Louisiana Department of Education
Mentor Teacher Training

Module 7:
Delivering High-Quality, Standards-Aligned
ELA Instruction

Secondary ELA Cohort

Facilitated by Learning Forward

Mentor Training Goals

1. Build strong relationships with their new and resident teachers.
2. Use quantitative data (i.e. student achievement results from summative and formative assessments) and qualitative data (i.e. student work and feedback, classroom observations, peer and supervisor feedback) to identify and prioritize new and resident teacher's strengths and areas for growth based on teacher **certification competencies and performance expectations**.
3. Implement a continuum of support and coaching techniques to build new and resident teacher knowledge and skill in content and content-specific pedagogy and self-analysis and reflection skills.
   - Set short- and long-term professional growth goals based on student results.
   - Create a logical sequence of coaching opportunities to build new/resident teacher's skill over time to reach goals.
   - Identify and leverage high-quality, evidence-based resources to support new and resident teachers' specific needs.
   - Lead effective feedback/coaching conversations grounded in student evidence (includes difficult conversations).
   - Track new and resident teacher progress.
   - Model and facilitate resident self-reflection and improvement.
4. Deepen content knowledge and content-specific pedagogy to support continued development of teacher competencies in the respective content areas.
5. Assess and develop mentor competencies in their discipline to identify strengths and gaps and to develop areas of need. These assessments are based on competencies and student results.

Module 7 Outcomes

- Explain how the Reader's Circles in the Guidebooks help all students make meaning of complex text.
- Understand what a text-dependent question is and the criteria for what makes a strong text-dependent question.
- Identify characteristics of a high-quality classroom conversation.

Module 7 Key Points

- Mentors, to succeed in supporting resident development, have deep content knowledge and content-specific pedagogy.
- It is important to build students' knowledge through content-rich texts. This is addressed in the Guidebooks through a close reading cycle of inquiry.

Module 7 Agenda

8:30-12:00

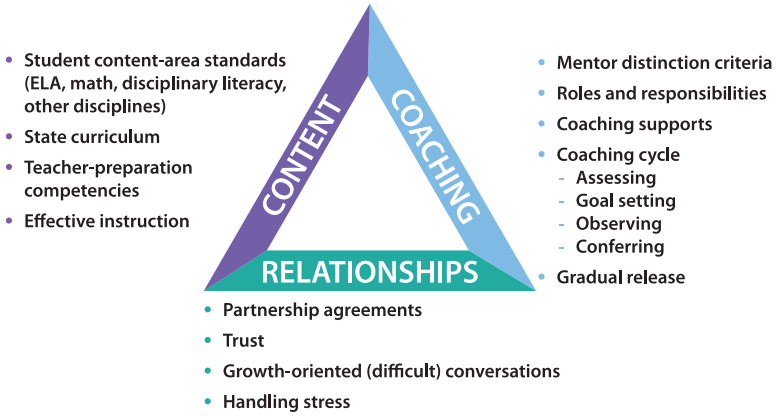
- Review and revisit Modules 5 & 6
- Reflection on assignments
- Defining close reading in the Guidebooks
- Rethinking the role of TDQ's

12:45-4:00

- Unpacking direct vocabulary Instruction in the Guidebooks
- Speaking and listening
- Review of objectives and key points
- Module 8 preview and wrap-up

Agreements

- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment and the use of personal technology



Reflections on Module 5-6 assignments

Partner task:
Share your case study and discuss your analysis of the teacher. (5 minutes per partner)

Table task:
Share your analysis of a professional learning experience. Note patterns across your team of standards present or absent in your individual experience. (10 minutes)

Note Catcher: Defining Close Reading in the Guidebooks

ELA Module 3, Session 2

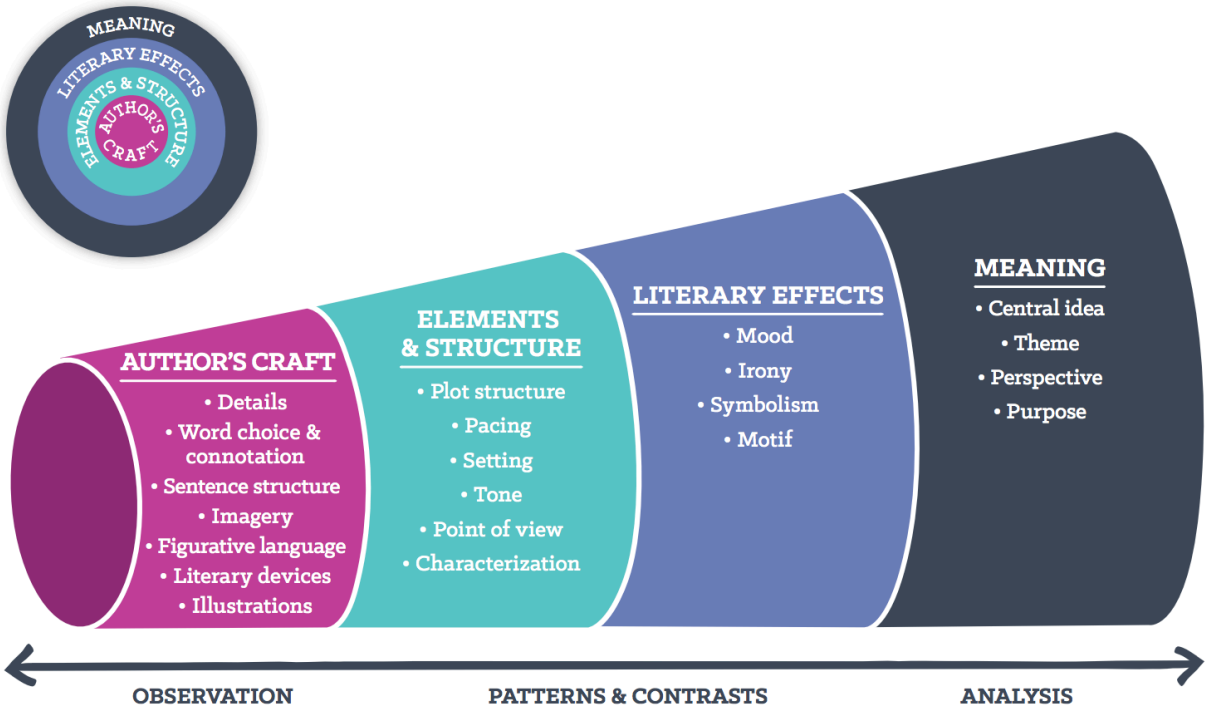
Grades 6-8

Do Now	
Text: Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.	**Questions:** 1. When and where does the poem take place? What evidence from the text makes you think so? 2. What tone does the poem have? What words and phrases in the text make you think so?
How do these text-based questions work together? **How does the second question build from the first one?**	

