STELLAR

STAAR™ Techniques to Engage Learners in Literacy and Academic Rigor

Grade 4

region4®
Educated Solutions

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in Literacy and Academic Rigor

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Introduction

STAAR™ Techniques to Engage Learners in Literacy and Academic Rigor (STELLAR) was developed as a resource for classroom teachers to use in preparing their students for the STAAR™ Grade 4 Reading and Writing Assessments. Through the course of four units, it incorporates multigenre reading selections that are thematically linked and creatively crafted to encourage inquiry, discussion, and ongoing reflection. Every unit offers value-added enrichments through technology, research, and listening and speaking, while providing relevant scaffolding options for diverse learners and gifted and talented students. Also included are suggestions for big ideas, skills-based vocabulary, literary extensions, and benchmark and summative assessment options to support authentic literacy experiences.

Value-Added Components

STELLAR is carefully crafted to provide big-picture ideas in the form of essential unit questions, themed selections, and assessments based on these selections. In addition to the basics, each unit contains applications for listening and speaking, research, skills-based vocabulary, technology, and project ideas. To aid in planning for unit instruction, *STELLAR* offers ideas for differentiation for diverse learners, adaptation for gifted learners, and lesson-planning tools. The text also contains several appendices for research-based study-skills practice, product options, grouping strategies and activities, and discussion formats and models, all of which can be utilized within each unit. Finally, in order to allow extensions with the selected themes beyond the materials provided within each unit, additional appendices on pairing passages and integrating instruction with technology are included.

Thematic Instruction

STELLAR puts forth the best practice of thematic instruction in integrated language arts. It utilizes the English Language Arts and Reading (ELAR) Texas Essential Knowledge and Skills (TEKS) as its foundational document. There are five strands of instructional skills outlined in the TEKS: Reading (including Figure 19), Writing, Oral and Written Conventions, Research, and Listening and Speaking. These skills are meant to be taught in conjunction with one another in order to help students make connections between the different literacy strands. In any unit of study, therefore, educators are encouraged to integrate the literacy strands so that students must synthesize skills and concepts from each to gain meaning and insight.

The study of themes is a naturally recurring element within the TEKS; students are expected to make thematic connections within and between the many different genres:

> (2) Reading/Comprehension of Literary Text/**Theme** and Genre. Students analyze, make inferences and draw conclusions about **theme** and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
>
> (A) analyze how the genre of texts with similar **themes** shapes meaning

All the components of the *STELLAR* Series resources are based on the design schematic for the state summative assessment and the TEKS; therefore, it requires students to demonstrate understanding of theme through themed passages, crossover multiple-choice and short-answer questions for reading, and thematically linked writing tasks.

Assessments

The assessments contained in *STELLAR* are custom designed for Texas students. The assessments measure a student's level of performance on clearly defined standards, objectives, and skills. Student scores will be based on test questions that have been developed and aligned to the most current version of the ELAR TEKS as well as the College and Career Readiness Standards (CCRS).

The chosen selections meet the criteria for high-interest, 21st-century context and age-appropriate content. The Lexile score, which considers word frequency and sentence length, of each selection was used to determine ability-level applicability. Selections were then linked by theme, which allowed assessment questions to be written to a higher cognitive level for an upward cognitive spiral. Each test comprises a set of themed selections with unique questions and an additional set of questions that draw upon the theme.

No Child Left Behind (NCLB) requires that state assessments be aligned and "measure the depth and breadth of the state academic content standards for a given grade level" (US Department of Education, 2003, p. 12). Alignment

is the match between the expectations of student learning described in the TEKS and the questions on STAAR™. Depth of Knowledge (DOK) was formulated in 1997 by Dr. Norman Webb in response to a need generated by states to objectively and accurately align assessment questions to standards for compliance with federal guidelines. DOK, which measures the cognitive complexity of a task, was the alignment tool used for these assessments. It is a federally approved method of alignment for state summative assessments that is currently used by more than twenty states, including Texas.

