Louisiana Department of Education
Mentor Teacher Training

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

Elementary 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

- Describe how the instructional shifts impact teaching and learning.
- Deepen understanding of Louisiana's ELA goal that all students will be able to read, understand, and express their understanding of complex texts.
- Understand the various components of literacy instruction and explain how these components work together to support the ELA goal.
- Explain the relationship between knowledge and reading comprehension.

Module 7 Key Points

- Mentors, to succeed in supporting resident development, have deep content knowledge and content-specific pedagogy.
- The Instructional Shifts describe the key shifts in practice (complexity, evidence, and knowledge) that are necessary to meet the Louisiana Student Standards and prepare students for college and career.
- The quality of a curriculum has a large impact on student learning. The ELA Guidebooks 2.0 provide high-quality instructional materials that reflect the three shifts, align to the Louisiana Student Standards, and help teachers drive students towards the ELA goal.

Module 7 Agenda

8:30-12:00

- Review and revisit Modules 5 &-8
- Reflection on assignments
- Two approaches to literacy instruction
- High-quality, standards-aligned ELA instruction

12:45-4:00

- Unpacking the ELA Guidebooks
- High-quality, standards-aligned ELA instruction

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 minu

Experiential #1: Pre-Shifts

Directions: As you read, make at least one meaningful connection (to self, text, or world).

The Story of Prometheus

Once upon a time, a long time ago, the gods ruled the people of the earth. For a while the people had been happy, but now they were not. Their lives were hard.

Jupiter was the head of the gods, and he was not happy with the people. He thought they complained a lot about their hard lives. He thought they did not respect the gods as they should.

One of the other gods was named Prometheus. Prometheus was different from Jupiter. He felt sorry for the people of the earth. He could see that they were very unhappy. “I will help these poor people,” said Prometheus to himself. “I will bring fire to these people, and this will make their lives better and happier.”

So, Prometheus stole some lightning from Jupiter and brought fire to the people. He was delighted to see that people’s lives got better. They could cook their food and keep warm in winter.

But, Jupiter was furious! He decided to punish Prometheus for stealing his lightning and bringing fire to the people of earth. Jupiter chained Prometheus to a huge rock. He sent an eagle to nibble at poor Prometheus. He sent ocean storms to wash up against Prometheus on the rock. Prometheus knew he had done the right thing by bringing fire to the people of the earth. But he had to suffer forever.

Comprehension Questions

Directions: Independently complete the questions. Remember to answer in complete sentences and to explain your thinking.

1. Why did Jupiter decide not to give fire to humans?

2. How did Jupiter punish Prometheus?

3. How would you have felt if you were Prometheus at the end of the story?

4. What do you think Prometheus will do next?

5. Whom do you like better, Prometheus or Jupiter?

Stop and Jot: Experiential #1 (Pre-shifts)	
What did you notice about this experience?	What did you wonder about this experience?

Experiential #2: Post-Shifts

Ancient Greek Myths: Stories of the Gods

What does it mean to "open a Pandora's box?" Why is one of our planets called Jupiter?

Why do we call someone "as strong as Hercules"? What is a person with a "narcissistic personality" like? What is a "hero's journey"?

All of these terms – and many more - come from Greek myths. The myths were stories that were told and re-told, for many hundreds of years, by the ancient Greek people. They were all stories of Greek gods, and many of them told how those Greek gods connected with the people of earth. Later, as the Greek cities were taken over by others, the Greek gods and goddesses acquired Roman names.

Who were the Greek gods?

In the ancient Greek view of the world, there were many gods and goddesses. Each one had a different role in the universe, and different powers. For example, there was a head god (named Zeus by the Greeks, then later changed to Jupiter by the Romans). He had power over the other gods. There was a goddess of wisdom, Athena, and a god of war, Ares. Cupid was the god of love, Apollo was the god of the sun, Aphrodite was the goddess of beauty, Hermes was the messenger of god – and there were many others. The ancient Greeks, and later the Romans, built temples to their gods, and honored them in many ways.

The gods were powerful, but they were not always good or wise. The Greeks thought of their gods as being much like human beings themselves, with all of their strengths and weaknesses. However, one huge difference between the gods and the people of the earth was mortality. The gods and goddesses were immortal – they could not die. People, on the other hand – no matter how good and wise they might be – would eventually suffer and die.

What were the Greek myths?

People have always tried, hard, to understand the world they live in. That effort to understand the world led to the development of myths. Myths are stories that people tell to explain to themselves and their children how the world works. All of the Greek myths involve the gods and goddesses, and many of them also involve people. Some Greek myths are stories of nature itself; for example, why we have seasons. Others are stories of people's behavior; for example, how people learn from their mistakes not to be too proud or arrogant.

