

ELA GUIDEBOOKS

made by teachers
FOR TEACHERS

ELA Guidebooks
Yesterday, Today, and Tomorrow
Supervisor/Principal Collaboration
January-February 2018

Objectives

- Understand the diverse learner guide and diverse learner support for guidebook lessons.
- Describe the available choices in format, supports, and professional development for ELA Guidebooks.
- Develop next steps for implementation of ELA Guidebooks.

Agenda

- Reflections on Guidebook Implementation
- Diverse Learners Support for ELA Guidebooks
- Next Steps

Reflections

ELA Goal: All students **read**, **understand**, and **express** their understanding of complex, grade level texts.

Reflections



Agenda

- Reflections on Guidebook Implementation
- Diverse Learners Support for ELA Guidebooks
- Next Steps

Diverse Learners Support

Two layers of support:

- Possible supports during the lesson
- Additional supports for diverse learners

Diverse Learners Support

Layer One: Possible Supports During the Lesson

- Review the before and after teaching notes on the handout.
 - What do you notice?
 - What is different about the AFTER notes from the BEFORE notes?
 - What do teachers need to know about these updated notes?

Diverse Learners Support

Layer Two: Additional Supports for Diverse Learners

- Read the excerpt from “[The Challenge of Challenging Text.](#)”
- Share your thoughts with your partner.
 - What makes a text hard to read and understand?
 - What challenges will teachers likely face when supporting students?

Diverse Learners Support



Additional Supports for Diverse Learners
Section 1 of Grade 8 Flowers for Algernon
Text: "The Story of Prometheus" by James Baldwin

Read the [Diverse Learners Guide](#) to understand the process for supporting students. Use this document to identify supports to use with individual or a small group of students in addition to whole-class instruction.

BEFORE THE SECTION

Support for Foundational Skills

- Use related supports from the [Supports Flow Chart](#).

Support for Reading Fluency

- Direct students to [practice reading aloud words and phrases](#) with a partner. Words and phrases for this text: "ignorant," "intent," "spite," "distress," "set his heart," "sullenness," "buddh," "tyrant," "pitch," "dawdling," "hustled," "savage," "barking," "reap," "green," "forth," "humble," "pung," "haste," "blacksmith," "forge," "telling," "hidden," "casket," "geant," "foreboding."
- In advance of reading the text in class, give students the [audio recording](#) to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing:
 - "What is this text about?"
 - "What happens in this text?"
 - "What questions do you have?"
 - "What does this text make you wonder about?"
- Engage students with the fluency task in the [appendix](#).

Support for Knowledge Demands

- Have students watch a [brief history of the Titans](#). Explain that while Roman and Greek mythology have similar stories, the names of characters are often changed. So, in this case, Jupiter (Roman) is the same as Zeus (Greek). Prometheus shares the same name in Roman and Greek mythology.

DURING THE SECTION

Support for Knowledge Demands

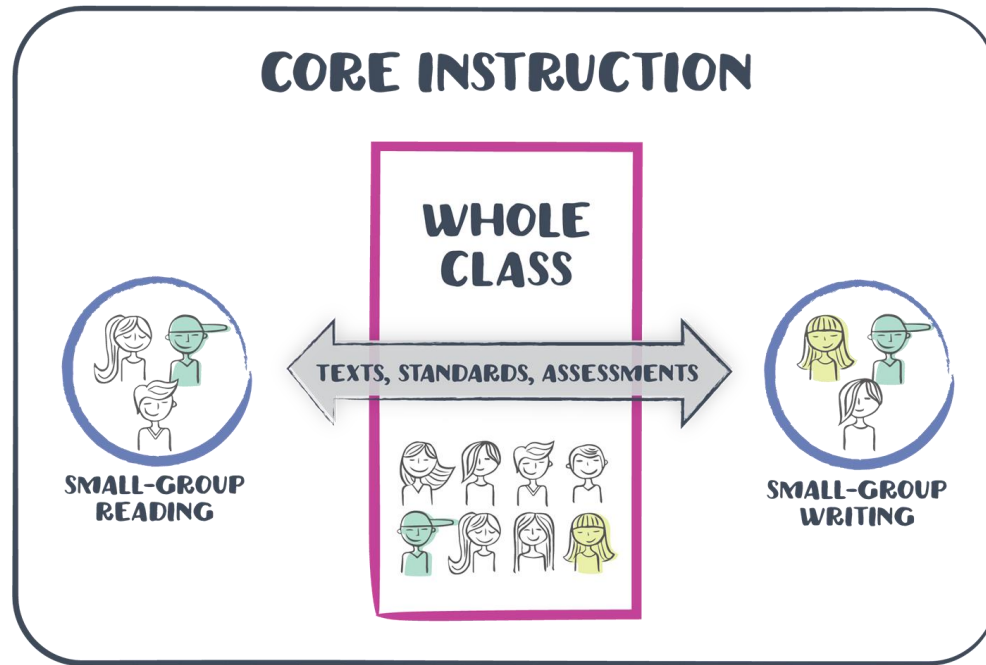
- With Lesson 1, have students watch the Set's Set the Context video, "[The Character of Prometheus](#)" and complete the associated handout.