How to Use This Book

STELLAR is divided into four thematic stand-alone units. Each unit offers three options for planning.

Option One encompasses instruction with components of the assessment given when appropriate. The suggested time frame, based on 45-minute instructional periods, is a total of 10 days for instruction, 3 days for assessment, and 2 days for review and debrief. An overview of the planning steps for Option One along with a sample calendar immediately follow this foreword.

Option Two documents student improvement through baseline testing, targeted instruction, and retesting. The suggested time frame, based on 45-minute instructional periods, is 4 days for baseline testing, 7 days for instruction and practice, 2 days for retesting, and 2 days for review and debrief. An overview of the planning steps for Option Two along with a sample calendar immediately follow this foreword.

Option Three strictly consists of test preparation (e.g., practice in test-taking skills, gaining familiarity with format and vocabulary, and understanding the expectations of a standardized assessment). The instructor may use the passages and assessments at the beginning of each unit to prepare students for the STAAR™ Grade 4 Reading and Writing Assessments. The suggested time frame, based on 45-minute instructional periods, is 4 days for assessment and 3 days for review and debrief. A sample planning calendar immediately follows this foreword.

A Note to the Teacher: Every *STELLAR* unit is designed to engage students' interest by addressing subjects and content they will encounter in their everyday lives. All activities and facilitation questions contained herein are suggestions. Please preview all of your selections for applicability and appropriateness before using the materials in your classroom. All movie suggestions are sourced from the Internet Movie Database® (IMDb), and music selections are sourced from iTunes®.

Planning for Option One:
Teaching, Testing, Reviewing

A written overview of the planning steps for using this text for teaching, testing, and reviewing, along with a graphical representation of the process, are provided for your use. A blank calendar for use when planning is included at the end of this section.

Step One begins with planning instruction by deciding whether to use the literature selections in this text, choose supplemental literature, or use a mixture of both. Regardless of the source, make sure the selections come from multiple genres. Then if you have chosen to solely use supplemental literature, construct the themes based on the selections. If you have chosen to use both provided and self-selected texts, make sure the connections that provide the theme(s) carry through in each selection.

Step Two involves asking questions to help direct learning:

- What themes or big ideas does the text(s) address?
- Are the themes subtly connected or is the connection more apparent?
- How can the big ideas for each selection be connected through the theme?

In **Step Three**, first determine the reading skills (TEKS) that are naturally embedded within each selection, as well as those within the theme. Next locate the skills within each of the RLA strands.

Step Four identifies the areas within each strand that will most likely need explicit instruction for the students to be able to take ownership of their learning. List the skills and plan the most effective strategies and methods for approaching each skill, including classroom (formative) assessment. Be sure to take into consideration:

- In what order should the skills be taught?
- What mini lessons are necessary to provide explicit skill instruction?
- How will the instruction address multiple levels of skill proficiency?
- Is the classroom assessment effective for determining comprehension?
- How will students show evidence of skill attainment and mastery?
- What task(s) must be successfully completed?

Step Five focuses on the administration of sections of the assessments. Review your planning up to this point and look at the provided assessment. Select portions of the assessment and plan their placement within the

learning cycle. For example, one choice is to administer the reading of multiple-choice questions after each reading selection has been completed. The short-answer questions that apply to a single selection could also be administered at the completion of the reading. The revising and editing questions would be administered at the most appropriate time throughout the instructional process. The short-answer questions, which apply to more than one selection along with the written component (stories and essays), would be administered at the completion of all reading selections. An answer key is provided at the back of each unit.

After incorporating the sections of the test into the learning cycle, build the necessary time for administration of these sections of the test into your overall plans.

NOTE: When using Option One, it is not necessary or expected that the included assessments would be administered in their entirety.