Session Objectives	Agenda
• Recognize the four circles of understanding within the Reader's Circles • Explore what the Reader's Circles can look like in the Guidebooks • Explain how the Reader's Circles in the Guidebooks helps all students make meaning of complex text	

Time	Task
5 min	Getting Started
35 min	Examining Reader's Circles in "The Story of Prometheus"
15 min	Analyzing Reader's Circles with the Anchor Text "Flowers for Algernon"
5 min	Reflect & Wrap Up

Reader's Circles



How would you describe Reader's Circles?

The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn[2] was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

“If they only had fire,” said Prometheus to himself, “they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.”

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

[1] Jupiter (Roman) is the same as Zeus (Greek).
[2] Saturn (Roman) is the same as Cronus (Greek).

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith[3] which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling[4] of the sun in the far east.

"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly. Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,[5] and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into

[3] pith: soft, spongy tissue inside a plant
[4] dwelling: home, place to live or stay
[5] plow and sow and reap: farm

shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

"A new Golden Age shall come, brighter and better by far than the old!" (15)

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

"What! that young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith[6] Vulcan, whose forge[7] was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;[8] and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

[6] blacksmith: a person who makes objects out of metal
[7] forge: open fire oven for making objects that require heat to be formed, like metal
[8] bidden: told

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife." (25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,[9] which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them. "Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know." (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange

[9] casket: a small box for holding valuable objects

creatures with death-like faces and gaunt[10] and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

[10] gaunt: skinny from starving

The Story of Prometheus: Discussion Questions	
Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?	
What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?	
How are humans influenced by Prometheus' decision to defy Jupiter?	

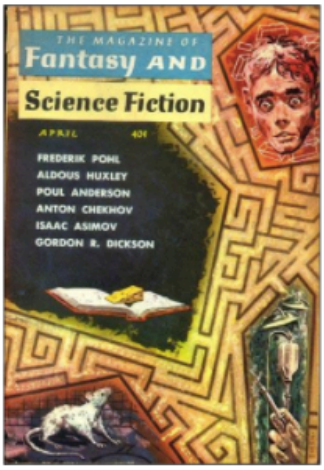
The Story of Prometheus: Discussion Questions (continued)	
What is Jupiter's punishment for man?	
What does it symbolize?	
Use evidence from the text to support your thinking for both questions!	

Analyze this quote: "It is best for humans to be poor and ignorant, so that we Mighty Ones may thrive and be happy."	
Discuss: The gods are repeatedly referred to as the "Mighty Ones." Based on this quotation, are the gods truly mighty? Why or why not?	

Lesson Samples: Exploring the Reader's Circles in the Guidebooks
ELA Module 3, Session 2
Grades 6-8

Flowers for Algernon: Excerpt from Lesson 4
"Character Analysis in *Flowers for Algernon*"

Let's Prepare!



Today we will:

- Read Progress Reports 1-3 of "Flowers for Algernon" by Daniel Keyes.
- Analyze Charlie's character based on the content and structure of the text.

Lesson 4, continued

Let's Read!

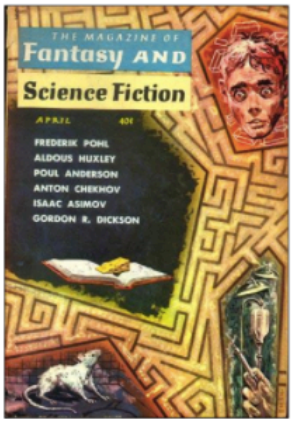
- Listen as I read aloud Progress Reports 1-3 of "Flowers for Algernon" by Daniel Keyes.
- Follow along with your copy of the text.
- As I read, take notes about what you've learned about Charlie in each progress report, using the split-page notes handout.

Let's Express Our Understanding!

- Complete the summary portion of the split-page notes handout. Be sure to include:
  - Who is Charlie Gordon?
  - Identify 2-3 quotations which reveal aspects of Charlie's character and explain what they reveal.

Flowers for Algernon: Excerpt from Lesson 10
"How has Charlie changed?"

Let's Prepare!



Today we will:

- Read Progress Reports 4-8 of "Flowers for Algernon."
- Record details about Charlie's character before and after the surgery.

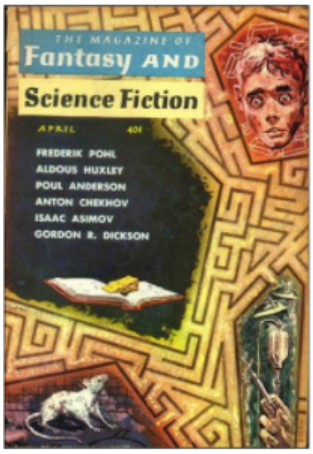
Let's Discuss!

How has Charlie changed?

How do the author's choices contribute to your understanding of these changes and their impact on Charlie?

Lesson 10, continued

Let's Read!



- Listen as I read aloud Progress Report 4 from "Flowers for Algernon" by Daniel Keyes.
- Follow along with your copy.
- As you listen, mark the different opinions each character presents about Charlie with a sticky note.
- On each sticky note, write the character's name and their claim about Charlie.