Why do myths matter?

Today, the stories of these ancient gods and goddesses still appear in our own culture. Maybe even more importantly, the questions that they addressed – why is the world the way it is? What does it mean to be heroic? How do we humans need to behave? - are all questions that human beings of any age, including our own, need to grapple with. Reading the ancient Greek myths can help us in our own time.

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 ye like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter1 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 Saturn2 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.

“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.”

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

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

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 pith3 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 dwelling4 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 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)

[3] pith: soft, spongy tissue inside a plant

[4] dwelling: home, place to live or stay

[5] plow and sow and reap: farm

Questions

Directions: Working with your partner, carefully read each question. Go back into the text and discuss your thinking about each question. Write your response and cite evidence from the text.

1. According to the text, the name Prometheus means "forethought". What does this tell us about the character?

2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?

3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about?

4. How does Prometheus respond? What does this tell you about what Prometheus cares most about?

5. Think about the name for the gods in this story, the "Mighty Ones." What does the word "mighty" mean? Why do you think the author names the gods the "Mighty Ones"? Use evidence from the text to support your thinking.

6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

Stop and Jot: Experiential #2 (Post-shifts)	
What did you notice about this experience?	What did you wonder about this experience?

Reflect and Discuss Compare and contrast the two experiences.	
What was similar?	What was different?

Capture your learning

Before the shifts, teachers may have been…

With these shifts, teachers should be…

Instructional Shifts Overview: ELA/Literacy

Shift	Description
Complexity: Practice regularly with complex text and its academic language	Rather than focusing solely on the skills of reading and writing, college- and career-ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as ignite and commit).
Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational	College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.
Knowledge: Build knowledge through content-rich nonfiction	Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

Qualitative Features of Text Complexity

ELA Content Leader Module 1, Morning P-01.13

Evidence Compare the questions asked in the two experientials.	
Pre-Shifts Questions	**Post-Shifts Questions**
1. Why did Jupiter decide not to give fire to humans? 2. How did Jupiter punish Prometheus? 3. How would you have felt if you were Prometheus at the end of the story? 4. What do you think Prometheus will do next? 5. Whom do you like better, Prometheus or Jupiter?	1. According to the text, the name Prometheus means "forethought". What does this tell us about the character? 2. In paragraph 5, look at the words "wretched" and "shivering". What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living? 3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about? 4. How does Prometheus respond? What does this tell you about what Prometheus cares most about? 5. Think about the name for the gods in this story, the "Mighty Ones." What does the word "mighty" mean? Why do you think the author names the gods the "Mighty Ones"? Use evidence from the text to support your thinking. 6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?

- What did you have to do or think about to answer the questions in the pre-shifts experience?
- What did you have to do or think about to answer the questions in the post-shifts experience?
- How did this difference affect your understanding of the text?

Note Catcher: Introduction to the Guidebooks

ELA Module 1, Session 1

Grades 3-5

Do Now *What must/should a literate person in the 21st century know and be able to do?* *Why are these skills necessary?*

Session Objectives	Agend
☐ Deepen understanding of Louisiana's ELA goal that all students will be able to read, understand and express their understanding of complex texts. ☐ Connect the ELA goal to the three instructional shifts in literacy. ☐ Explain how the guidebooks reflect the instructional shifts and are designed to support students in achieving the ELA	

Time	Task
8 min	Getting Started
25 min	ELA Goal + Instructional Shifts
15 min	Explore the Guidebooks
10 min	Reflect + Wrap Up

Louisiana's ELA	
All of Louisiana's students will be able to: ☐ Read complex texts ☐ Understand complex texts ☐ Express their understanding of complex texts	*What do you notice about each component of the ELA goal?*
Video Analysis *What resonates with you? What surprises you? What questions do you have?*	
The Instructional Shifts	
1. **Complexity:** Regular practice with complex text and its academic language 2. **Evidence:** Reading, writing, and speaking grounded in evidence from text, both literary and informational 3. **Knowledge:** Building knowledge through content-rich nonfiction	

Curriculum Sample		
Example	How does this example reflect the instructional shifts?	How does this example support students in meeting the ELA goal?
1		
2		
3		
4		
5		

Capture Your Learning	
Question	**Response**
Name and briefly summarize the 3 instructional shifts.	
How do the Guidebooks embody these shifts, and how do they support students in achieving the ELA goal?	