Support for Language

- Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and examples/examples included in the [appendix](#).
 - "intent" and "set his heart"
 - "ignorant"
 - "spite"

- Supports:
 - Reading Foundational Skills (Decoding and Fluency)
 - Knowledge Demands
 - Language
 - Structure
 - Meaning
- [Supports Flow Chart](#)

Diverse Learners Support

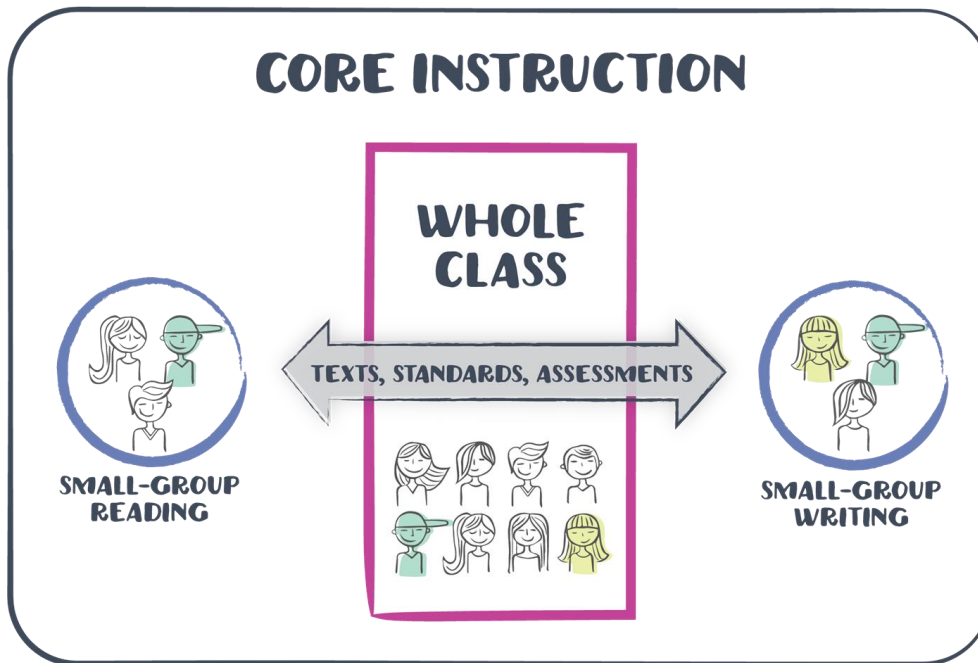


FOR STUDENTS WHO PERSISTENTLY STRUGGLE



- > INTENSIVE INTERVENTIONS FOR SMALL GROUPS OR INDIVIDUALS
- > POSSIBLE IDENTIFICATION FOR SERVICES

Diverse Learners Support



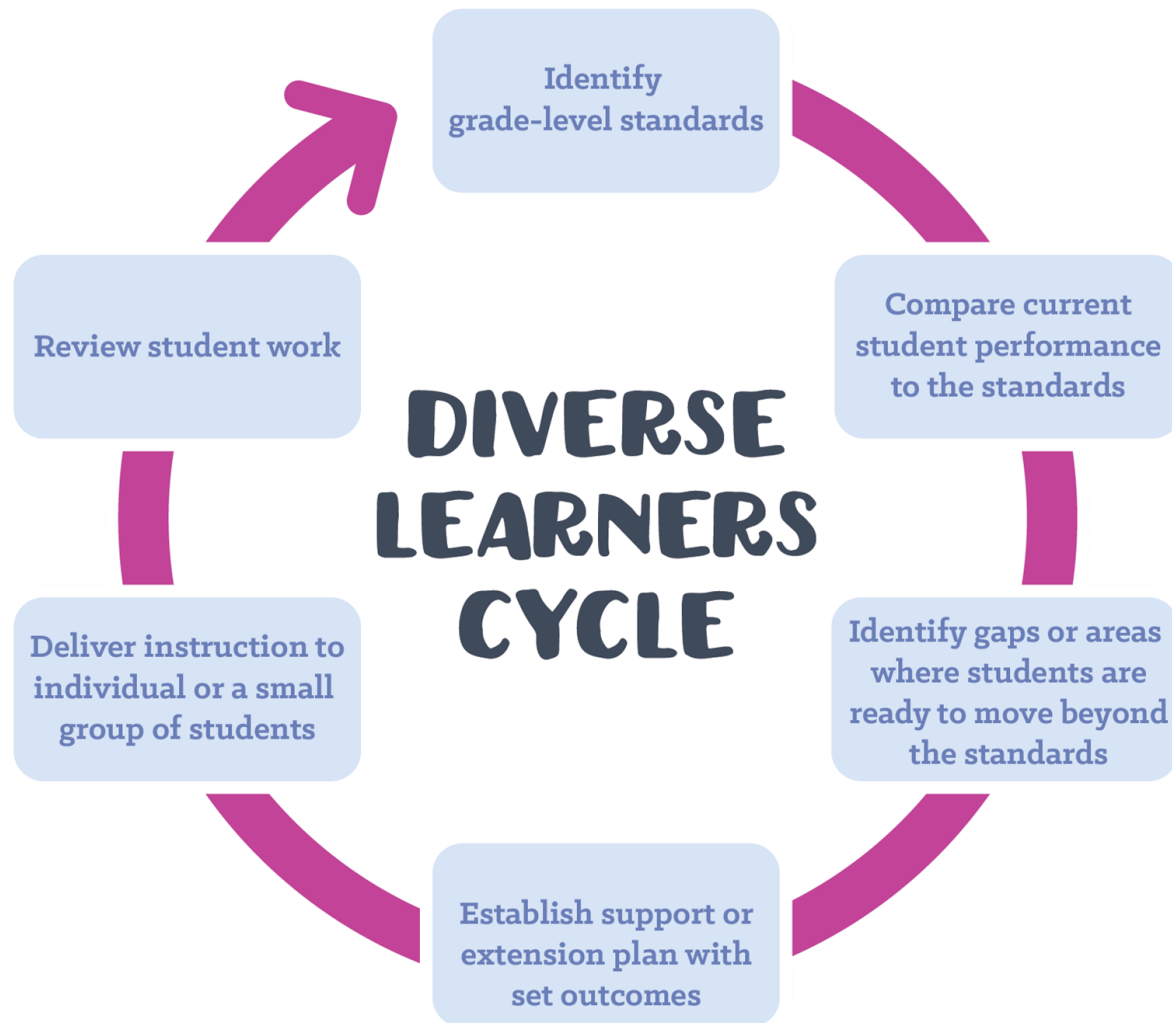
