

myPerspectives Texas English I-IV © 2021

Explore Peer-Group Learning

Get Started

Explore Peer-Group Learning

English I-IV

- Peer-Group Learning section
- Form peer groups
- Facilitate peer groups

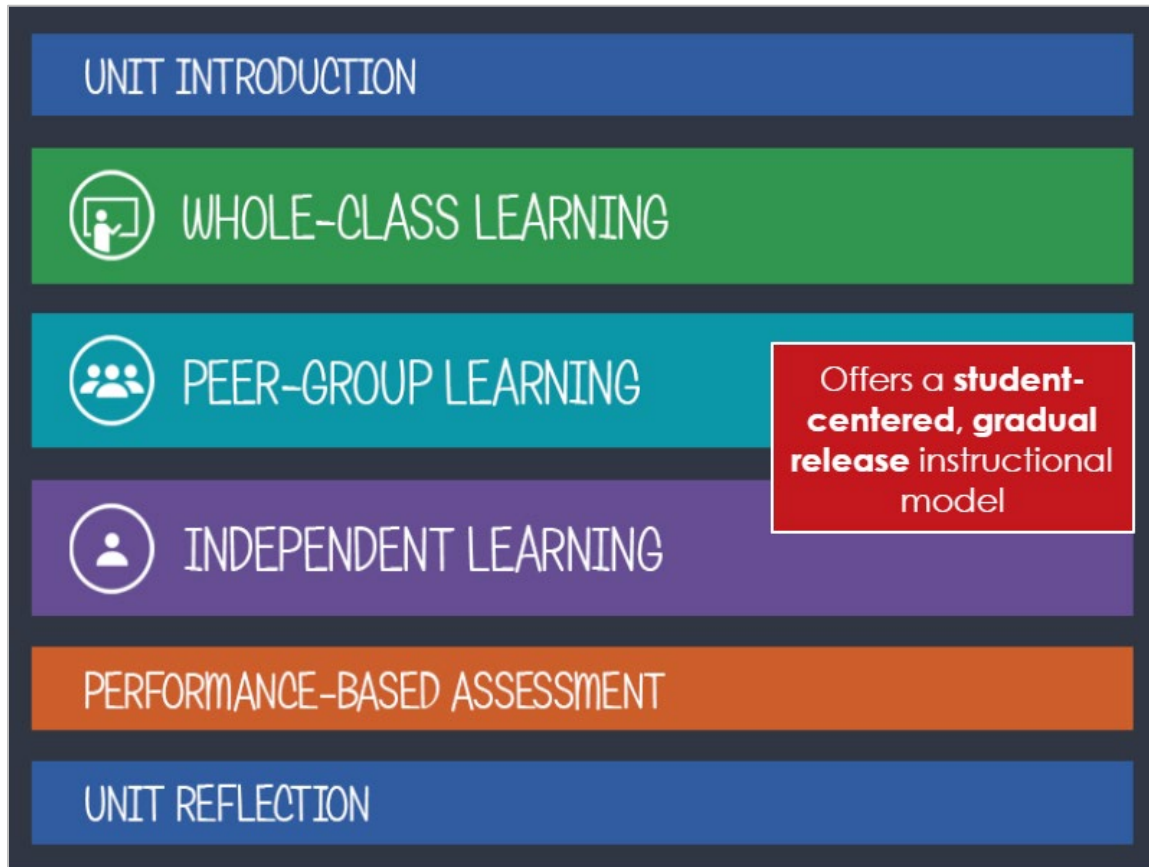
myPerspectives
ENGLISH LANGUAGE ARTS

Hi teachers! Are you ready to learn about peer-group instruction?

Today, we'll explore the Peer-Group Learning section of the *myPerspectives* Texas instructional model. I'll share some savvy tips on how you can form and facilitate peer groups.

Let's get started!

Instructional Model



Each unit in *myPerspectives* Texas offers a student-centered, gradual release instructional model that consists of six parts.

The teacher's role during Peer-Group Learning is to serve as a facilitator as opposed to lecturer and let students learn in a collaborative way from each other. This approach allows them to take ownership of their own learning.

And knowing when to transition from whole-class learning to peer groups is easy with your Teacher's Edition in hand. The Peer-Group Learning pages are in turquoise and are labeled *Facilitate* to keep you on track.

What Is Peer-Group Learning?

Peer-Group Learning Strategies

Throughout your life—in school, in your community, and in your career—you will continue to learn and work with others.

Review these strategies and the actions you can take to practice them. Add ideas of your own for each category. Use these strategies during Peer-Group Learning.