Curriculum Samples

ELA Module 1, Session 1

Grades 3-5

EXAMPLE #1

Nonfiction text included in the "Whipping Boy" unit

The Middle Ages

Long ago in the days of kings and castles and knights in shining armor, the way people lived, the government in which they were ruled, and the economy through which they gained money was very different from our society today. This time period is sometimes called the Middle Ages because it happened between ancient times and modern times. The Middle Ages, or medieval period, lasted from the late 5th century to the early 15th century.

How did the Middle Ages begin?

Prior to the 5th century, the Roman Empire was the largest and most established government in what is now known as Europe. The empire shared a common culture and language, which established order and stability in the area. Near the end of the 5th century, though, many factors such as economic and social troubles, the rise of Christianity, and invasions from other people weakened the Roman Empire.

As invaders from outside areas attacked and gained control over parts of the Roman Empire, they brought their own culture and language. Over time, this led to the end of the common culture and language in the Roman Empire, which kept the empire together. As invaders continued to attack, the already weakened empire collapsed.

Source: "Invasions of the Roman Empire 1" by User:MapMaster - Own

Other topics of this text include:

- *What kind of government existed during the Middle Ages?*
- *What kind of economy existed during the Middle Ages?*
- *What was life like for people in the Middle Ages?*
- *How did the Middle Ages end?*

EXAMPLE #2

Excerpt from Lesson #3: More on the Middle Ages

Let's Read!

Suggested Pacing: ~10 minutes

Directions:

- Say to students "Listen as I read aloud the text "Middle Ages" by LDOE. As I am reading, I will pause at the end of each section to allow you time to underline the main idea sentence of that section. If it is not explicitly stated, underline any words or phrases that you think would give the main idea of that section."
- Say, "Before you start reading and underlining the main idea, I am going to show you how to do this"
- There is a modeled slide of this process on the next slide.
- Pause after each paragraph to allow students time to underline key details from the text.
- Move around the room as you read to ensure students are engaged in listening and underling.

EXAMPLE #2 (continued)

Student Look-Fors

- Students should be listening and following along as they are being read to.
- Students are underlining words or phrases at the end of each section that explicitly state the main idea or any key details that explain the big idea.

EXAMPLE #3

Snapshot from "Let's Set the Context" Video 1 – "The Middle Ages"

Video 1

The Middle Ages

These instructional videos are for students who need extra support with the content and texts in advance of the unit. Assign one or more videos to those selected students to watch on their own on any device. Students encounter stopping signs across the ...

Let's Set the Context!

These instructional videos are for students who need extra support with the content and texts **in advance of the unit**. Assign one or more videos to those selected students to **watch on their own** on any device.

- Students encounter stopping signs across the video when they pause to complete part of a handout.
- Students need a printed handout for each video

The Middle Ages

1. Click the video to play and pause.
2. Follow instructions in this video for when to pause it and answer the questions in the handout.

Questions included in the Student Handout:

Label the timeline using the word box below.

The Middle Ages	Modern Times	Ancient Times

EXAMPLE #3 (continued)

In the chart below, use pictures or words to explain how life would have been different if you lived in the Middle Ages.

	In the Middle Ages
Education	
Hygiene	

EXAMPLE #4

Excerpt from Lesson #16: Character Analysis

Card 4 of 9

Let's Prepare!

You will need:

- a copy of *The Whipping Boy* by Sid Fleischman
- a blank copy of Jemmy's character analysis chart
- a blank copy of Prince Brat's character analysis chart
- character trait list resource

Card 5 of 9

Let's Discuss!

EXAMPLE #4 (continued)

Let's Discuss!

Suggested Pacing: ~20 minutes

Directions:

- Say to students "We are going to look at how the characters in The Whipping Boy develop throughout the story. Recognizing characters' traits will help us understand a character's behavior and enable us to predict how a character may act or react as a story plot unfolds. In order for us to analyze how a character develops we are going to study six things. First of all we will reread to look for the character's words, thoughts, feelings and actions. We will also look at what others think or say about the character and what changes happen to the character."

- Say to students "We are going to record evidence onto our character analysis charts from chapters 1-3 that will help us to better understand Prince Brat. As we discuss we will fill out our character analysis chart for Prince Brat. You will be able to refer to your Character Trait Chart to help you describe each character based on his actions, words, thoughts, changes, feelings, or what others think or say about him."

- Model filling out the Character Analysis chart for Prince Brat whole group.

- Have students scan one chapter at a time looking for evidence to describe Prince Brat.

