

Lesson: Student-Led Parent-Teacher Conferences

This exemplar showcases a high-impact, standards-aligned ELA lesson built around student-led academic conferences—an event already on every school’s calendar.

It models the integration of TALC values (Transparency, Accountability, Logic, Compassion) and the five human skills: adaptability, systems thinking, self-regulation, collaboration, and clear communication.

Check all that apply. ☒ Elementary ☐ Middle School ☐ High School

Teacher: _Avillion_ Grade Level: 5 Week Of: September 9-13

Nevada Academic Content Standards (NACS)

WIDA Standards

NVACS Standard Narrative	NVACS #	WIDA Standards
W.5.2 / W.6.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		WIDA Standard 1 (SI): English language learners communicate for social and instructional purposes within the school setting.
W.5.4 / W.6.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		WIDA Standard 2 (LoLA): English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
W.5.5 / W.6.5: Develop and strengthen writing by planning, revising, and editing.		WIDA Standard 5 (LoSS): English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

NVACS Standard Narrative	NVACS #	WIDA Standards
SL.5.1 / SL.6.1: Engage effectively in a range of collaborative discussions with diverse partners on grade 5 (or 6) topics and texts.		
SL.5.4 / SL.6.4: Report on a topic or text, sequencing ideas logically and using appropriate facts and details.		
MP.5.6.6.1: Analyze and use appropriate tools strategically to solve problems, a skill necessary for students when addressing their weaknesses in academic subjects.		
5-ESS3-1 / MS-ESS3-3: Use evidence to construct an explanation and communicate solutions to real-world problems.		

Lesson Objectives / List by subject as needed	Instructional Steps
<p>1. Students will articulate their academic strengths and weaknesses using specific skills/standards in academic language.</p> <p>2. Students will brainstorm, organize, and write a 3-5 paragraph reflection addressing strengths, weaknesses, and improvement activities.</p> <p>3. Students will present their reflection to parents and teachers at the academic conference, demonstrating clear communication and self-awareness.</p>	<p>1.introduce the concept of an academic conference and the importance of self-reflection. Discuss academic language and specific skills/standards relevant to strengths and weaknesses. Guide students in brainstorming their strengths and areas for improvement in each subject.</p> <p>2. Provide a writing outline with sections for strengths, weaknesses, and activities for improvement. Have students draft paragraphs based on their brainstorming. Facilitate peer review and feedback sessions. Support students in revising and finalizing their reflections.</p>

<p>4.</p> <p>5.</p>	<p>3. Teach presentation skills (eye contact, clear speech, structured flow). Conduct presentation practice in small groups. Provide feedback on presentation style and content. Simulate the academic conference setting with peer and teacher input.</p> <p>4.</p> <p>5.</p>
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<p>Essential Learning Outcomes (SWBAT) Students will be able to identify and articulate their academic strengths and weaknesses using specific skills and standards in academic language.</p> <p>Students will be able to organize and write a coherent 3-5 paragraph reflection that addresses their strengths, weaknesses, and targeted improvement strategies.</p> <p>Students will be able to present their academic reflections clearly and confidently to parents and teachers in an academic conference setting, demonstrating effective communication skills.</p>	<p>Mastery Understanding (Generalizing/Connecting to Real Life) Students will learn to assess their strengths and weaknesses, take ownership of their learning, and communicate effectively. These skills are crucial for setting personal goals, evaluating progress, and adapting to challenges in both academic and real-life situations, such as future school, career, and personal development.</p>
<p>Learning Target(s)</p>	<p>Student Expectations Students are expected to actively reflect on their academic</p>