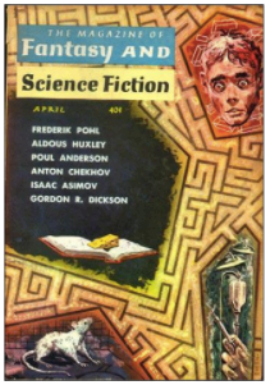
Let's Close!

In this lesson, you learned more about Charlie Gordon before and after the surgery.

You also analyzed how claims made by several characters in "Flowers for Algernon" reveal aspects of Charlie's character.

Flowers for Algernon: Excerpt from Lesson 11
"What is Intelligence?"

Let's Prepare!



Today we will:

- Investigate different theories of intelligence.
- Further develop a written response based on the exit ticket in the previous lesson.

Let's Read!

- Listen as I read aloud different theories of intelligence.
- As I read, take notes in your reading log.
  - Is *being smart* the same as *being intelligent*?
  - Does being "smart" make you a better person?

Lesson 11, continued

Let's Express Our Understanding!

- Revise your original response from your reading log using evidence from the texts and class discussions.
  - Select a quotation or describe an event from this section of "Flowers for Algernon" and argue how it shows what Charlie thinks, learns, or questions about intelligence.
- Write at least a paragraph on notebook paper to turn in.

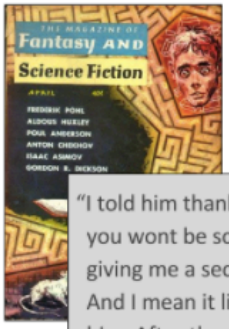
Let's Close!

In this lesson, you learned more about intelligence and Charlie's thoughts on "being smart."

You also practiced using information from multiple texts to support your claims in writing.

Flowers for Algernon: Excerpt from Lesson 12
"How structure impacts character and plot development"

Let's Prepare!



"I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard."

Today we will:

- Read Progress Report 9 from "Flowers for Algernon" by Daniel Keyes.
- Evaluate how the structure of the text impacts our understanding of Charlie.

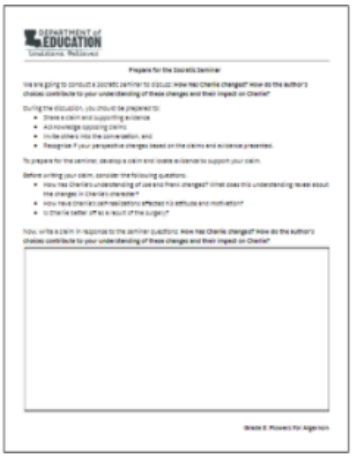
Let's Discuss!

progris riport 1--martch 5 1965
"He says its importint so they will see if they can use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my birthday. I have nuthing more to rite now so I will close for today."

PROGRESS REPORT 9 -- April 20
"I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time. I wasn't going to write about it, but I guess I got to, because it's important. Today was the first time I ever stayed home from work."

Lesson 12, continued

Let's Express Our Understanding!



How has Charlie changed?

How do the author's choices contribute to your understanding of these changes and their impact on Charlie?

Let's Close!

In this lesson, you learned more about Charlie and how his growing intelligence is affecting him.

You also learned how the language and structure of a text is important for developing characters.

Flowers for Algernon: Excerpt from Lesson 13
"Impact of Irony on Character Development"

Let's Prepare!

Today we will:

- Reread Progress Report 9 from "Flowers for Algernon" by Daniel Keyes.
- Evaluate how irony impacts our understanding of Charlie Gordon and the events of the story.

Lesson 13, continued

Let's Express Our Understanding!

- Reread Progress Report 9 independently.
- As you read, locate examples of irony to include on the irony tracker.
- Complete a row on the irony tracker for each example located.

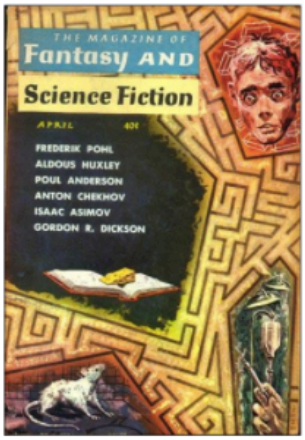
Let's Close!

In this lesson, you learned more about Charlie and how his growing intelligence is affecting him.

You also learned how differences in point of view create irony and impact how the reader understands characters and events in a text.

Flowers for Algernon: Excerpt from Lesson 15
"Analyze character development and irony in Flowers for Algernon"

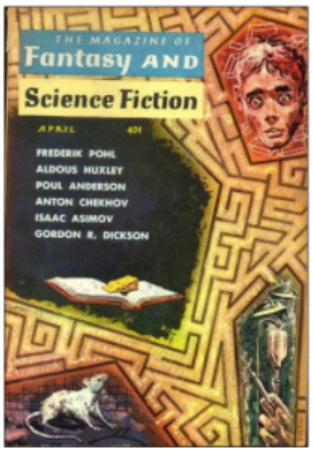
Let's Prepare!



Today we will:

- Read April 21-28 (Progress Report 10) and April 30-May 18 (Progress Report 11) from "Flowers for Algernon" by Daniel Keyes.
- Continue completing the before/after surgery chart and the irony tracker.

Let's Read!



- Read April 21-May 18 of Progress Reports 10 and 11 from "Flowers for Algernon."
- As you read, continue completing the before/after surgery chart and irony tracker.

Lesson 15, continued

Let's Express Our Understanding!

- In your reading log, write an answer to the question.
  - Charlie wants nothing more than to be "normal" and accepted by others. Given his desire, what is ironic about his statements in these entries? Include evidence from the text to support your answer.

Let's Close!

In this lesson, you learned more about the results of Charlie's surgery.

You also analyzed how irony impacts the reader and contributes to the development of events and characters in a text.

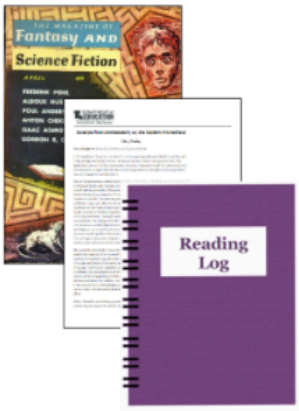
Flowers for Algernon: Excerpt from Lesson 23
"Finish Reading Flowers for Algernon"

Let's Prepare!