- Use the guiding questions to help guide students to the character's words, actions, feelings, thoughts, changes and what others think and say about the character.

- After finding evidence and recording it on the chart, have students use their Character Trait Chart Resource to discuss words that would describe that action/event.

- Explicitly discuss each piece of evidence and the character trait that can be inferred based on that evidence.

EXAMPLE #4 (continued)

Guiding Questions:

- What has Prince Brat done in chapters 1-3 that would help you describe him?
- Has Prince Brat said anything that will help you better understand him as a character?
- What do other characters think/say about Prince Brat?
- At this point in the story, do we know any of Prince Brats feelings or thoughts?
- Has the Prince changed at all?
- Based on these findings, what can we infer about the Prince? What character traits would you use to describe him?

Student Look-Fors:

- Students will understand what details in a story will help them analyze a character.
- Students will understand that they will be re-reading to fill out the character analysis chart.

EXAMPLE #5
Extension Task from "The Whipping Boy" unit

Extension Task

Students conduct research on a topic from the Middle Ages. As the topic is addressed in *The Whipping Boy*, students present their findings to the class to support students in developing an understanding of the time period of the anchor text.

Extension Task Student Directions:

1. Work collaboratively to investigate topics that will build our knowledge of the Medieval Ages. Create a visual presentation to present throughout the unit.

2. Your team will be assigned to a topic to research. The information that you gain will help the class to better understand events that we will read about in the novel, *The Whipping Boy.*

3. You will research the topic and create a visual presentation (poster, PowerPoint, model, etc.) to help the class better understand events in the text.

4. Your presentation should include:
    - A brief overview of your topic.
    - Two questions you had about your topic and their answers.
    - 2-3 interesting facts you discovered as you were researching.

ELA Module 1, Session 1

P-01.4

Note Catcher: The BIG Picture

ELA Module 1, Session 2

Grades 3-5

Do Now

What are all of the components of a strong literacy program?

How do you currently address these components in your classroom?

Session Objectives	Agenda
• Understand the various components of literacy instruction and explain how these components work together in support of our ELA goal • Distinguish between volume of reading and close reading • Explore where and how these components are addressed in the Guidebooks 2.0 curriculum • Become acquainted with Guidebooks 2.0 Approach Guides	

Time	Task
8 min	Getting Started
15 min	Article: "Elements of Success for All"
20 min	Guidebook Approach to Literacy
10 min	Explore Supplemental Guides
7 min	Reflect + Wrap Up

SECURING THE CORE FOR EACH AND EVERY STUDENT (ELA)

Requires regular support and intensive practice to:

1. **Secure Foundational skills K-3**
2. **Develop Academic Language proficiency through Speaking and Listening**
3. **Grow Academic Vocabulary through word study**
4. **Acquire Reading Fluency**
5. **Hear Complex Text read aloud and engage in text-based discussion**
6. **Read Complex Text closely and analytically**
7. **Increase the Volume and Range of Accountable Reading**
8. **Use Evidence to inform, argue and analyze (Writing and Speaking to sources)**

Why such an emphasis on close reading?

Close Analytic Reading integrates and further develops many of the elements that are needed to support *each* student in meeting the standards. This capacity for incorporating so many of the other strands in one set of activities makes close analytic reading essential.

Close Analytic reading incorporates:

Academic Language: Close attention to words, sentences and language use within the context of the text's unfolding ideas initiates students into the academic language essential to becoming an educated person. This close attention is vital for ensuring success of EL and struggling readers.

Word Study: Careful attention to word choice provides teachers the opportunity to highlight not only the semantic but the grammatical, structural and orthographic components essential to successful word study. Students will develop the habit of noticing words and seeing how and why they work together.

Fluency: Rereading and hearing rich text read aloud develops fluency. At the same time, it brings struggling readers and EL students into the discussion on an equal footing rather than segregating them with simpler and too often, lesser, texts.

Learning from Text Independently: Close analytic reading integrates support and teacher guidance with tasks and culminating assignments done by students in small groups and independently. Analytic reading cultivates the habits of mind that develop students into strong independent readers.

Evidence Based Speaking and Writing: in addition to listening and reading: Analytic reading lessons consistently integrate discussion of the text under consideration as well as multiple opportunities for writing using text evidence. The lesson always culminates in a writing assignment that calls on the students to demonstrate understanding of the text under consideration.

How do these components compare to the components you identified in your Do Now?