<ul style="list-style-type: none"> • I can identify my academic strengths and weaknesses using specific skills and standards. • I can write a 3-5 paragraph reflection that explains my strengths, weaknesses, and how I will improve. • I can present my academic reflection confidently to my parents and teacher. 	<p>performance by identifying specific strengths and weaknesses. Students are expected to write a clear, organized, and detailed 3-5 paragraph reflection using academic language.</p> <p>Students are expected to prepare for and deliver a confident, well-structured presentation of their reflection during the academic conference.</p> <p>Students are expected to engage in peer feedback and revision to improve both their written and spoken communication.</p>
<p>What summative and/or formative assessments will be used?</p> <p>Summative Assessment: Final Written Reflection: Evaluate students' 3-5 paragraph reflections for clarity, organization, use of academic language, and accuracy in identifying strengths, weaknesses, and improvement strategies.</p> <p>Formative Assessments: Brainstorming Activity: Assess students' ability to identify and articulate strengths and weaknesses through initial brainstorming and class discussions. Draft Review: Provide feedback on the students' rough drafts to gauge their understanding and ability to organize their reflections. Presentation Practice: Observe and provide feedback on students' presentation skills during practice sessions, focusing on their ability to communicate clearly and confidently.</p>	<p>Essential Questions</p> <p>How can I identify and articulate my own academic strengths and weaknesses?</p> <p>What strategies can I use to improve my weaker areas and build on my strengths?</p> <p>How can I effectively communicate my academic progress and goals to others?</p>

<p>Guided Practice Brainstorming Session:</p> <ul style="list-style-type: none"> Facilitate a class discussion to help students identify their academic strengths and weaknesses. Use examples and prompts to guide their thinking. Use graphic organizers to help students categorize their thoughts about what they do well, areas they struggle with, and possible improvement strategies. <p>Outline Creation:</p> <ul style="list-style-type: none"> Provide a structured outline for students to follow in their reflections, including sections for strengths, weaknesses, and improvement activities. Work through an example together, modeling how to fill out each section with specific details and academic language. <p>Draft Writing:</p> <ul style="list-style-type: none"> Have students draft their reflections based on the outline, with teacher support. Offer check-in points where students can ask questions and get feedback on their writing. Review sample drafts as a class, discussing what makes them effective or where they can be improved. <p>Presentation Rehearsal:</p> <ul style="list-style-type: none"> Teach presentation techniques such as clear speech, 	<p>Independent Practice</p> <p>Reflection Writing:</p> <ul style="list-style-type: none"> Students independently complete their 3-5 paragraph reflections, incorporating feedback from guided practice. They will write about their academic strengths, weaknesses, and strategies for improvement, using academic language. <p>Presentation Preparation:</p> <ul style="list-style-type: none"> Students independently prepare their presentations, practicing their delivery, organizing their content, and refining their speaking skills based on the techniques learned during guided practice. <p>Peer Review:</p> <ul style="list-style-type: none"> Students exchange their written reflections with a peer for review. They provide constructive feedback on clarity, organization, and content, and make revisions based on the feedback received. <p>Final Presentation:</p> <ul style="list-style-type: none"> Students independently present their reflections to a small group or the class, demonstrating their ability to communicate their academic progress and goals effectively.

<p>eye contact, and structured delivery.</p> <ul style="list-style-type: none"> • Conduct mock presentations in small groups or pairs, providing feedback on both content and delivery. Encourage students to practice their presentations with peers and refine their approach based on feedback. 	
<p>Differentiated Instruction Techniques</p> <p>Provide Scaffolding: Use outlines, sentence starters, and graphic organizers for students needing additional support.</p> <p>Offer Choice: Allow students to select from different formats (e.g., written report, oral presentation) for their reflection.</p> <p>Adjust Complexity: Tailor tasks to individual levels, such as simpler prompts for those struggling and more complex scenarios for advanced students.</p> <p>Use Peer Support: Pair students for brainstorming and feedback sessions to leverage peer strengths and provide additional help.</p> <p>Provide Extra Time: Offer extended deadlines or additional time for students who need it to complete their reflections and presentations.</p>	<p>Accommodations/Modifications to Instruction</p> <p>Extended Time: Allow additional time for writing and presentation tasks.</p> <p>Modified Assignments: Simplify tasks or break them into smaller steps for students with difficulties.</p> <p>Assistive Technology: Provide tools such as speech-to-text software or graphic organizers.</p> <p>Visual Aids: Use visual supports like templates and example reflections to guide students.</p> <p>One-on-One Support: Offer individualized help during writing and presentation preparation.</p>