Today we will:

- Finish reading "Flowers for Algernon."
- Complete our before/after surgery chart.

Let's Express Our Understanding!



- In your reading log, answer both of the following questions. Use textual evidence to support your response.
  - How does Charlie change in the progress reports from May 23-July 28?
  - Is Charlie better off as a result of the surgery?

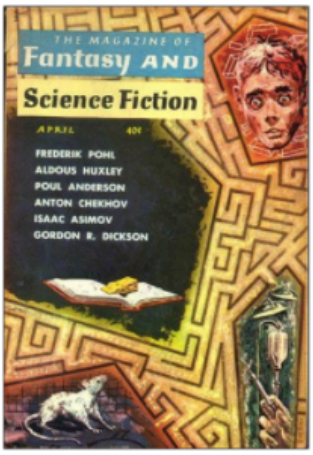
Let's Close!

In this lesson, you learned what happens to Charlie in "Flowers for Algernon."

You also learned how changes in characters impacts the reader and develops meaning in a text.

Flowers for Algernon: Excerpt from Lesson 24
"Understand a theme in Flowers for Algernon"

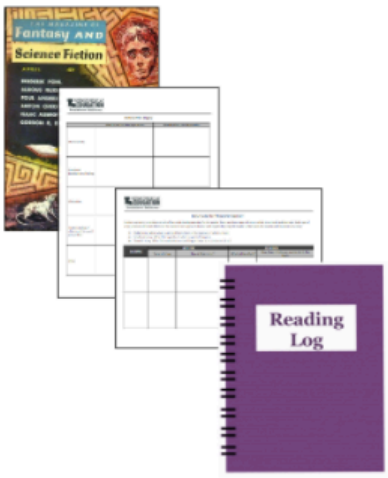
Let's Prepare!



Today we will:

- Determine a theme of "Flowers for Algernon."
- Analyze how the theme is developed through the characters, structure, and plot.

Let's Read!



- With a partner, review the text and your notes taken throughout the unit.
- Write a summary of the events of "Flowers for Algernon" in your reading log.
- Underneath the summary, create a list of the ideas/topics discussed in the text.

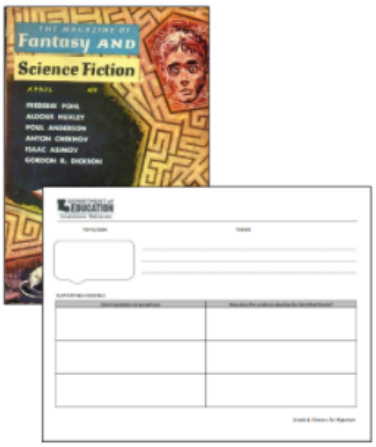
Lesson 24, continued

Let's Discuss!

- Review the list you created of ideas/topics discussed in "Flowers for Algernon."

- Select a topic/idea and write it on the theme handout.
- What does "Flowers for Algernon" teach you about that topic/idea? Write a theme statement.

Let's Express Our Understanding!



- Locate relevant evidence from "Flowers for Algernon" which develops your identified theme.
- On the theme handout, write the evidence and then explain how it develops your identified theme.

Capture Your Learning	
Question	**Response**
What are the Reader's Circles and how do they live in the Guidebooks?	
How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?	

Note Catcher: Re-Thinking the Role of TDQs

ELA Module 3, Session 3

Grades 6-8

Do Now	
Text: Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.	**Questions:** 1. What tone does the poem have? 2. What words and phrases in the text make you think so?

Create an exemplar student response:

1.

2.

Session Objectives	Agenda
• Understand what a text-dependent question is and the criteria for what makes a strong text-dependent question • Understand the criteria for strong student responses to text-dependent questions • Use the Student Look-Fors and the student response criteria to distinguish between exemplar and non-exemplar student responses to text-dependent questions	

Time	Task
10 min	Getting Started
10 min	What makes a good TDQ?
15 min	Evaluating Student Responses
20 min	Crafting Exemplar Responses
5 min	Capture Your Learning

Criteria for a Strong TDQ
• Can only be answered by reading the text • Requires the reader to use evidence from the text to support their answer • Is worded in a way that is accessible to all students • Addresses important ideas, concepts, details, and structural elements in the text • Is aligned to grade-level standards

NON-Text-Dependent	Text-Dependent
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?
Why are the questions on the left non-examples and the questions on the right strong examples of TDQs?	

Compare Student Responses	
Example #1	**Example #2**
Jupiter refuses to give humans fire because he is afraid of losing control. He says to Prometheus "…if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom….It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy." This quote tells us that Jupiter realizes that knowledge means power and that he wants to keep the humans "ignorant" so that they don't become more powerful than us. It also reveals a lot about Jupiter's character and motivations. He looks out only for himself and wants to maintain complete control over the kingdom.	Jupiter refuses to give humans fire because he tells Prometheus not to give them fire. This tells us he is in charge of Prometheus. I think he doesn't want the humans to have fire because he doesn't want them to be warm. I think he could also be worried that they could set too many fires and damage the world, like when we see fires out of control on the news and they destroy buildings and forests. I think Jupiter is smart not to give them fire and this tells us he is careful.

Student Look Fors:

Why does Jupiter refuse to give humans fire?
What does this reveal about Jupiter's character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

- Students should understand that Jupiter doesn't want to give humans fire because he is worried about losing control. Students should explain that Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. While the humans are poor and ignorant, Jupiter and the Mighty Ones thrive and are happy. This reveals that Jupiter is worrisome and not overly confident. The Mighty Ones are also very lazy and are squandering everything. As a result, the world has turned into a terrible place for humans.

- Students can use the following quotations to support their responses:

  - "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

  - "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

Student Look Fors:

What motivates Prometheus to defy Jupiter?
What does this reveal about Prometheus' character?