Comparison Chart	
Close Reading	**Volume of Reading**
• Complex, grade-level text • Focus on fewer pages at a time • All students read the same text • Teaches students to attend carefully to text • Requires heavy support • Solely instructional • Exposes students to higher-level content • Gives all students access	• Texts at various levels • Read more pages • Student or teacher choice of text • Rapidly builds knowledge and vocabulary • Requires light support • Guided or independent reading • Builds knowledge of words and the world • Builds love of reading

Close Reading Summary Statement	**Volume of Reading Summary Statement**

Capture Your Learning	
Question	**Response**
What are the components of a healthy literacy diet and how are these addressed in the ELA Guidebooks?	
What are the differences between close reading and volume of reading? What does each contribute to students' literacy development?	
What "lies in between" close reading and volume of reading?	

Gallery Walk Chart #1

ELA Module 1, Session 2

Grades 3-5

Excerpt from Lesson 3: More on the Middle Ages

Let's Read!

Suggested Pacing: ~10 minutes

Directions:

- Say to students "Listen as I read aloud the text "Middle Ages" by LDOE. As I am reading, I will pause at the end of each section to allow you time to underline the main idea sentence of that section. If it is not explicitly stated, underline any words or phrases that you think would give the main idea of that section."
- Say, "Before you start reading and underlining the main idea, I am going to show you how to do this"
- There is a modeled slide of this process on the next slide.
- Pause after each paragraph to allow students time to underline key details from the text.

- Move around the room as you read to ensure students are engaged in listening and underling.

Student Look-Fors

- Students should be listening and following along as they are being read to.
- Students are underlining words or phrases at the end of each section that explicitly state the main idea or any key details that explain the big idea.

Gallery Walk Chart #2

ELA Module 1, Session 2

Grades 3-5

Excerpt from Lesson 13: "The Whipping Boy" Chapter 2

Let's Work With Words!

Suggested Pacing: ~5 minutes

Directions:

- Return to the quotation from chapter 2 of The Whipping Boy
- Say to students, Sometimes author's context clues are explicitly stated in the sentences before and after a word or phrase. We have to use all of what we have read to determine the meaning of words and phrases.
- Ask students: What is the meaning of the word contrary as it is used in the text?
    - Contrary means to do the opposite of what is expected.
- Have students discuss with a partner the question: What context clues in the text helped you to figure out the meaning?
    - Jemmy will not cry even though the prince told him that he must.
    - "It is pure spite that you won't howl!"
    - "Think you can cross me…"
- After students discuss in partners, ask the question to the whole class.
- Conduct a brief discussion in which you engage students in accountable talk by using various prompts such as, "Who

agrees/disagrees with what X said? Why?" or "Y, please rephrase what X said," or "Who can add to what X said?" Ensure students respond with complete sentences that begin with statements such as, "I agree/disagree with X because…," "I heard you say…," or "I want to elaborate on what X said…." The goal is to get students to begin using these prompts as statements when they discuss with their peers.

- Following the discussion, ask students to write down contrary in their vocabulary log.

Guiding Questions:

- Why did the Prince smirk before Jemmy was whipped?
    - The prince was expecting Jemmy to follow his order and wanted to see him cry out.
- Is Jemmy doing what the Prince wants him to do?
    - No, the prince wants Jemmy to cry out and the text says that he didn't bawl, yelp, or below, not a sound escaped from his lips.

Student Look-Fors:

- Students should be engaged in discussion, looking for context clues.
- Students should understand that an author will often use context clues to help the reader understand unfamiliar words.
- Students will use the accountable talk prompts during the discussion.
- Students should discover that being contrary is doing the opposite of what is expected.

Gallery Walk Chart #3

ELA Module 1, Session 2

Grades 3-5

Excerpt from Lesson 19: Writing to Express Understanding

Card 6 of 8

Let's Practice!

Full screen

For example...

This is demonstrated when....

Especially...

Remember that when writing, it is important to use transition words and phrases to create a flow in your writing.

such as...

For instance...

This is shown when...

Teaching notes Print all

Suggested Pacing: ~5 minutes

Directions:

- Say to students, "It is important when writing to use transition words and phrases to create a flow in your writing. These words and phrases will help connect sentences, paragraphs, and ideas."
- Read each of the words and phrases.
- Have students brainstorm other "linking" words and create an anchor chart to be used when writing.

Student Look-Fors

- Students should see that these connecting words will help connect ideas, sentences, and paragraphs.
- Students should identify other "linking" words

Card 7 of 8

Let's Express Our Understanding!

Full screen

The Middle Ages are known for having a very structured system of power. How is this system seen in the relationship between Prince Brat and Jemmy? Support your answer with examples from the text we have read in this unit.

