

# Louisiana Believes

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## Supporting Students in English Language Arts (Part 2 of 3)

Supervisor Collaborations - January/ February 2019

# Objectives

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- Understand LDOE's beliefs and strategy for supporting students who persistently struggle
- Explore strategies specific to English Language Arts
- Determine next steps for schools

# Agenda

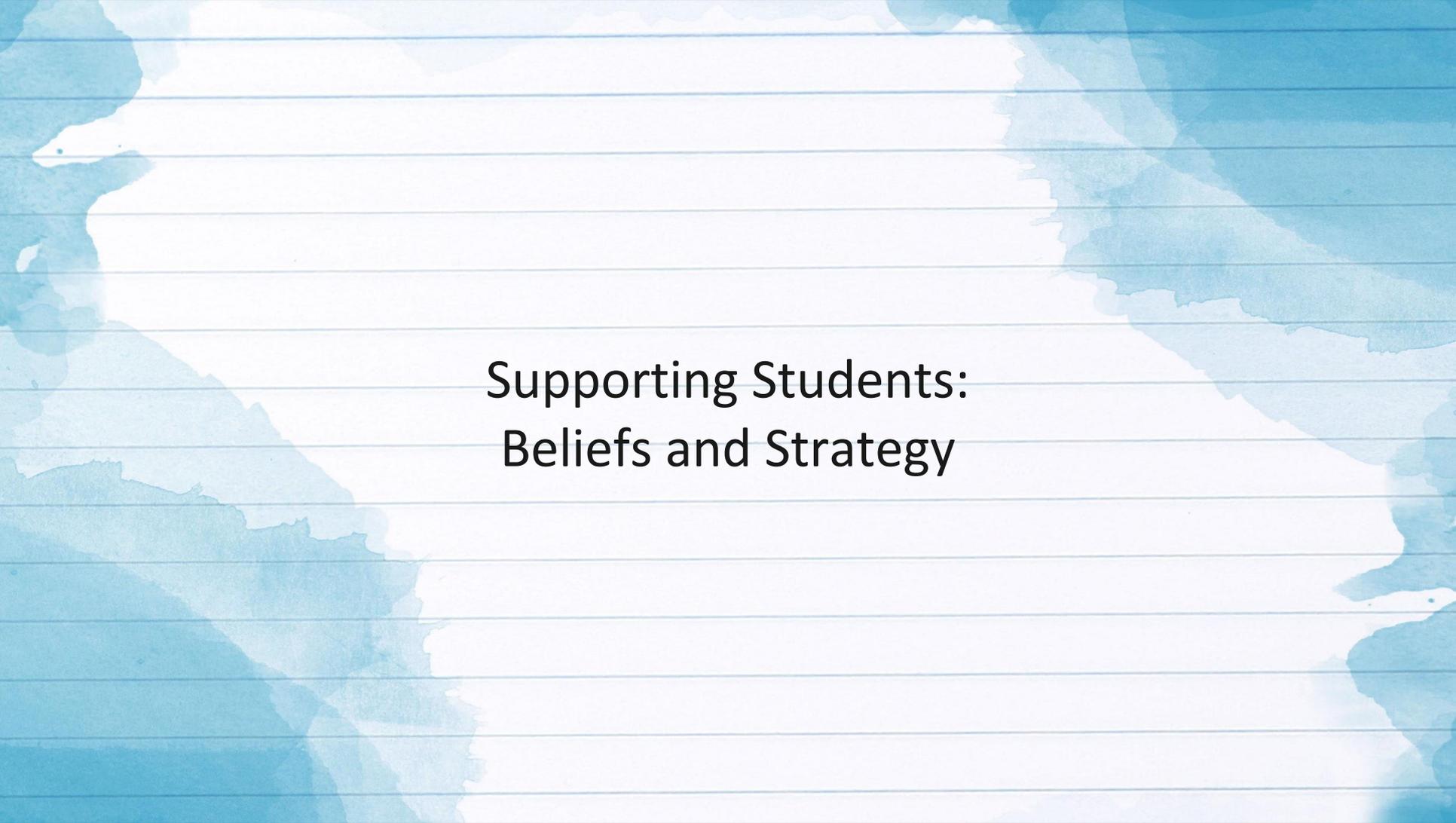
## Agenda

- Supporting Students: Beliefs and Strategy
- English Language Arts: Reading and Understanding Complex Texts
- Next Steps

# ELA Goal

All of Louisiana's students will be able to **read**, **understand**, and **express their understanding** of complex, grade-level texts.