- **Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):**
  - Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.
  - Students can use the following quotations to support their responses:
    - "While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before."
    - "He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"
    - "'If they only had fire,' said Prometheus to himself, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.'"
    - "'Mankind shall have fire in spite of the tyrant who sits on the mountaintop,' he said."

3 Criteria for Strong Student Responses

- Responds directly to the question asked with a valid assertion drawn from the text.
- Selects evidence provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion).
- Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion.

What motivates Prometheus to defy Jupiter?
What does this reveal about Prometheus' character?

Evaluate Student Responses	
Student Response	**Evaluate:** Does the response capture the key look fors? Does it meet the three criteria? Explain.
Prometheus gives fire to the humans, even though Jupiter forbid him to do it. He did this because he felt bad for the humans, who were cold and starving and miserable. He saw that they weren't as happy as they used to be and he wanted to make their lives better by giving them fire. This tells us that Prometheus is very opposite of Jupiter in that he cares about the people and thinks of others before just thinking of himself.	☐ Responds directly to the question asked with a valid assertion drawn from the text. ☐ Selects evidence provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). ☐ Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion. *Continued on next page*

Evaluate Student Responses	
Student Response	**Evaluate:** Does the response capture the key look fors? Does it meet the three criteria? Explain.
Prometheus defies Jupiter because he was deeply saddened by what he saw down on Earth and wanted to make life better for the humans. When he went down to spend time with the humans he noticed "…how very poor and wretched they are…shivering with cold." We know this made him sad because in the text it says "his heart was filled with sadness when he realized they were no longer happy." He thought that fire would make their lives better because they would no longer be cold and could also cook their food. Paragraph 4 sums up Prometheus's intentions and motivations by saying, "he was intent upon plans for making the world wiser and better than it had ever been before." This tells us a lot about Prometheus's character. Prometheus was not like the other Gods (or the Mighty Folk) because instead of just spending his time enjoying the good life up in the clouds, he was more concerned with making the world a better place.	☐ Responds directly to the question asked with a valid assertion drawn from the text. ☐ Selects evidence provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). ☐ Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion. *Continued on next page*

Evaluate Student Responses	
Student Response	**Evaluate:** Does the response capture the key look fors? Does it meet the three criteria? Explain.
Prometheus defies Jupiter because in the text it says "'If they only had fire, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."	☐ Responds directly to the question asked with a valid assertion drawn from the text. ☐ Selects evidence provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). ☐ Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion.
Prometheus defies Jupiter because he wants to take Jupiter's place as the king. Prometheus didn't like the way Jupiter was ruling and thought he could do a better job ruling the Earth. The only way to take over is to defy him and to get the people to follow him instead. That is Prometheus's motivation and it tells us that he is brave and strong like a leader, but also maybe a little bit greedy because he wants to be the ruler. And in the text it says "he went boldly to Jupiter." And that's why he is brave.	☐ Responds directly to the question asked with a valid assertion drawn from the text. ☐ Selects evidence provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). ☐ Is able to clearly articulate a relevant and valid connection between the evidence given and the assertion.

Capture Your Learning	
Question	**Response**
What is a text-dependent question?	
How do text-dependent questions and tasks support students in understanding complex texts?	
What are the criteria for a strong student response?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Unpack Direct Vocabulary Instruction in the Guidebooks

ELA Module 3, Session 4

Grades 6-8

Do Now
1. Read "The Story of Prometheus – Part II" (beginning on the next page). 2. Highlight vocabulary words you think may be important to teach within this text. 3. Be ready to explain: Which words did you highlight, and why?

Session Objectives	Agenda
• Explain what direct vocabulary instruction is • Apply a 5-step protocol for explicitly teaching vocabulary • Distinguish between words that require relatively more time and attention from those that require relatively less time and attention	

Time	Task
5 min	Getting Started
28 min	Direct Vocabulary Instruction Example and Practice
12 min	How to Determine Which Words Merit More Time and Attention
5 min	Reflect & Wrap Up

The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

"What! that young Titan!" he cried. "Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it."

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith[1] Vulcan, whose forge[2] was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;[3] and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

[1] blacksmith: a person who makes objects out of metal
[2] forge: open fire oven for making objects that require heat to be formed, like metal
[3] bidden: told

"Come now!" said Jupiter, "let us all give some goodly gift to this woman;" and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity. Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

"Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife." (25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,[4] which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

"They must be jewels," she said to herself; and then she thought of how they would add to her beauty if only she could wear them.

"Why did Jupiter give them to me if I should never use them, nor so much as look at them?" she asked.

[4] casket: a small box for holding valuable objects

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

"Why should I care for what Athena told me?" she said at last. "She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know." (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt[5] and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

This text is in the public domain.

[5] gaunt: skinny from starving

Convey/explain the meaning of the word "foreboding" using your own words and/or pictures.	
Make Connections: "Foreboding"	
1) Foreboding is to excitement as _____ is to _____.	**2) Foreboding** is to _____ as ecstatic is to happy.
Application: Generate a new sentence using the word foreboding.	

General Protocol for Explicitly Teaching Vocabulary

From the ELA Guidebooks 2.0 Vocabulary Guide

General Protocol for Explicitly Teaching Vocabulary[3]

1. **Presentation**: Present the word or phrase in context.
2. **Definition**: Guide students to use context clues, word parts (i.e., prefixes, root words, suffixes), or word relationships (e.g., synonyms, antonyms, etc.) to develop a student-friendly definition.
3. **Explanation**: Ask students to explain the word or phrase orally or in writing with words and/or pictures.
4. **Connections**: Help students make connections. For example:
   a. Have students classify or compare the new word and phrase with other known words (e.g., identify synonyms or **word families** or write analogies).
   b. Show a short video that illustrates a real-life context.
   c. For English language learners, connect the word to the home language or identify **cognates**.
5. **Application**: Direct students to use the word or phrase in new contexts. For example:
   a. Ask students to answer questions about the text that require them to use the word or phrase.
   b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

What specific actions did we take to address the steps outlined in this process?