Use your writing organizer and the texts to write your first draft.

Teaching notes Print all

Suggested Pacing: ~30 minutes

Directions:

- Students will use their writing organizer and texts to answer the writing prompt.

Student Look-Fors

Exemplar:

The structured power of system of the Middle Ages is shown in Prince Brat and Jemmy's relationship in many ways.

One example is that in the feudal system royalty and nobles were wealthy and the serfs and peasants were poor. This is shown in Prince Brat and Jemmy's relationship because the Prince's father is the king who is wealthy and can throw great feasts, while Jemmy's father was a poor rat

Let's Practice!

Suggested Pacing: ~5 minutes

Directions:

- Say to students, "It is important when writing to use transition words and phrases to create a flow in your writing. These words and phrases will help connect sentences, paragraphs, and ideas."
- Read each of the words and phrases.
- Have students brainstorm other "linking" words and create an anchor chart to be used when writing.

Student Look-Fors

- Students should see that these connecting words will help connect ideas, sentences, and paragraphs.
- Students should identify other "linking" words to add to the anchor chart.
    - For example
    - This is demonstrated when
    - Especially
    - Such as
    - For instance
    - This is shown when
    - In the text it says
    - Also
    - Another
    - Like
    - Too

•

Let's Express Our Understanding!

Suggested Pacing: ~30 minutes

Directions:

- Students will use their writing organizer and texts to answer the writing prompt.

Student Look-Fors

Exemplar:

The structured power of system of the Middle Ages is shown in Prince Brat and Jemmy's relationship in many ways.

One example is that in the feudal system royalty and nobles were wealthy and the serfs and peasants were poor. This is shown in Prince Brat and Jemmy's relationship because the Prince's father is the king who is wealthy and can throw great feasts, while Jemmy's father was a poor rat catcher.

The feudal system is evident when the Prince refuses to learn. Serfs and Peasants were not taught to read and write. Jemmy wasn't at the lessons to learn, he was at the lesson to provide the tutor with a whipping boy when the Prince refused to do his lessons.

Another characteristic of the feudal system was that royalty was allowed to order their vassals around. Prince Brat often ordered Jemmy around. He even ordered Jemmy to cry when he was whipped. Jemmy couldn't run away from the castle because in this system of power, serfs and peasants could not leave their manors without the Lord's permission. Jemmy had no choice but to stay.
Prince Brat and Jemmy's relationship highlighted the lopsided system of power that was standard in the Middle Ages.

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Gallery Walk Chart #4

ELA Module 1, Session 2

Grades 3-5

Excerpt from Lesson 23: "The Whipping Boy" Chapter 7, understand the shift in power

Card 6 of 11

Let's Discuss!

Full screen

What evidence from the text shows us that Prince Brat still feels that he has power even though the two boys have been kidnapped?

Teaching notes Print all

he is in charge?

- "I'm hungry," complained the prince. "I'll have a veal pie, sir." He is giving orders as if he villains will obey him.
- "I don't take orders from cuts and villains" The prince is refusing to follow directions and does not fear the outlaws.
- "I told you I"m hungry!" Even after being told to write, the Prince is still focused on himself and being hungry and is not worried about the outlaws becoming angry

Student Look-Fors

- Students should be engaged in discussion and share out the textual evidence.
- Students should also explain their thinking as they share evidence.

Suggested Pacing: ~5 minutes

Directions:

- Have students reread pages 19 and 20 aloud in pairs or teams.
- Students will look for characters thoughts, actions, words, feelings, and what other characters thought and said to discover examples of the Prince thinking he still had power.
- Students may use the notetaker to record thoughts and answers.
- After small group discussion, teams will share out their findings with the class.

Guiding Questions:

- Does the Prince realize that he is in danger?
    - No, he is still ordering the two villains around.

- What are some thing that the Princes says or does to make us believe that he still thinks that he is in charge?
    - “I’m hungry,” complained the prince. “I’ll have a veal pie, sir.” He is giving orders as if he villains will obey him.
    - “I don’t take orders from cuts and villains” The prince is refusing to follow directions and does not fear the outlaws.
    - “I told you I’m hungry!” Even after being told to write, the Prince is still focused on himself and being hungry and is not worried about the outlaws becoming angry

Student Look-Fors

- Students should be engaged in discussion and share out the textual evidence.
- Students should also explain their thinking as they share evidence.

Gallery Walk Chart #5

ELA Module 1, Session 2

Grades 3-5

Excerpt from Lesson 25: "The Whipping Boy" Chapter 9, Using Historical Nonfiction to Better Understand Characters

Card 5 of 9

Let's Read!