In the final stage, **Step Six**, after the sections of the assessments have been scored, review the data and chart the weaknesses overall and individually. Then plan how best to approach any areas needing additional instructional time and resources. It is imperative that educators allow for time to reteach and review skills for persistent weaknesses before continuing within the unit or moving on to another unit.

The entire process of lesson planning for Option One might look something like this.

Unit One:
Overcoming Obstacles

Cerebral palsy is a condition that affects the brain and body. People with cerebral palsy often have a hard time walking or talking. Some need a wheelchair to get around.—Ed.

The Merced Sun-Star   Saturday, Sept. 18, 2010

**Overcoming Obstacles: Climber
with Cerebral Palsy Conquers El Capitan**   *Brandon Bowers*

1   The newest conqueror of Yosemite's El Capitan is Stephen Wampler, a Coronado man with severe cerebral palsy who normally uses a power chair to accomplish his daily activities.

2   Since Monday, Wampler, 42, has been pulling himself up the 3,000-foot face of El Capitan's Zodiac Route. He was set to finish Friday evening. Inspired by previous El Capitan climbs by disabled people, such as the 1989 ascent by Mark Wellman, Wampler is the first person with cerebral palsy to scale the rock face.

3   Hundreds of climbers attempt to climb El Capitan each year, but the National Park Service doesn't keep records because the climb doesn't require a permit. Wampler was being helped along the way by Tommy Thompson, a veteran rock climber who also climbed with Wellman, the first paraplegic to make the climb in 1989.

4   He trained for more than a year. Using a rigged apparatus that looks like a lounge chair with handlebars, Wampler spent the last five days pulling himself up, five inches at a time, a few hundred feet each day, for an equivalent of about 20,000 pull-ups.

5   During a break on Wednesday, with 650 feet left in his climb, he told a reporter with ABC News that he was "tired, exhausted, and ready to get this thing over with."

6   His wife, Elizabeth, and their two children were anxiously waiting and watching the climb at the base of the cliff.

7   On Tuesday, the second day of the climb, the family held a brief conversation via walkie-talkie.

8   "The kids want to say something to their dad," Elizabeth Wampler said to her beaming husband, <u>suspended</u> in midair.

9   "We love you!" the kids shouted.

10   He smiled.

11   For Wampler, this climb is all about the kids—his own as well as kids growing up with disabilities. The climb is a fundraising effort for the Stephen J. Wampler Foundation, an organization he started to help children with disabilities.

12   "Stephen's doing this so kids can see themselves beyond their chairs," Elizabeth Wampler said in a promotional video. "They'll see that a physical disability is not who you are."

13   Proceeds will help support Camp Wamp, a camp near Lake Tahoe for children with physical disabilities. Wampler attended the camp as a 9-year-old. A few years ago, he found out that the camp had been shuttered.

14   "The program that was closed down ended the opportunity for kids to have the opportunities I had growing up," Wampler said.

15   Wampler started the camp back up with the condition that children don't have to pay—it's expensive enough for parents of disabled children, he said.

16   "The camp that Stephen designed is very specific, and that experience is capability," Elizabeth Wampler said in the video. "It's about realizing that you have a physical disability and deciding that in spite of that, you're going to see what limits you can push."

17   Wampler didn't have to push his limits anymore once he reached the top. The trip down El Capitan was going to be a lot easier than the trip up—eight Marines volunteered to escort him back to the valley floor.

Try, Try Again

by T. H. Palmer

'Tis a lesson you should heed,
Try, try again;
If at first you don't succeed,
Try, try again;
5 Then your courage should appear,
For, if you will persevere,
You will conquer, never fear;
Try, try again.

Once or twice though you should fail,
10 Try, try again.
If you would at last prevail,
Try, try again;
If we strive, 'tis no disgrace
Though we do not win the race;
15 What should you do in the case?
Try, try again.