Let's Practice! "distress"		
Step	**Question/Task**	**Exemplar Student Response**
Step 1: Presentation		
Step 2: Definition		
Step 3: Explanation		

Let's Practice! "distress"		
Step	**Question/Task**	**Exemplar Student Response**
Step 4: Connections		
Step 5: Application		

Excerpt from "Which Words Do I Teach and How?"

By David Liben

Teaching words in context and developing students' ability to learn word meaning from context is a rich, essential part of vocabulary instruction. However, choosing the words to spend time on in the context of a complex text—how to sift and winnow those words judiciously and effectively—can be a struggle for teachers. Hiebert (2009) describes three general criteria for determining which words to choose for intensive teaching: 1) words needed to fully comprehend the text, 2) words likely to appear in future texts from any discipline, and 3) words that are part of a word family or semantic network. These criteria serve as useful guideposts, but truly knowing when to stop and teach in context, when to prepare students in advance, and when to teach words more intensively is challenging for even the most seasoned educators. In preparing a text for instruction, teachers frequently find themselves asking, "Which words do I teach, and how much time do I give to this?"

Words that can be quickly explained should be explained in the moment of encounter. This often includes concrete words, words with single meanings, and words reflecting meaning or shades of meaning that are part of the students' experiences. The explanation will enhance and not impede comprehension because it was swift and unobtrusive (Biemiller 2010). Words that need more explanation will ideally be taught in context, and then reinforced after, as these explanations will be more elaborate and time-consuming (Beck McKeown and Kucan 2007, Biemiller 2007). This includes words that are abstract, words with multiple related meanings, and words reflecting meanings or shades of meaning that are likely not part of the students' experience.

Article Source: Liben, D. (2013, Winter). Which Words Do I Teach and How? Retrieved from https://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf

Revisit the words you identified in the Do Now ("The Story of Prometheus II").	
Identify a word that merits LESS time	**Identify a word that merits MORE time**
Explain your rationale.	*Explain your rationale.*

Capture Your Learning	
Question	**Response**
What is direct vocabulary instruction and what does it look like?	
Name and explain each of the 5 steps outlined in the General Protocol for Explicitly Teaching Vocabulary.	
How do you distinguish between words to spend more or less time on?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Speaking and Listening

ELA Module 3, Session 5

Grades 6-8

Do Now
Think about text-based discussions your students have engaged in this year. • What makes a discussion successful? • What makes a discussion unsuccessful?

Session Objectives	Agenda
• Identify characteristics of a high quality classroom conversation • Describe five steps in preparing for classroom conversations that are productive • Explain how effectively planning classroom conversations can increase your students' understanding of a text, as well as their ability to communicate that understanding	

Time	Task
5 min	Getting Started
10 min	Classroom Conversation Case Study
40 min	Preparing for Classroom Conversations
5 min	Capture Your Learning

Case Study: Prometheus Conversation

The following transcript is an excerpt of an 8th grade classroom conversation as part of the Flowers for Algernon unit. In lessons 1-3, students closely read "Prometheus" by James Baldwin. Below is a transcript of the beginning of a discussion that centers on analyzing the main characters in order to better understand the theme of the text.

Teacher: Over the last two days we've been working with the myths of Prometheus and Pandora. We've read the text several times, written summaries and analyzed the author's word choice by determining how it impacts the tone and meaning of the text. Today, we're going to dive even deeper into the meaning of the text by looking closely at the main characters. Does everyone have a copy of Prometheus out to refer to?

Students take out copies of the text.

Teacher: So, let's quickly review. Who can summarize Part I of the myth?

A student responds with a brief accurate summary.

Teacher: How about Part II, where we meet Pandora?

Another student responds with a brief accurate summary.

Teacher: Okay, here's our first discussion question: Why does Jupiter refuse to give humans fire? Take a minute to think, look back at your text, and then we'll share ideas. *(teacher waits until most students seem ready to proceed)* Jasmine?

Jasmine: I think Jupiter doesn't want to give them fire because he's scared.

Teacher: So you think that Jupiter is afraid of what might happen if humans get fire. Can anyone add to Jasmine's idea?

Brian: Yes, I can. Jupiter thinks that if the humans get fire, they won't be so miserable. As long as the people are cold and hungry, Jupiter knows he can stay in control. So, he's scared that if the humans get fire, he won't be "mighty" anymore.

Teacher: That's a very interesting idea, Brian, what evidence do you have to support it?

Brian: Well, it says here on page 2: "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

Teacher: So, Jupiter says it is best "It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy" Everyone, take a minute and underline that line in the text-it's at the top of page 2.

Students underline

Teacher: Now I'm going to ask you to have a short conversation with your elbow partner. What do you think the quote we underlined reveals about Jupiter's character?

Students discuss for two minutes.

Teacher: Okay, let's hear from April and Joshua. What's does Jupiter's refusal to give humans fire reveal about his character?

April: Well, we think it shows that he's worried and not very confident.

Teacher: Joshua, can you say more about that?

Joshua: Well, if he really believed he was so mighty, he wouldn't care if the humans were warm and safe and had food. He must be afraid that he will lose his power.

Teacher: Let's hear from some other groups. Does anyone have a different idea about what the quote we underlined reveals about Jupiter's character? I'll record our ideas on this chart.

Other groups share ideas.

Teacher: It seems like you have done some really good thinking about why Jupiter might not want humans to have power and what this reveals about his character. Now we're going to do some similar thinking about another main character in the myth, Prometheus. I'm going to ask you to get into your 4-person small groups for this discussion. Remember, you'll need to re-arrange your desks a bit for the 4-person format.

Students move into 4-person groups. The teacher writes 2 new questions on the board.

Teacher: Before we begin, let's take our conversation stems to help us prepare for this discussion.

Students take out Conversation Stems

Teacher: Remember, we have been working on elaborating on other's ideas. Which conversation stems on your sheet might help you to build off or add on to what your classmates are saying?

Malik: This one: "Adding to what you said,…"

Trinity: Here's another one; "I agree, and I want to add that..."

Teacher: Excellent. I'd like everyone to put a check mark next to those two and try to use at least one of them in your conversation today.

Students put check marks next to those two Conversation Stems.