STRATEGY	ACTION PLAN
Prepare	<ul style="list-style-type: none"> • Complete your assignments so that you are prepared for group work. • Organize your thinking so that you can contribute to your group's discussion. •
Participate fully	<ul style="list-style-type: none"> • Make eye contact to signal that you are listening and taking in what is being said. • Use text evidence to support your ideas. •
Support others	<ul style="list-style-type: none"> • Build off ideas from others in your group. • Invite others who have not yet spoken to do so. •
Clarify	<ul style="list-style-type: none"> • Paraphrase the ideas of others to be sure that your understanding is correct. • Ask follow-up questions. •

Peer-Group Learning Strategies

VIDEO

INTERACTIVITY

COLLABORATION CENTER

Visit the Collaboration Center for video tutorials on working in groups.

Let's talk about what happens during Peer-Group Learning.

You'll begin this part of the instructional model by discussing Peer-Group Learning Strategies and the genre selections. The students will then discuss how to collaborate as a group before preparing to read.

After that, you'll introduce them to the Genre, Concept Vocabulary, and Comprehension Strategy before facilitating the peer groups as they read the selections.

As students read, they'll complete literacy routines to help them become confident and independent readers, writers, and learners.

Peer-Group Learning ends with Test Practice and a Performance Task. This task will really help students prepare for the unit Performance-Based Assessment by guiding them through the writing process.

Forming Peer Groups





You might wonder, "How do I group my students?"

The answer—using a variety of different methods.

Explore some of the ways to form peer groups now. You have the option to [download and print this resource](#).

Facilitating Peer Groups


Organization

Side-Bar Notes

Model

Advice

Click a thumbnail to see some tips.
When you're done, click **Next** to continue.



You might also wonder, “How do I facilitate peer groups in my classroom?”

We’ve got some tips for you! Let’s check them out.

Organization

Organization

Organize your classroom so that students can work in peer groups rather than having desks in forward-facing rows.

Have materials ready and organized.



Side-Bar Notes

Side-Bar Notes

Follow the Facilitating Peer-Group Learning
side-bar notes in your Teacher's Edition.



FACILITATING PEER-GROUP CLOSE READING

CLOSE READ: Short Story As groups perform the close read of this story, circulate and offer support as needed.

- Remind groups that when they read a narrative, they should be sure to identify the main characters and the setting.
- If a group is confused about the setting, have them think about science fiction movies they have seen.
- Challenge groups to predict what the conflict in the story will be.



FACILITATING PEER-GROUP CLOSE READING

CLOSE READ: Persuasive Speech As groups perform the close read, circulate and offer support.

- Point out that Chief Joseph is making an argument in his speech.
- Remind students that when they read an argument, they should look at what the speaker wants and how he or she builds a case.
- If the group is confused about what Chief Joseph is arguing for, point out that they may not find it at the beginning of the speech. Challenge them to find where Chief Joseph states what he wants. (One possible response: paragraph 1: "Treat all men alike. Give them all the same law....")
- Challenge groups to find all the types of evidence that Chief Joseph uses (facts, anecdotes, or examples).

Model

Model

Take time to model the **Peer-Group Learning Strategies** and **how to work in peer groups.**

Remind students that groups should communicate politely.

Post the **Accountable Talk** suggestions in your room.

Peer-Group Learning Strategies

SEL SOCIAL-EMOTIONAL LEARNING

Review the Learning Strategies with students and explain that as they work through Peer-Group Learning, they will develop strategies to work in peer-group environments. Have students watch the video on Peer-Group Learning Strategies.

You may wish to discuss some action items to add to the chart as a class before students complete it on their own. For example, for “Participate fully” you might elicit the following from students:

- Take thorough notes
- Don’t be afraid to ask questions if something is unclear and needs a further explanation

Collaborate With Your Group

1. Engage in Meaningful Discourse
Discuss this question with your group:

Is the exclusion of others a problem we need to solve, or is the experience of being an outsider simply part of growing up?

Listen Actively When you listen actively, you give the speaker your undivided attention so you can fully understand his or her message. Take notes as you listen, jotting down key words and phrases rather than writing full sentences. Doing so will help keep your focus on the speaker.

Respond Appropriately Use clear, respectful language when you ask questions and offer comments. Remember that discussions are more interesting and meaningful when differences of opinion are expressed constructively. When you disagree with someone, avoid making that person feel attacked or “wrong.” Rather, validate his or her perspective and then explain why yours is different.

Adjust Your Communication To get the most from a discussion, be aware of both your audience and purpose.

- Audience:** Consider who you are speaking with as well as the setting in which the discussion is taking place. Adjust your word choice and tone to suit your audience.
- Purpose:** Match your word choice to your purpose. For example, provide details and use persuasive language if your purpose is to convince your audience. Use a friendly tone and more casual language if your purpose is to share interesting ideas about a text.

2. Create a Communication Plan
Decide how to communicate with one another. For example, you might want to use a social media group, group texts, or email. Make sure everyone in the group is aware of the plan and has the necessary technology.

Accountable Talk

Remind students that groups should communicate politely. You can post these Accountable Talk suggestions and encourage students to add their own. Students should:

Remember to . . .
Ask clarifying questions.