If you find your task is hard,
Try, try again;
Time will bring you your reward,
20 Try, try again.
All that other folks can do,
Why, with patience, should not you?
Only keep this rule in view:
Try, try again.

Big Ideas and Key Questions

Classroom Discussion Key Questions

Utilize the following questions to elicit feedback and encourage dialogue within the classroom. Select an appropriate discussion and grouping format from Appendix B to engage students in discussion. It is useful to provide explicit instruction with regard to adequate and appropriate commentary and rules of interaction. It is also advisable to model acceptable and unacceptable responses through think-aloud processes and revisit the essential questions daily to allow students to gain depth of understanding.

Essential Questions

- How can we find joy in overcoming obstacles?
- What lessons can be learned from working to achieve a goal?
- What qualities are needed overcome obstacles in life?
- When have you had to overcome a major obstacle?
- Why is it important to have goals?
- How does where you come from influence your life?

Additional Key Questions

- What is your definition of success?
- Whom do you consider to be a successful person?
- What are the common characteristics of successful people?
- Who are some people who have overcome obstacles?
- What are some goals you have for your life?
- How do you plan to accomplish your goals?
- Who is someone who has influenced you?
- How do you want to be remembered?
- How can one person's actions affect many other people?
- Why do you think some people do not reach their goals?
- Have you ever experienced prejudice because of who you are?
- What words of wisdom do you remember someone telling you?

Quotes to Consider

Utilize the following quotes to add depth to classroom discussions and small-group interactions. Challenge students to agree or disagree with the given quotation and then justify their responses through examples, logic, and evidence.

The reward of a thing well done is to have done it. —Ralph Waldo Emerson

Effort is only effort when it begins to hurt. —Jose Ortega y Gasset

Skills-Based Vocabulary

The following terms and phrases are aligned with the TEKS to be taught and assessed within this unit. It is strongly suggested that this terminology be integrated into mini lessons for initial teaching and reviewing throughout the unit to ensure concept attainment.

Unit One

author's message

central idea

comparison

compound sentences

concluding statement

free verse

implied purpose

inference

line break

meter

repetition

rhyme

stanza

stated purpose

summarize

supporting sentences

text features

textual evidence

thematic links

Suggested Literary Extensions

The following literary pieces and ideas offer opportunities to extend or abridge the theme of this unit, highlighting a focus on genre and grade-level reading instruction.

Children's Books
- *Odd Boy Out: A Young Albert Einstein* by Don Brown
- *White Socks Only* by Evelyn Coleman, illustrated by Tyrone Geter
- *Rolling Along: The Story of Taylor and His Wheelchair* by Jamee Riggio Heelan, illustrated by Nicola Simmonds
- *Try, Try Again* by Brian Jones, illustrated by R. L. Crabb
- *Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman* by Kathleen Krull, illustrated by David Diaz
- *Nathan's Wish: A Story about Cerebral Palsy* by Laurie Lears, illustrated by Stacey Schuett
- *Thank You, Mr. Falker* by Patricia Polacco
- *Jackson's Plan* by Linda Talley, illustrated by Andra Chase
- *The Other Side* by Jacqueline Woodson, illustrated by E. B. Lewis

Fiction
- *Julian's Glorious Summer* by Ann Cameron, illustrated by Dora Leder
- *The Mighty Miss Malone* by Christopher Paul Curtis
- *Wonder* by R. J. Palacio
- *Glory Be* by Augusta Scattergood
- *The Adirondack Kids 2: Rescue on Bald Mountain* by Justin VanRiper and Gary VanRiper

Literary Nonfiction
- *Through My Eyes* by Ruby Bridges
- *Never Give Up: Learning about Perseverance* by Regina Burch
- *Wilma Rudolph: Olympic Runner* by Jo Harper
- *Dare to Dream: Coretta Scott King and the Civil Rights Movement* by Angela Shelf Medearis, illustrated by Anna Rich
- *In Their Own Words: Helen Keller* by George Sullivan

Listening and Speaking Applications

Select listening and speaking tasks from the matrix below to allow students to engage in active critical and creative thinking in collaborative ways.

