over the world to determine the main issues facing literacy. After collecting the data, ILA puts out a report called the "[What's Hot in Literacy Report](#)." One of the major findings of the report for 2020 is that educators want to be more supported in research based literacy instruction; yet, they struggle to find the time to do such research.

We would like to provide you with some of the newest books and websites we use to help us stay up to date on research. We hope that this list will help you narrow down where to spend those very few spare moments you might have to buff up your research knowledge.

[Chalkbeat](#) is a not for profit organization that reports from seven different locations from around the country to provide a snapshot into education. They offer weekly articles that address common issues being faced around the country.

<https://chalkbeat.org/>

[The National Council for Teachers of English](#) (NCTE) offers updated belief statements on what ELA instruction should look like. They have opportunities for educators to access high quality professional development.

<https://ncte.org/>

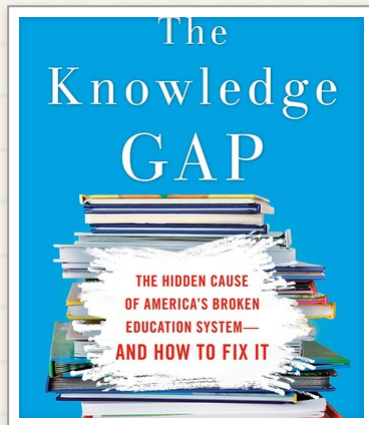
[Edutopia](#) is an organization supported by the George Lucas Educational Foundation that is dedicated to the continuous learning of K-12 educators. They work to provide relevant, research based instructional practices to educators.

<https://www.edutopia.org/>

[Ed Week](#) is an independent news organization that is committed to providing news, research, and opinion pieces to America's teachers. Their goal is to empower and inspire teachers every day.

<https://www.edweek.org/ew/index.html?override=full>

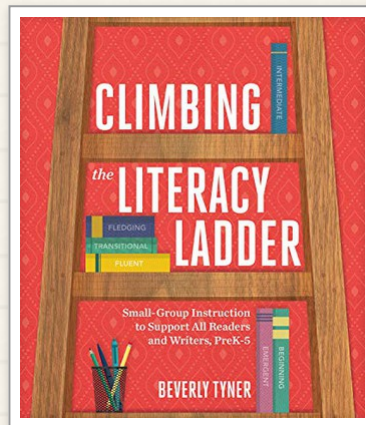
BOOK SUGGESTIONS



THE KNOWLEDGE GAP

By: Natalie Wexler

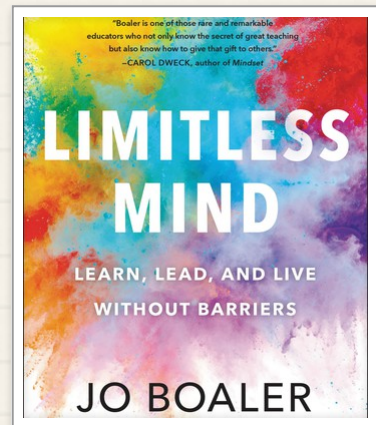
But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system and unlock the potential of our neediest children, we have no choice but to pay attention.



CLIMBING THE LITERACY LADDER

By: Beverly Tyler

Literacy skills are the cornerstone upon which students' knowledge, self-esteem, and future educational opportunities are built. But far too many teachers lack the time, materials, and specialized knowledge required to address these skills adequately. To that end, *Climbing the Literacy Ladder* is a one-stop shop to help teachers plan and differentiate literacy instruction for all students from prekindergarten through 5th grade.



LIMITLESS MIND

By: Jo Boaler

Stanford University professor, bestselling author, and acclaimed educator Jo Boaler has spent decades studying the impact of beliefs and bias on education. In *Limitless Mind*, she explodes these myths and reveals the six keys to unlocking our boundless learning potential. Her research proves that those who achieve at the highest levels do not do so because of a genetic inclination toward any one skill but because of the keys that she reveals in the book.

EDUCATOR OPPORTUNITIES TO CHECK OUT!

INDIANA COUNCIL OF TEACHERS OF ENGLISH (ICTE)

The Indiana Council for Teachers of English is hosting their annual conference on March 21. Check out this [link](#) for more information!



IDOE WEBSITE CREATED FOR SCHOOLS TO SUPPORT PARTICIPATION IN THE UPCOMING CENSUS



The upcoming U.S. Census will determine the federal funds schools receive. Click [here](#) to access IDOE's census resources for superintendents, principals, teachers, and families.

INDIANA STATE MUSEUM

The Indiana State Museum offers free field trips to schools! Come check out the exhibit that explores the opioid crisis in the United States. There are lots of interactive activities to help inform students on the brain chemistry that leads to addiction and personal stories to help end the stigma of addiction. The exhibit will run through February 7, 2021.



ABOUT THE EXHIBIT

At the Indiana State Museum, we want to give our visitors the opportunity to learn about this crisis and be a part of the solutions through our exhibit "FIX: Heartbreak and Hope Inside Our Opioid Crisis," open Feb. 1, 2020 through Feb. 7, 2021. This exhibit works to reduce the stigma surrounding opioid use disorder and build empathy through art, personal stories and trustworthy information about the science behind the disorder.

There is hope within this crisis. Your students can be a part of it.

The FIX exhibit and related program experiences connect with the following Indiana Academic Standards but may connect with additional classroom curriculum.



650 W. Washington St. • Indianapolis, IN 46204 • 317.232.1637



Newsela

CONNECT ON TWITTER!

It's been reported that over 4 million educators use Twitter for professional conversations. As educators, there is so much we can learn from each other. We invite you to connect with us and each other!

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1. Tweet about all things LITERACY using #INspirEDlit
2. Follow the hashtag and connect with other coaches and educators
3. Follow @EducateIN for the latest updates from Indiana Department of Education
4. Follow your IDOE Literacy Team: @RoseTomishima, @KellyKWaller, & @JMRisch1

Literacy's Who To Follow:

Who: Indy Reads

Handle: @indyreads

What: Promoting and improving the literacy of adults and families in Central Indiana

WANT TO JOIN OUR LITERACY COMMUNITY OF
PRACTICE? CLICK HERE.

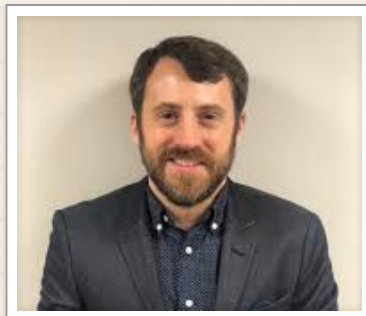


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