# Supporting Students: Beliefs and Strategy

# Beliefs about Students

The Louisiana Department of Education believes that all students, including students with disabilities, English learners, and students who persistently struggle, can achieve grade-level standards.



# Strategy to Support Students

1. All students should access on-grade-level instruction every day through a high quality curriculum in the least restrictive environment.
2. Intervention should supplement instruction and accelerate student progress by preparing students for new learning.
  - a. With students who need additional support to achieve grade-level standards, teachers should employ the supports within the curriculum that scaffold learning during core instruction.
  - b. With students who persistently struggle, teachers should employ more intensive intervention; this should supplement, not replace, the high quality curriculum and embedded supports.
3. All teachers who support struggling learners, including but not limited to general education, special education, English learner, and intervention teachers, should be trained on the curriculum and should plan in a coordinated way to ensure all students are prepared for Tier 1 content during core instruction.



# Supporting Students in ELA

ELA instruction for students who struggle should help students access the Tier 1 curriculum content by focusing on the following:

1. **Read:** Build reading skills, such as reading fluency, with texts used in core instruction.
2. **Understand:** Build understanding by focusing on background knowledge and language that is directly connected to the texts used in core instruction.
3. **Express Understanding:** Build oral and written language skills to express understanding clearly and coherently.

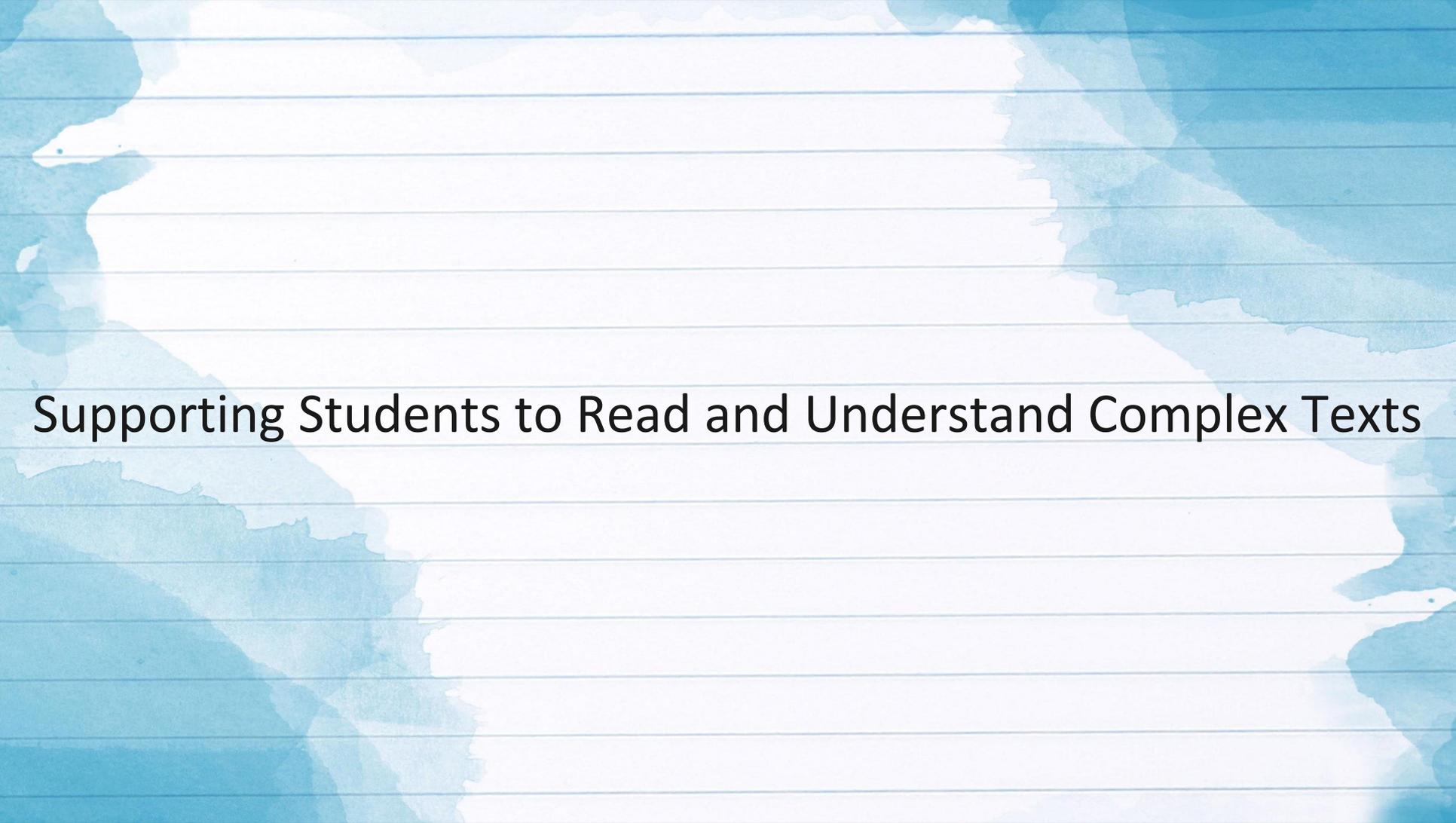


# 3 -5 and 6 - 8 ASDL Pilot Findings

Most teachers using the supports:

- use all of the supports.
- do not understand the connection between the daily lessons and the supports.
- do not understand how to select supports based on student needs.
- do not understand how to use text complexity as a predictor of students who might struggle.



The background features a white central area with horizontal blue lines, framed by irregular, watercolor-style splashes of light and dark blue. The text is centered horizontally across the white area.

Supporting Students to Read and Understand Complex Texts

# ELA Supports & Interventions Overview

Read	Understand	Express Understanding
Foundational skills	Background knowledge	Language skills
Fluency	Language sense (meaning)	



# Using Qualitative Text Analysis to Provide Support

1. Review the [Qualitative Measures rubric](#).
2. Read [“The Story of Prometheus: 1 How Fire was Given to Men”](#) from *Old Greek Stories*



# Using Qualitative Text Analysis to Provide Support

- Consider the questions:
  - What makes this text complex?
  - What supports can we provide students to help them access this text?

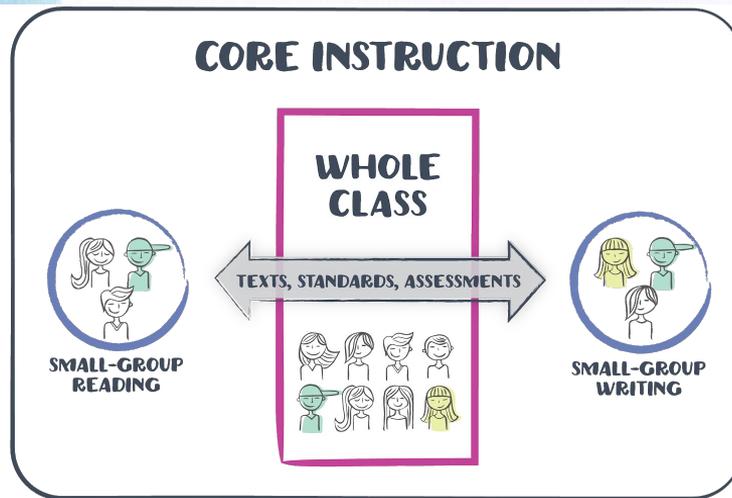
# Using Qualitative Text Analysis to Provide Support

How does this type of planning support students who struggle?

# Using Qualitative Text Analysis to Provide Support

How is this method of support similar to or different from what you currently see when you walk-through ELA classrooms?

# ELA Structure



## FOR STUDENTS WHO PERSISTENTLY STRUGGLE



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



## Reflection and Next Steps

# Reflection and Next Steps

## Reflect:

1. In what ways do your structures allow time for teachers to plan at this level?

## Next steps:

1. Join the March collaboration: Supporting Students Who Struggle in ELA (Part 3 of 3)
2. Register principals and teachers for the TL Summit to learn more about supporting diverse learners.