Task Name	Task Directions	Suggested Time Allotment
Obstacle Course	• Ask students to think about an obstacle they have had to overcome. • Divide students into groups and discuss how they overcame obstacles and lessons they learned. • Share with the class.	5–10 minutes for discussion 10–15 minutes for sharing
Perseverance Pioneers	• Brainstorm a list of people who have overcome obstacles to accomplish great achievements. • Have students work together to choose one person from the list or someone they know personally. Create a list of interview questions they would like to ask that person and role-play. • Share with the class.	10–15 minutes for discussion 15–20 minutes for interview 5–10 minutes for debrief
A Class United	• Discuss different ways that people can face discrimination. • Divide students into groups and create a class motto about accepting differences. • Share mottos with the class.	5 minutes for discussion 15–20 minutes for task 5–10 minutes for sharing
Go for the Gold	• Have students think about a goal they would like to achieve. • Students brainstorm how they can accomplish this goal. • Share goals and steps to achievement with the class.	5 minutes for discussion 10 minutes to complete task 10 minutes for sharing

10   Use context from the selection to complete the following analogy.

try: attempt as climb: _____

    F   conquer

    G   scale

    H   rise

    J   lift

11   The author's purpose in this selection is to —

    A   inspire the reader to overcome an obstacle

    B   inspire the reader to help people with physical disabilities

    C   tell a story about a man climbing a rock face

    D   tell a story about attempting new things

24   How do the words used in "Try, Try Again" support the main theme of
      the poem? Support your answer with evidence from the selection.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

25   What is one line from "Try, Try Again" that Stephen Wampler could
      use as motivation during his climb? Support your answer with evidence
      from both selections.

STUDENTS MAY NOT WRITE OUTSIDE THE BOX

30   Your teacher feels that additional support is needed for sentence 18.
      What is the best revision?

   F   Add this sentence after sentence 18: *Feeling the vibrations
        helped Beethoven compose music.*

   G   Add this sentence after sentence 18: *Beethoven used the
        vibrasions to make sure the music had the correct sound.*

   H   Add this sentence before sentence 18: *Feeling the vibrations
        helped Beethoven compose music.*

   J   Add this sentence before sentence 18: *Beethoven used the
        vibrasions to make sure the music had the correct sound.*

Editing

31   What is the best edit for sentence 9?

   A   At a young age, he would learn to play the piano and violin and
        also to speak french and german, as well as understand Latin.

   B   At a young age, he would learn to play the piano and violin, to
        speak French and German, and to understand Latin.

   C   At a young age, he would learn to play the Piano and Violin, to
        speak french and german, and to understand latin.

   D   At a young age, he would learn to play the Piano and Violin and
        to also speak French and German, as well as to understand
        Latin.