Materials Used	Monday	Tuesday	Wednesday	Thursday	Friday
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ELA/ Reading/Writing	Pencils, lined paper, teacher computer, presentation screen, dry-erase board/ markers	Pencils, lined paper, teacher computer, presentation screen, dry-erase board/ markers	Pencils, lined paper, teacher computer, presentation screen, dry-erase board/ markers	Pencils, lined paper, teacher computer, presentation screen, dry-erase board/ markers	Pencils, lined paper, teacher computer, presentation screen, dry-erase board/ markers
Math					
Social Studies					
Science					
STEAM					

Technology					
Electives					

Lesson: Cornell Notes & Summary Writing

This exemplar showcases a high-impact, standards-aligned ELA lesson focused on building metacognitive study habits through structured note-taking and written summaries. It introduces Cornell Notes as a lifelong learning tool while strengthening core academic skills like comprehension, organization, and clear communication. It contains a more explicit teacher script.

Check all that apply. ☒ Elementary ☐ Middle School ☐ High School

Teacher: _Avillion_ Grade Level: _6_ Week Of: _8/26/24_

Nevada Academic Content Standards (NACS)

WIDA Standards

NVACS Standard Narrative	NVACS #	WIDA Standards
CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.		WIDA ELD Standard 1 English language learners communicate for social and instructional purposes within the school setting
CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		WIDA ELD Standard 2 English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

NVACS Standard Narrative	NVACS #	WIDA Standards

Lesson Objectives / List by subject as needed	Instructional Steps
<p>1.Understand the Purpose and Structure of Cornell Notes</p> <p>2.Identify Key Information for the Cues/Reflections Section</p> <p>3.Write a Summary that Captures the Main Ideas of the Text</p>	<p>1.Introduction (5 minutes):</p> <ul style="list-style-type: none"> • Purpose: Briefly explain the Cornell Notes system, emphasizing why it's useful for organizing information. • Structure: Show a blank Cornell Notes template and describe the purpose of each section (Notes, Cues/Reflections, Summary). <p>Modeling (7 minutes):</p> <ul style="list-style-type: none"> • Skimming: Demonstrate how to skim a short passage (2-3 paragraphs) to identify key points. • Notes Section: Write these key points in the Notes section on the board, explaining why each point was chosen.