FOR STUDENTS WHO PERSISTENTLY STRUGGLE



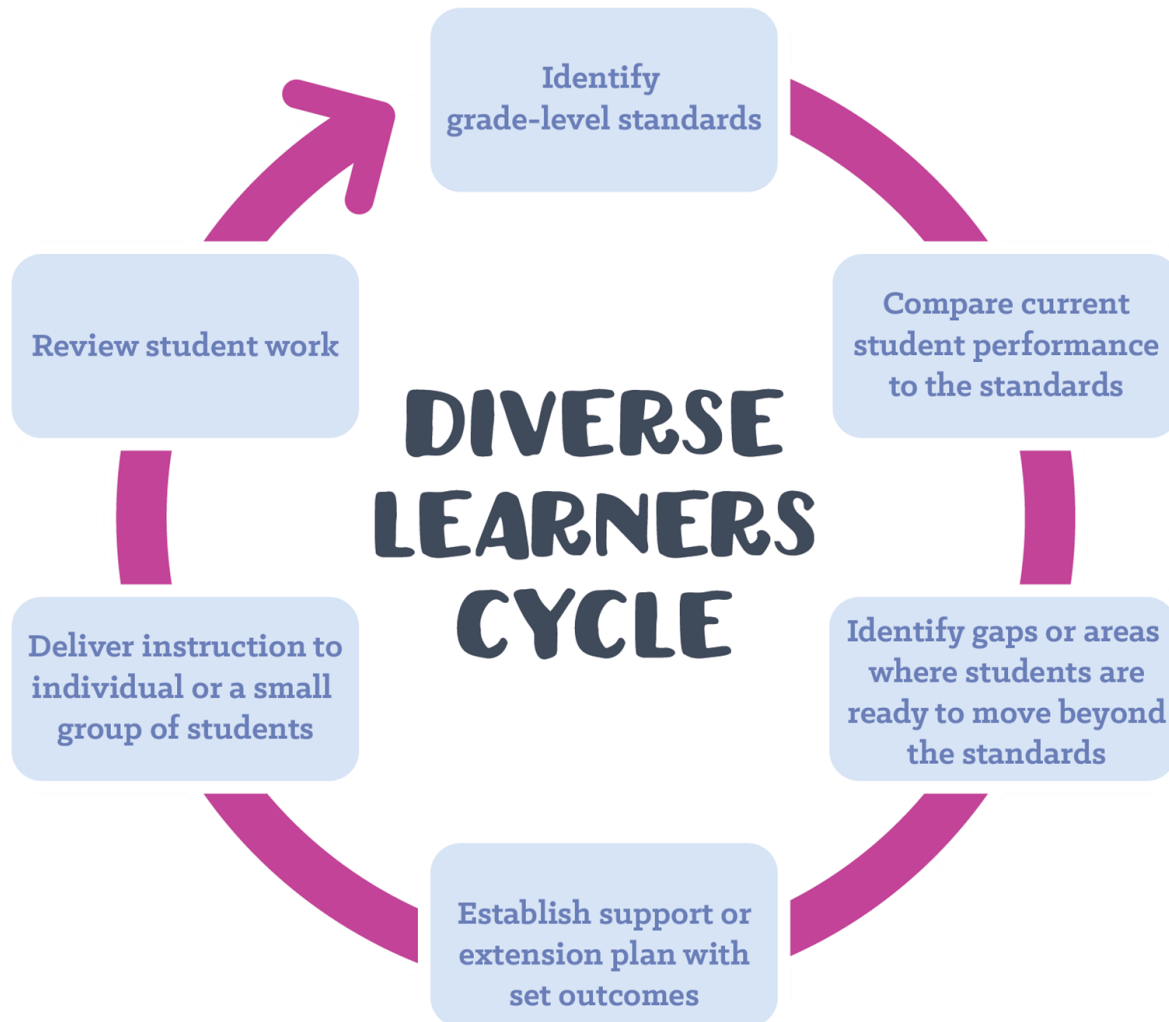
- > INTENSIVE INTERVENTIONS FOR SMALL GROUPS OR INDIVIDUALS
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- How do your schedules support this structure?
- How might your schedules need to be adjusted to support this structure?
- [Diverse Learners Guide](#)
- [Overview Guide](#)

Diverse Learners Support



Diverse Learners Support



- How are teachers getting information about student performance?
- How are teachers making decisions about supporting all of their students?

Reflections

- [Get Started page](#)
- What information do you need to bring back to your schools and teachers?
- What systems and/or policies might you need to evaluate and possibly adjust to ensure students are well supported? For example: schedules, assessments, data use

Agenda

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Next Steps

- **Grades 3-5:** Fall 2018 pilot with Spring 2019 release
- **Grades 6-8:** Piloting now with June 2018 release
- **High school:** Fall 2018 pilot with Spring 2020 release

- We will release additional information about how to access the supports in March 2018.
- We will offer teacher-facing sessions at the Teacher Leader Summit about the supports.