Teacher: Okay, be sure to review our conversation norms before discussing the next two questions written here on the board, "What motivates Prometheus to defy Jupiter?" and "What does this reveal about Prometheus' character?' When you've finished discussing, please respond in writing, to the first two questions on the Discussion Question sheet I gave you earlier.

CONVERSATIONS

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. Whether listening to texts read aloud, engaging in conversations with peers or the teacher, or delivering a formal presentation, oral language plays a critical role in the development of this goal. Across grades K-12, the standards for speaking and listening ask students to have a variety of productive conversations in different groupings with diverse partners (SL.1), listen actively to develop understanding of a text, topic, or idea (SL.2 and SL.3), present their evidence-based ideas formally to various audiences (SL.4), and use visuals and language during collaboration that are appropriate to the task (SL.5 and SL.6).

The English Language Arts Guidebooks 2.0 lessons provide multiple opportunities for students to develop their oral language ability and to engage in productive conversations. Productive conversations allow students to express their ideas through writing or speaking, listen carefully and understand the ideas presented in writing or speaking, provide evidence to support their claims, and establish new ways of thinking by elaborating on or challenging the thoughts of others.[1]

What does a productive conversation look like? Academic Discussions: Analyzing Complex Texts

The following steps help teachers to prepare for classroom conversations that are productive.

STEP ONE: Ensure you have a deep understanding of the text or topic under discussion and student look-fors.

Prior to engaging in the unit, read all the texts in the unit and review the unit assessments. Doing this will better equip you to focus on and pull out the big ideas of each text so that student conversations focus on what is most important for students to understand. Prior to engaging in a particular conversation, review the student look-fors provided in the Teaching Notes. These are exemplar responses aligned to the grade-level standards. They capture the thinking students should be expressing during the conversation.

Materials

- Access the Text Access page from the unit page to locate all the texts in the unit.
- Access the Assessment Overview page from the unit page to locate the prompts for the end of unit assessments.
- Use the **unit road map** to capture your thinking from the text and assessment review.

STEP TWO: Create an environment which supports all students in engaging in productive conversations.

During the unit, prioritize classroom conversations. This means setting up an environment in which all student ideas are valued and heard and carving out time for classroom conversations. Students must feel safe both to share their ideas at the risk of being wrong and to revise their thinking based on the ideas of others. This also means that lessons might take longer than indicated. The suggested pacing is a guide, not a mandate. If the suggested pacing for a slide is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of 90-minute lesson) should be considered when determining lesson timing.

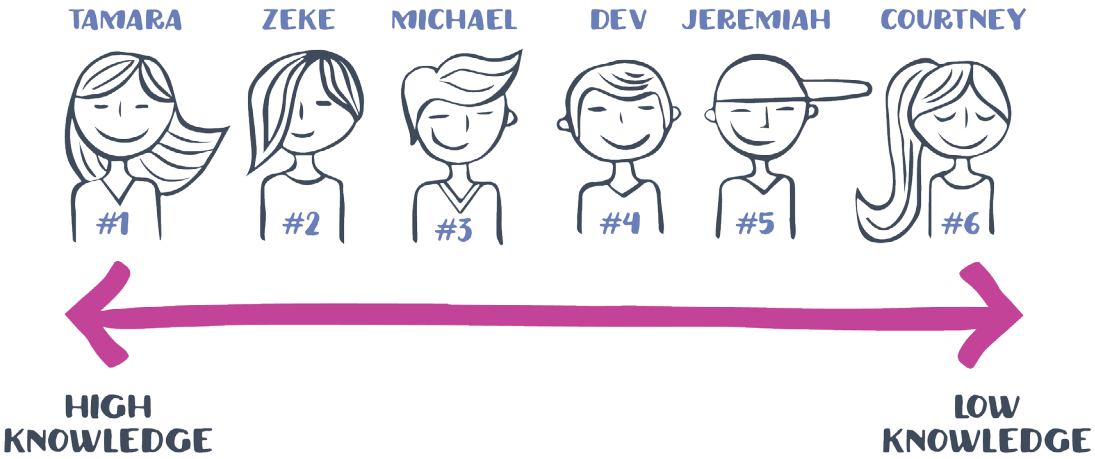
Throughout the guidebook lessons, it says, "Divide the class into pairs/groups using an established classroom routine." Be sure to structure student groups in different configurations purposefully throughout the units. There are many factors to consider when pairing/grouping students, such as content knowledge, social skill levels, and language proficiency. Student grouping needs to be varied and groups should sometimes be self-selected based on common interests.

Homogenous groups or same-ability groups work well for specific tasks like problem solving. For example, two students learning English as a new language might collaborate in their home language as they work on tasks to be completed in English. Heterogeneous groups or mixed-ability groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language abilities. For example, a cooperative learning experience might be one in which each team

1 Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from **https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf**

member is assigned a task based on his or her ability to accomplish and share with the rest of the team. When grouping students with different abilities, be sure that each student is held accountable for demonstrating understanding. For example, a student learning English as a new language can orally dictate a response while a student with higher English proficiency writes the response. Students canthen swap roles for the next task.

To form heterogeneous groups, start by identifying the task to be completed. Use that knowledge to determine which factor is most important for the success of the group work. For example, if the task is a debate, students' social skill levels might be more important for the success of the group work than content knowledge. Create a continuum from high-to-low for the selected factor. For each class of students, place the names in order on the continuum. Then, number the names. Start grouping students so that the ability levels are more closely matched. For example, out of a class of 24 students, place student #1 with student number #13, student number #2 with student number #14, and so on.



Once all students have been matched, look at the groups and consider other factors. For example, placing an extremely extroverted student with an extremely introverted student may not be a very productive grouping even if they are more closely matched in content knowledge. If you have English language learners in your classroom, also consider students' language proficiency when forming pairs and groups. Similar to the numbering system above, students with high language proficiency are best paired with students with intermediate language proficiency and students with low language proficiency also pair well with students with intermediate language proficiency. Balance any mismatched pairing/groups.