Full screen

- Listen as I read aloud *The Horrible Miserable Middle Ages*, "Trenchers and Other Treats."
- Pay attention to the struggles that peasants in the Middle Ages had.

Teaching notes Print all

Suggested Pacing: ~5 minutes

Directions:

- Read aloud pages 11 and 12 of The Horrible Miserable Middle Ages, "Trenchers and Other Treats."

Guiding Questions:

- Before we read, what role did peasants have in the Middle Ages?

Student Look-Fors

- Students should listen for the struggles peasants had in the middle ages.

Additional Notes:

- Some chapters in the text "The Horrible Middle Ages" may be too crude for a fourth grade student to read individually. This text is a read aloud for that reason.

Let's Read!

Suggested Pacing: ~5 minutes

Directions:

- Read aloud pages 11 and 12 of The Horrible Miserable Middle Ages, "Trenchers and Other Treats."

Guiding Questions:

- Before we read, what role did peasants have in the Middle Ages?

Student Look-Fors

- Students should listen for the struggles peasants had in the middle ages.

Let's Discuss!

Suggested Pacing: ~10 minutes

Directions:

- After reading conduct a whole group discussion.
- Ask students to list some of the challenges peasants faced when it came to food.

Guiding Questions:

- What was scurvy?
- Why did people suffer from scurvy and other illnesses?
- Why did people only eat what was in season?
- What did people do since there were so few foods available?

Student Look-Fors

- Students should recall the challenges peasants faced when it came to food in the Middle Ages.

Suggested Pacing: ~15 minutes

Directions:

- Students will work in pairs to read aloud Chapter 9.
- Students will then discuss the questions on the Lesson 19 TDQ Notetaker and prepare for a class discussion.
- Questions include:
    - Using what you have learned about the difference between poor and rich people's lives in the Middle Ages, why would the ruffians have wanted to capture the Prince in the first place? Use details from the text to explain your answer.

Student Look-Fors

- Students should be engaged in reading the text.
- Students should discuss each question and return to the text to take notes on the TDQ notetaker.

Gallery Walk Chart #6

ELA Module 1, Session 2

Grades 3-5

Excerpt from Lesson 30: "The Whipping Boy" Chapters 15 and 16, Understanding a Turning Point

Card 9 of 11

Let's Practice!

Full screen

"The whip snapped across the prince's back.
Jemmy held his breath. He knew what it felt like. He saw that Prince Brat had set his jaws, just as Jemmy had always done- and not a sound escaped his lips.

… 'Bawl out!; Jemmy shouted. He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it. 'Holler and cry out! I won't tell anyone.'"

What does it mean when the text says, "He'd dreamed of seeing the prince whipped, but now that it was happening he found no satisfaction in it."?

What is Jemmy thinking?

Teaching notes Print all

Suggested Pacing: ~5 minutes

Directions:

- Have a student read aloud the excerpt and question.
- Conduct a student led discussion using the Student Led Discussion for guidance.
- Students will refer to their Lesson 24 Notetaker as needed.

Guiding Questions:

- What words and details did the author use to help us to understand the impact of Prince Brat being whipped on Jemmy?
  - whip snapped across the prince's back
  - Jimmy held his breath
  - Prince Brat had set his jaws

Suggested Pacing: ~5 minutes

Directions:

- Have a student read aloud the excerpt and question.
- Conduct a student led discussion using the Student Led Discussion for guidance.
- Students will refer to their Lesson 24 Notetaker as needed.

Guiding Questions:

- What words and details did the author use to help us to understand the impact of Prince Brat being whipped on Jemmy?
- How did these words and phrases help us to understand what was happening?

Student Look-Fors

- Students should be able to pull evidence and examples from the excerpts to explain how Jemmy is reacting in this situation.

Suggested Pacing: ~10 minutes

Directions:

- Students will use what details and examples from the text to answer the question.
- Students will answer the prompt in their reading log.

Guiding Questions:

- Possible events to discuss:
  - Jemmy stopping and going back for the Prince
  - Prince Brat not giving away Jemmy's hiding place
  - Jemmy trying to stop the outlaws from whipping Prince Brat
  - Prince Brat being whipped but not crying out
  - Jemmy trying to get Prince Brat to cry out so the whipping would stop

Student Look-Fors

- Students should return to the text to cite evidence.

Additional Notes:

- Depending on the timing of the lesson and the understandings students have demonstrated during the discussion about Jemmy's feelings about the Prince getting whipped, you may want to discuss this question and connect it to the discussion on the previous slide before having students respond.