<p>4.Skim a Text to Identify Key Information Efficiently</p> <p>5.</p>	<p>2.Introduction to Cues/Reflections (5 minutes):</p> <ul style="list-style-type: none">• Purpose: Explain that the Cues/Reflections section is for writing keywords, questions, or thoughts that help recall or reflect on the Notes.• Modeling: Show how to create a few Cues/Reflections based on the notes you've modeled. <p>Guided Practice (8 minutes):</p> <ul style="list-style-type: none">• Partner Activity: Have students work in pairs to skim a short passage and write down 2-3 key points in the Notes section.• Cues/Reflections: Then, have them create corresponding cues or questions in the Cues/Reflections column. <p>Discussion (5 minutes):</p> <ul style="list-style-type: none">• Review & Share: Discuss the key points and cues students identified. Reinforce effective strategies for determining what's important. <p>3.Introduction to Summary Writing (5 minutes):</p> <p>Purpose: Explain that the Summary section is for briefly capturing the essence of the Notes.</p> <p>Modeling: Show how to write a concise 3-5 sentence summary using the key points from the Notes section.</p> <p>Independent Practice (8 minutes):</p>
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	<p>Writing: Students write their own summaries based on the Notes they created earlier.</p> <p>Peer Review: Have them swap summaries with a partner for quick feedback.</p> <p>Wrap-Up Discussion (2 minutes):</p> <p>Reinforce Key Concepts: Recap the importance of each section and how they work together to enhance understanding.</p> <p>4.</p> <p>5.</p>
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<p>Essential Learning Outcomes (SWBAT)</p> <p>SWBAT: Understand and explain the structure and purpose of Cornell Notes, identifying the role of each section (Notes, Cues/Reflections, Summary).</p> <p>SWBAT: Skim a text to identify and record key information in the Notes section of Cornell Notes.</p> <p>SWBAT: Generate effective cues or reflective questions in the Cues/Reflections section that align with the key points noted.</p> <p>SWBAT: Write a concise summary in the Summary section that encapsulates the main ideas and key details from their notes.</p>	<p>Mastery Understanding (Generalizing/Connecting to Real Life)</p> <p>Connecting Note-Taking to Real-World Scenarios:</p> <p>Enhancing Study and Review Habits:</p> <p>Improving Communication and Critical Thinking:</p>
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<p>Learning Target(s) I can understand and explain the structure and purpose of Cornell Notes. I can identify key information in a text and record it in the Notes section. I can create effective cues or reflective questions in the Cues/Reflections section that help me remember and think about the key points. I can write a clear and concise summary that captures the main ideas of the text.</p>	<p>Student Expectations Active Participation Complete and Accurate Note-Taking Thoughtful Cues/Reflections Clear and Concise Summaries Respectful Collaboration</p>
<p>What summative and/or formative assessments will be used? <u>Formative Assessments</u> In-Class Note-Taking Review: : During the lesson, periodically review students' notes to check for completeness and accuracy.</p> <p>Cues/Reflections Check: : Evaluate the cues or reflective questions students create in the Cues/Reflections section for relevance and thoughtfulness.</p> <p>Peer Review: : Have students exchange their notes with a partner and review each other's work based on a checklist or rubric.</p> <p>Summary Evaluation: : Collect and review the summaries students write to ensure they are clear, concise, and effectively capture the main ideas.</p> <p><u>Summative Assessments</u></p>	<p>Essential Questions How does the structure of Cornell Notes help in organizing and understanding information?</p> <p>What strategies can you use to identify key information in a text, and why are these strategies important?</p> <p>How do reflective questions and cues aid in enhancing your understanding and memory of the material?</p> <p>In what ways can summarizing information help you consolidate and communicate your understanding of a text?</p>

<p>Cornell Notes Portfolio: : At the end of the unit, collect a portfolio of students' Cornell Notes from various lessons.</p> <p>Cornell Notes Quiz: : Administer a quiz where students use Cornell Notes to study and then answer questions about a new text or topic.</p> <p>Final Project: : Assign a project where students use Cornell Notes to research a topic, organize their findings, and present a summary or report.</p> <p>Self-Assessment Reflection: : Have students complete a self-assessment reflection where they evaluate their own Cornell Notes against a rubric or checklist.</p>	
<p>Guided Practice Introduction to the Text (5 minutes)</p> <ul style="list-style-type: none"> • Activity: Introduce a short, age-appropriate text or passage related to a current topic or subject matter. Ensure the text is suitable for skimming and contains clear, important points. • Purpose: To set the context and ensure students are familiar with the material they will be working with. <p>Modeling Note-Taking (10 minutes)</p>	<p>Independent Practice Selection of Text (5 minutes)</p> <ul style="list-style-type: none"> • Activity: Provide students with a new, age-appropriate text or passage related to their current curriculum. Ensure it is manageable in length and complexity for independent practice. • Purpose: To give students a fresh example for practicing Cornell Notes on their own. <p>Individual Note-Taking (15 minutes)</p>

- **Activity:** Demonstrate how to take notes using Cornell Notes on a sample text. Show how to:
 - Identify and record key information in the Notes section.
 - Create effective cues or reflective questions in the Cues/Reflections section.
 - Write a summary in the Summary section.
- **Purpose:** To provide students with a clear example of how to use Cornell Notes effectively.

Class Practice (15 minutes)

- **Activity:** Have students work on a new short text or passage in pairs or small groups, using the Cornell Notes method.
 - **Step 1:** Read and skim the text to identify key information.
 - **Step 2:** Take notes in the Notes section.
 - **Step 3:** Create cues or reflective questions in the Cues/Reflections section.
 - **Step 4:** Write a summary of the text in the Summary section.
- **Purpose:** To allow students to apply the Cornell Notes method with guidance and support, ensuring they practice the skills in a collaborative setting.