Prompt for Expository Writing
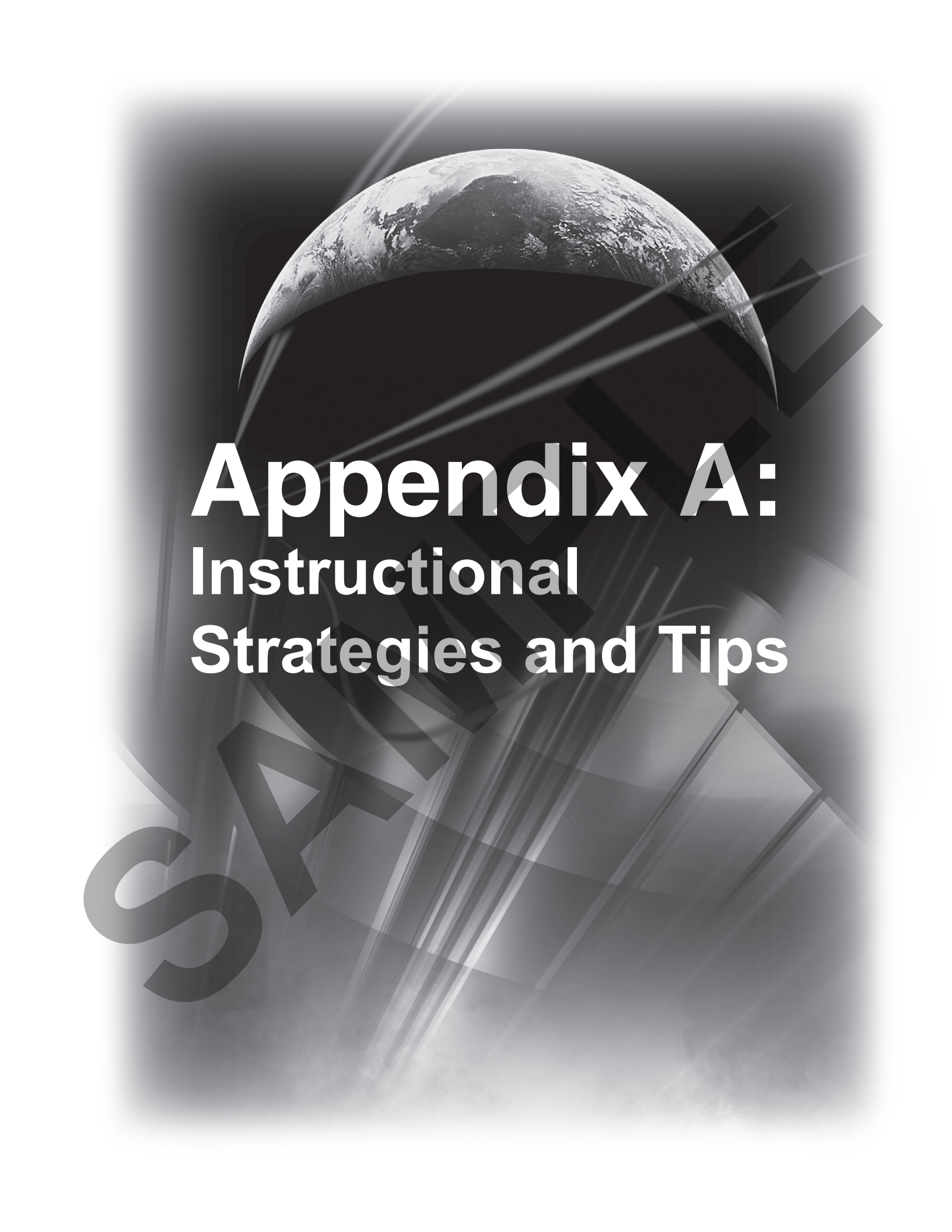
READ the information in the box below.

> Competing in the Olympics takes dedication and hard work. The Olympic motto is "Faster, Higher, Stronger."

THINK about what each of the words means.

WRITE a composition that explains this motto.

Be sure to—

- clearly state your central idea
- organize your writing
- develop your writing in detail
- choose your words carefully
- use correct spelling, capitalization, punctuation, grammar, and sentences

Appendix A:
Instructional Strategies and Tips

Differentiating for Diverse Learners

Every classroom contains learners with diverse sets of skills and abilities. The central challenge in instruction involves planning to scaffold support to each independent learner in order to foster access to content knowledge and instill motivation to continued learning. This challenge is directly addressed using the constructs of Universal Design for Learning (UDL), a scientifically based framework for curriculum delivery and design, officially defined in the Higher Education Opportunity Act of 2008[i]:

> *The term* Universal Design for Learning *means a scientifically valid framework for guiding educational practice that:*
>
> A) *Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and*
> B) *Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.*

UDL principles should be utilized to plan for differentiated instruction. There are three basic approaches to differentiating instruction through UDL: 1) providing multiple means of representation (i.e., presenting the information differently); 2) providing multiple means of action and expression (i.e., giving students different ways to process and produce information); and 3) providing multiple means of engagement (i.e., soliciting student interest and participation in information processing). Therefore, the central questions for reflecting on lesson design are—

- **Representation**: How can I make the information more accessible through language and sensory integration?
- **Engagement**: How can I recruit interest and minimize distractions through activities?
- **Action and Expression**: How can I provide students with options for interacting with and responding to information?

