

Content Inventions | Teaching Channel
Common Core ELA MS Strategies – Be Sure To

TIMECODE	SOT	NOTES / TEXT ON SCREEN
		TEXT: Strategies: Be Sure To
00:00:04	JULIE MANLEY: One of the last steps I always like to ask students to perform is some sort of reflection.	TEXT: Julie Manley 8 th Grade ELA Teacher Chinook Middle School, Bellevue, WA
00:00:11	JULIE MANLEY: I want you to be able to think of some be sure to's.	
00:00:13	JULIE MANLEY: I like to ask my students to think about a be sure to and often craft their own be sure to statement. And this requires them to perhaps pull one aspect of a rubric or a task that I'm asking them to do and articulate what that task should be.	
00:00:30	JULIE MANLEY: Now that you've just read this model essay, what should we be sure to do or not do? We can even think about it like that, and that will help you write your outline as homework.	
00:00:40	JULIE MANLEY: So, when students write I will be sure to, it's somewhat like a goal statement and it's somewhat like an action item for them to be able to perform the next day or in the future.	
00:00:50	JULIE MANLEY: Mary, a do or a don't do?	
00:00:53	MARY: I think it's really important to use appeals.	
00:00:56	BOY: From paragraph three, like, the person, like, repeat himself and stuff. So, we shouldn't do that. Like, don't bore...	
00:01:02	JULIE MANLEY: In crafting a be sure to statement, students can focus in on what action item they will perform and that they will actually apply.	
00:01:12	: What are you going to now be sure to do during your speech based on what you saw?	
00:01:17	BOY: I said loud voices and not shake when you're presenting.	
00:01:23	JULIE MANLEY: This allowed students to both think about what they saw today and then use that observation in planning for the future.	
		LOGO: Tch TeachingChannel