Materials

- **Example** of how to structure an environment for conversations

STEP THREE: Establish consistent norms and procedures for conversations.

Part of establishing a safe environment for student conversations is establishing agreed-upon norms and procedures for classroom conversations at the beginning of the school year that will apply every time there is a conversation. These norms and procedures should be presented, discussed, and modeled with students to ensure there is agreement. These norms and procedures should also be posted in the classroom or provided to students.

Sample norms and procedures:

- I will be listening for both what you say (knowledge/content) and how you say it (skills/behaviors).
- Each member in a pair/group is held accountable for contributing to the group (e.g., one student writes a response while another student revises and edits the response, or each group member completes and shares an individual task (assigned based on individual levels of language proficiency) with the team).
- Every conversation will begin with setting a goal for the conversation and end with a reflection on our success in meeting that goal.

As students engage in conversations throughout the year, provide feedback on the extent to which they uphold the norms and follow the procedures. As needed, provide explicit instruction on norms or procedures that need improvement. For example, if most students are having difficulty using academic language in their conversations, script what students say during a conversation and share the script with the class. Discuss ways to improve future conversations using the conversation stems or provide sentence frames/models of turn-taking to guide student conversations during group work.

Materials

- Example norms:
  - » http://www.lawanddemocracy.org/discussionnorms.htm
  - » http://www.edchange.org/multicultural/activities/groundrules.html
  - » http://www.litcircles.org/Discussion/teaching.html
  - » http://edprodevelopment.com/wp-content/uploads/conversation-norms.docx
- Establishing classroom norms:
  - » Participation Protocol for Academic Discussions
  - » Planning for Turn and Talk
  - » Implementing Turn and Talk
- Give students access to the conversation stems (example) and prompt them to use them during conversations.
- Prompt students to reflect on the success of their conversations through the discussion reflection.

STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

Prior to engaging in a conversation, identify the purpose of the conversation and its connection to the unit focus or the text under study. Identify the main conversation question as well as the guiding questions and prompts included in the Teaching Notes with the lesson. Review how these questions lead to the student look-fors in the Teaching Notes. Consider your students and adapt and/or add questions that will most directly lead to students providing responses similar to the student look-fors. During the conversation, explicitly state the purpose of the conversation for students and remind students of the conversation norms.

Materials

- Review the student look-fors in the Teaching Notes that go with the conversation. These provide content expectations for the conversation.

STEP FIVE: Guide conversations with "talk moves" to determine student understandings and misconceptions.

Engaging in productive classroom conversations can help students develop more complex thought and can reveal their misunderstandings. Use these conversations as an opportunity to keep track of and guide student learning. As students reveal their misunderstandings, it is important to help them revise their thinking. Having illogical conversations or conversations about inaccurate content could harm rather than support student learning.

As students engage in conversations, be sure to monitor what they are saying and how they are saying it.[2] If students are not providing responses similar to the student look-fors for the lesson, use "talk moves" to guide them to explain their reasoning, revise their responses, or think more deeply about the text or topic under discussion. Keep track of students' progress in conversations by tracking student responses and/or scripting conversations. Be sure to provide feedback to students as suggested in Step Three.

Materials

- Use a discussion tracker (example), provided in the Additional Materials for the lesson. Adapt the discussion tracker to include the specific expectations for your students.
- View this video of a teacher using a discussion tracker in the classroom.
- Read pages 13-20 of this article[3] about using talk moves in the classroom.
- Access teacher talk moves to guide students in more productive conversations.
- See the use of talk moves in action in an English language development classroom.

2 Students learning English as a new language should be encouraged to engage in conversations with imperfect language. Hold them accountable for what they are saying and support them in how they are saying it.

3 Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

Student Look Fors: Discussion Questions

Why does Jupiter refuse to give humans fire?
What does this reveal about Jupiter's character?

Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):

- Students should understand that Jupiter doesn't want to give humans fire because he is worried about losing control. Students should explain that Jupiter fears that humankind will gain knowledge and take over the Mighty Ones. While the humans are poor and ignorant, Jupiter and the Mighty Ones thrive and are happy. This reveals that Jupiter is worrisome and not overly confident. The Mighty Ones are also very lazy and are squandering everything. As a result, the world has turned into a terrible place for humans.

- Students can use the following quotations to support their responses:

  - "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

  - "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

What motivates Prometheus to defy Jupiter?
What does this reveal about Prometheus' character?

- **Student Look-Fors (from Grade 8: *Flowers for Algernon* Unit, Lesson 3):**

  - Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.

- Students can use the following quotations to support their responses:
    - "While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before."
    - "He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"
    - "'If they only had fire,' said Prometheus to himself, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.'"
    - "'Mankind shall have fire in spite of the tyrant who sits on the mountaintop,' he said."

Summarize: **What are the key understandings students should demonstrate in this conversation?**

Video Analysis	
What norms and procedures are evidence in this lesson?	How does the teacher hold students accountable to meeting these expectations?

Teacher Talk Moves[1]

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about ____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said ____.
- I heard you say ____. Is that correct?
- Put another way, you're saying ____.
- Say more about ____.
- I'm confused when you say ____. Say more about that.
- Give me an example.
- Who can rephrase what ____ said?

Goal Three: Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard ____(summarize the conversation so far)____, what are you thinking? What are you still wondering about?

Wait time is useful for meeting each conversation goal. Allow enough time after asking a question for students to think through their responses and before responding to student responses to encourage students to add more information.

[1] Adapted from https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf.

Capture Your Learning	
Question	**Response**
Name and briefly explain the five steps to preparing for a productive classroom conversation.	
What are “talk moves?”	
Give an example of a talk move you could use in your classroom. What purpose does this talk move serve?	

Module 7 Review

In your team, review the outcomes (p. 2) for Module 7. Share how you anticipate applying what you learned as a mentor both in your own class and with your resident.

Exit slip

Use an index card on your table. Write a brief note.

- **3** points that are essential for mentors to remember about the content studied today
- **2** actions you will take as a mentor related to the content studied
- **1** question you have about your responsibilities as a mentor related to the content studied