Adapting for Gifted Learners

The key to adapting instruction for gifted and talented learners is challenging them to seek depth and complexity within units of study and tasks. Depth is generally understood as utilizing the information within a discipline, its details, patterns, trends, rules, and ethics. Complexity is understood as interrelationships among concepts, topics, and subjects across disciplines and time, considering multiple perspectives and points of view. A simple protocol for adapting a task for a gifted student in reference to depth and complexity is modeled below. A planning template for gifted adaptations is included in this section.

1. Consider the task (e.g., the research extension option in Unit One, wherein students are asked to create a picture book illustrating how people overcome physical obstacles).
2. Look for ways in which students can be challenged to delve deeper into the task, considering details, patterns, trends, and rules.

Depth Construct	Questions to Consider	Embedded Skills
Details (regarding patterns or trends)	What are its features? What defines this? What makes this unique?	• locate evidence • identify facts • differentiate facts from opinions
Patterns	What issues/elements repeat? What is the order of elements? Can we predict next steps? Can we infer previous steps?	• infer • predict • connect • synthesize • organize • summarize • relate • compare/contrast
Trends	What factors influence outcomes? What variables create change?	• cause and effect • predict • hypothesize • deduce
Rules	How is this supposed to be? What is the correct structure? What rules determine conduct or choices? What are the proper procedures?	• generalize • confirm • direct

Study-Skills Correlations

Best Practice Strategy	Possible Instructional Alignments with the End-of-Course Exam	Correlation to the College and Career Readiness Standards
Identifying Similarities and Differences	• Distinguishing between genres (literary versus informational) • Distinguishing text features and their purposes • Practice with comparing and classifying characters or viewpoints • Practice with creating metaphors or analogies for themes and actions within passages • Representing similarities and differences in symbolic or graphic form • Finding textual evidence to identify similarities and differences within and between texts • Embedding metaphors, similes, and analogies in written essays • Make personal connections/contrasts to characters in passages	E/LAS IIC E/LAS IID CDS IA CDS IB CDS IC CDS IIA CDS IIB CDS IID
Summarizing and Note-Taking	• Modeling and practicing annotations of text • Using Cornell note-taking for informational texts • Using the "Somebody Wanted But So" technique for literary passages • Multiple choice practice with summarization • Essay outlining practice • Practice with highlighting—teaching students to delete, substitute, and keep information from informational texts • Students taking notes during explicit instruction or mini lessons	E/LAS IIA E/LAS IIB E/LAS IIC CDS IA CDS IB CDS IC CDS ID CDS IE CDS IIA CDS IIB CDS IID

KEY: E/LAS = English Language Arts Standards; I=Writing, II=Reading, III=Speaking, IV=Listening, V=Research
CDS = Cross-Disciplinary Standards; I=Key Cognitive Skills, II=Foundational Skills

Appendix B:
Options for the Classroom

Alternative Discussion Formats

Discussion is a vital part of literacy. The most traditional format utilized in the classroom involves teacher-directed questions asked within a whole-class setting. Although there is definitely a place in the curriculum for teacher-led discussions, it is important to provide a variety of discussion-format options, which lead to increased student ownership of learning. Below, please find a few discussion options to cultivate this ownership.