Which sounds like . . .
Can you please repeat what you said?
Would you give me an example?
I think you said _____. Did I understand you correctly?


Remember to . . .
Explain your thinking.

Which sounds like . . .
I believe _____ is true because _____.
I feel _____ because _____.

Remember to . . .
Build on the ideas of others.

Which sounds like . . .
When _____ said _____, it made me think of _____.

Advice



Advice

Read the **Expert's Perspective** about Supporting Peer-Group Learning.

Side-Bar Notes

EXPERT'S PERSPECTIVE **ERNEST MORRELL, PH.D.**

Supporting Peer-Group Learning Because the dominant mode of discourse in classrooms has historically been teacher-led, many students may not be immediately comfortable discussing and collaborating in groups. The first few times students meet in their groups, you may need to provide additional support by setting expectations for collaborative behavior and discussions. Remind students that it is important for all group members to contribute to discussions, but that no one member of the group should monopolize discussion. Whether students are speaking or listening, they should be active participants. Visit groups to explain that even when students aren't speaking, they should be listening to other group members and noting important points that they would like to build upon when it is their turn to speak.

EXPERT'S PERSPECTIVE **ERNEST MORRELL, PH.D.**

Peer-Group Learning in Higher Education College classrooms are becoming shared discussion spaces, marked by less lecturing and more peer groups. That's because college professors increasingly realize that having students work in peer groups helps develop higher-level learning and problem-solving skills, increases the success of computer-based instruction, and increases retention rates. As a result, more and more college professors now have peer groups lead a portion of class by sharing/ presenting what the group has learned. These professors focus on the importance of each group becoming expert at something that it must teach the class. Teachers can point out to students that the project-based peer-group learning in colleges is increasingly common in the workplace as well, as collective production is becoming a new norm. Teachers can encourage students to collaborate and develop rubrics to assess how well students are able to work together.

Planning

LESSON PLANNING

The Censors

PACING, STANDARDS, AND DIGITAL RESOURCES

A customizable version of this unit's Lesson Planner is available on Realize.

Day 1

LEARNING OBJECTIVES

Generate questions about text before, during, and after reading to deepen understanding and gain information. **TEKS 4.B**

Make inferences and use evidence to support understanding. **TEKS 4.F**

Read and analyze world literature across literary periods. **TEKS 7.A**

PREPARE TO READ

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- > Concept Vocabulary
- Context Clues
- > Comprehension Strategy
- Generate Questions **TEKS 4.B**

READ

p. 213

- > The Censors **TEKS 7.A**
 - Audio Summary: English & Spanish
 - Selection Audio
 - Accessible Leveled Text
 - Spanish Translation

BUILD INSIGHT

p. 216

- > Response
- > Comprehension **TEKS 4.B**
- > Analysis and Discussion **TEKS 4.F**
- > EQ Notes

ASSESSMENT

- Selection Test: The Censors

Day 2

LEARNING OBJECTIVES

Determine meaning of foreign words or phrases used frequently in English. **TEKS 2.c**

Analyze author's purpose and message. **TEKS 8.A**

Analyze how author's diction and syntax contribute to tone. **TEKS 8.F**

ANALYZE AND INTERPRET

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- > Close Read
 - Close-Read Guide: Fiction
- > Concept Vocabulary
- > Word Network
- > Word Study
 - Foreign Words in English **TEKS 2.c**
 - Foreign Words in English (RP*)
- > Literary / Text Elements
 - Author's Purpose and Message: Satire **TEKS 8.A; 8.F**
 - Author's Purpose and Message: Satire (RP)

ASSESSMENT

- Exit Ticket: Foreign Words in English **TEKS 2.c**
- Exit Ticket: Author's Purpose and Message: Satire **TEKS 8.A; 8.F**

*RP = Reteach and Practice

Lesson Planning

- Daily lessons
- Objectives
- Routines
- Assessments

Okay, let's talk about planning.

First, look at the **Unit at a Glance** for your unit. You'll notice the chart includes TEKS coverage, skills taught, and pacing guidance. From here you can easily map *myPerspectives* Texas to your own curriculum.

Next, turn to the turquoise pages and find the **Selection Overview**. Here you'll find selection summaries, related assessments, connections to the Essential Question and Performance Tasks, rubrics, and ways to differentiate instruction.

If you turn the page, you'll notice handy **Lesson Planning** pages that outline your daily lessons. Objectives are listed as well as routines and assessments.

Checklist



Now, I'm going to leave you with another helpful tool—a checklist—that you can use to gauge your Peer-Group Learning progress. You have the option to [download and print this resource](#).

Wrap-Up



So what are your take-aways? You should feel more comfortable with forming and facilitating peer groups.

Thanks for joining me and remember to visit MyPearsonTraining.com for more *myPerspectives* Texas tutorials and resources.