Group Review and Discussion (10 minutes)

- **Activity:** Review a few students' Cornell Notes as a class. Discuss what was done well and areas for improvement. Use a sample or two to highlight effective cues, summaries, and note-taking strategies.
- **Purpose:** To provide feedback and reinforce correct usage of the Cornell Notes format. This also helps

- **Activity:** Have students read and skim the text independently. They will then:
 - **Step 1:** Take notes in the Notes section, focusing on key points and essential details.
 - **Step 2:** Create cues or reflective questions in the Cues/Reflections section that will help them remember and understand the material.
 - **Step 3:** Write a summary of the text in the Summary section.
- **Purpose:** To assess students' ability to independently apply the Cornell Notes method and demonstrate their comprehension and note-taking skills.

Self-Assessment (10 minutes)

- **Activity:** Have students use a self-assessment checklist or rubric to evaluate their own Cornell Notes. They should check for completeness, accuracy, and clarity in their notes, cues, and summary.
- **Purpose:** To encourage self-reflection and self-evaluation, helping students identify strengths and areas for improvement in their note-taking.

Peer Review (Optional) (10 minutes)

- **Activity:** If time allows, have students exchange their Cornell Notes with a classmate for peer review. They will provide feedback based on a provided checklist or rubric.
- **Purpose:** To offer additional feedback and perspectives, fostering collaborative learning and critical evaluation of note-taking practices.

Reflection and Sharing (5 minutes)

<p>students learn from each other's work.</p> <p>Reflection and Q&A (5 minutes)</p> <ul style="list-style-type: none"> • Activity: Conclude with a brief reflection activity where students answer questions about their experience with Cornell Notes. Encourage them to ask any questions they have about the process. • Purpose: To address any confusion, clarify concepts, and reinforce learning through discussion and self-reflection. 	<ul style="list-style-type: none"> • Activity: Conclude with a brief reflection where students can share their experience and insights about using Cornell Notes. They may discuss challenges they faced and how they addressed them. • Purpose: To reinforce learning and provide an opportunity for students to articulate their understanding and experiences.
<p>Differentiated Instruction Techniques</p> <p>Flexible Grouping - Ability Tiered Assignments Scaffolded Support One on one conferencing. Enrichment Activities</p>	<p>Accommodations/Modifications to Instruction</p> <p>Extra Time Modified Cornell Notes Templates Individualized Instruction</p>

Materials Used	Monday	Tuesday	Wednesday	Thursday	Friday
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ELA/ Reading/Writing	Cornell Notes Templates Sample Texts or Passages Graphic Organizers Note-Taking Tools (pens, pencils, highlighters, colored markers) Self-Assessment Rubrics Digital Devices (optional) Sample Cornell Notes Instructional Handouts Peer Review Checklists (optional) Reflection Prompts Classroom Projector or Smartboard (optional) Timer	Cornell Notes Templates Sample Texts or Passages Graphic Organizers Note-Taking Tools (pens, pencils, highlighters, colored markers) Self-Assessment Rubrics Digital Devices (optional) Sample Cornell Notes Instructional Handouts Peer Review Checklists (optional) Reflection Prompts Classroom Projector or Smartboard (optional) Timer	Cornell Notes Templates Sample Texts or Passages Graphic Organizers Note-Taking Tools (pens, pencils, highlighters, colored markers) Self-Assessment Rubrics Digital Devices (optional) Sample Cornell Notes Instructional Handouts Peer Review Checklists (optional) Reflection Prompts Classroom Projector or Smartboard (optional) Timer	Cornell Notes Templates Sample Texts or Passages Graphic Organizers Note-Taking Tools (pens, pencils, highlighters, colored markers) Self-Assessment Rubrics Digital Devices (optional) Sample Cornell Notes Instructional Handouts Peer Review Checklists (optional) Reflection Prompts Classroom Projector or Smartboard (optional) Timer	Cornell Notes Templates Sample Texts or Passages Graphic Organizers Note-Taking Tools (pens, pencils, highlighters, colored markers) Self-Assessment Rubrics Digital Devices (optional) Sample Cornell Notes Instructional Handouts Peer Review Checklists (optional) Reflection Prompts Classroom Projector or Smartboard (optional) Timer
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