Discussion Format	Process for Implementation
Silent conversations	• Designate a bulletin board or location in the room for the conversations. Have sticky notes, note cards, or slips of paper available near the display. • Post a question, quotation, or thought-provoking comment on the top of the display. • Invite students to visit the display and leave responses to the prompt and for one another.
PNI (Positive, Negative, and Interesting) system	• Assign a piece of literature for reading. • Brainstorm key points in the text as a class and record these on visual display. • Then ask students to place a plus sign (+) next to key points that have a positive impact on a given character or theme. • Ask students to place a minus sign (−) next to key points that have a negative impact on a given character or theme. • Ask students to place an exclamation point (!) next to points they find most interesting. • Challenge the class to discuss and defend their individual choices.
Museum exhibit notes	• Place various stimuli or artifacts around the classroom. (Note: It is ideal to have these posted on poster board or chart paper.) • Ask students to visit each "exhibit" and record comments, questions, and connections on their own paper. • After all exhibits have been visited by all students, ask students to move beside the artifact to which they had the strongest reaction (positive or negative). • As groups congregate, have them discuss their connections with the artifact, and record "aha" moments on the chart paper or display.

Grouping Strategies

Flexible Grouping

It is important to vary grouping strategies throughout the course of the school year. Over-dependence on any one type of grouping format invites stagnation in learning and can lead to discipline issues. Flexible grouping allows for multiple grouping formats. Factors to consider in selecting grouping formats include group size, group membership (i.e., heterogeneous or homogeneous), group task, literacy levels, and group dynamics (i.e., affective group concerns). The matrix below addresses key questions to address when making decisions regarding grouping formats:

Group Format Planning Matrix

Grouping Components	Key Questions
Group Size	• How many students are needed to complete the group task? • What roles are required of each student? • What is the optimal group size for the resources and space required for the task? • What size groups are manageable in terms of teacher mobility and discipline issues?
Group Membership	• Is it better for group membership to be aligned by common strengths or weaknesses in literacy? • Does the group membership allow for embedded differentiation? • What period of time must the group members work together? • Are there task requirements for group collaboration outside of class? • Would heterogeneous grouping be an asset or a detriment to task completion?
Group Task	• What is the group being asked to do? • What level of rigor is inherent in the task? • What skills are embedded within the task? • What prior knowledge is required of the task? • What teamwork skills are required for task completion? • What embedded task structures are needed for group equity? • How will the task be assessed?

Integrating Technology in the Language Arts Classroom

21st-Century Classroom Realities	Barriers to Technology Integration	Suggested Approaches to Technology Integration
Most teachers are "digital immigrants" teaching students who are "digital natives." From *Digital Natives, Digital Immigrants* By Marc Prensky, printed in *On the Horizon* 2001	Teachers are not comfortable with technology in the classroom.	Remember that there are always three options for instructional delivery and student production: no tech, low tech, and high tech. (See Figure 1.) Choose the option that is most appropriate for the TEKS skill being taught and the resources of equipment and time available.
"Today's students are becoming increasingly disengaged with the current curricula offered in schools. This is the skill and drill curricula that isolates students from one another and requires them to complete assignments often in a solo manner." From *Voice, Choice & Collaboration: Lessons in Literacy 2.0* By Hannah R. Gerber, printed in *TechEdge* Winter 2010	Students depend on the collaborative environment of the World Wide Web and become easily bored with traditional methodologies.	Consider replicating the collaborative (coauthoring, coproducing) environment of the web (e.g., Wikispaces). Utilize technology constructs within the language arts classroom. Provide self-publication options in the classroom, akin to the web.
"Being able to read and write multiple forms of media and integrate them into a meaningful whole is the new hallmark of literacy." From *Orchestrating the Media Collage* By Jason Ohler, printed in *Educational Leadership* March 2009	Students need to understand literacy in the form of media.	Use explicit instruction to educate students about Internet security, safety, and ethical use of materials. Provide students with tools to digest the media collage—understanding of text features and text structures—in order to allow them to focus on the information that is useful and needed.