ELA Teacher Preparation Competencies

In your learning teams,

- Review the ELA content knowledge and content-pedagogy *Teacher Preparation Competencies*.
- Circle the key content and skills included in each one.
- Explain how the content studied today relates to the competencies and how deep knowledge of the content will assist you in supporting your resident teacher to refine his or her content knowledge and content-specific pedagogy and to meet the competencies.

English Language Arts and Literacy Teacher Competencies

INTRODUCTION

The English Language Arts and literacy teacher preparation competencies identify essential knowledge and skills for teacher candidates seeking certification in birth to kindergarten, pre-kindergarten – third grade, elementary grades 1-5, elementary grades 1-5 integrated to merged, English Language Arts grades 4-8, English Language Arts grades 4-8 integrated to merged, English Language Arts 6-12, and English Language Arts grades 6-12 integrated to merged.

- *Content knowledge competencies* identify foundational knowledge of the English language and language development, reading, composition, and oral language skills.
- *Content pedagogy competencies* identify teaching knowledge and skills that are specific to English Language arts instruction that develop students' ability to:
  1. understand and use vocabulary and language, including early literacy (e.g., print awareness, phonological skill, word recognition, incidental reading foundational skills, etc.) to make sense of what texts say;
  2. understand the topics, themes, and ideas to determine text meaning;
  3. build understanding about texts using evidence through discussion; and
  4. demonstrate understanding of the language, craft, topics, themes, and ideas of complex grade-level texts through writing using evidence and appropriate grade-level conventions, spelling, and structure.

ENGLISH LANGUAGE ARTS CONTENT KNOWLEDGE COMPETENCIES

A. The teacher candidate is able to read and understand the language, craft, topics, themes, and ideas of complex texts and explain how they are able to read and understand those texts.

1. The teacher candidate reads a wide variety of complex texts appropriate for instruction of age or grade-level reading, writing, speaking and listening, and language standards. The variety of texts includes print and non-print or digital texts; media texts, including but not limited to, songs, videos, podcasts, film; and classic texts and contemporary texts, including children's literature, that represent a range of world literatures, historical traditions, genres, forms, and the experiences of different genders, ethnicities, and social classes.
2. The teacher candidate determines the meaning, purpose, and main ideas of complex texts and explains their development orally and in writing based on the interaction of an author's craft (e.g., word choice, syntax, use of details and illustrations, figurative language), elements and structure (e.g., setting, characterization, development and organization, plot, pacing, evidence), literary effects (e.g., symbolism and irony), and rhetorical devices.
3. The teacher candidate explains how vocabulary, diction, syntax, and sentence patterns contribute to the meaning, complexity, clarity, coherency, fluency, and quality of a text.
4. The teacher candidate selects words in complex texts which most contribute to the meaning, are common among complex texts, are part of word families, or have multiple meanings.
5. The teacher candidate makes connections among texts, including determining and explaining how each text challenges, validates, or refines the language, topics, themes, and/or ideas of other texts and how modern texts or texts in different mediums adapt, enhance, or misrepresent a source text.
6. The teacher candidate assesses the credibility and usability of texts by analyzing texts with differing viewpoints to determine areas of conflict or possible bias, evaluating whether the reasoning is sound and the evidence is relevant and sufficient, and determining the advantages and disadvantages of different texts and mediums for presenting a particular topic or idea.
7. The teacher candidate recognizes the influence of English language and literary history on English Language Arts content.

B. The teacher candidate demonstrates proficiency with written and spoken language when writing about the topics, themes, and/or ideas of complex texts.

1. The teacher candidate creates a range of formal and informal, process and on-demand oral, written, and visual compositions (e.g., analytic, argumentative, explanatory, narrative) about the language, craft, topics, themes, and/or ideas of complex texts, taking into consideration the interrelationships among form, audience, context, and purpose.
2. The teacher candidate uses complex texts to locate models of writing (e.g., word choice, syntax, sentence variety and fluency, text structure, style) and use the models to imitate the language, structure, and style in their own writing.
3. The teacher candidate knows and appropriately uses the conventions of English language (i.e., grammar, usage, and mechanics) as they relate to various rhetorical situations and to various style guides for composition.
4. The teacher candidate recognizes and explains the historical context of modern English language, including recognizing root words, determining word etymologies, and analyzing changes in syntax.
5. The teacher candidate explains the concept of dialect, recognize its effect and impact on the meaning and development of written and spoken language, and know and apply its use in context when it is appropriate.
6. The teacher candidate explains the importance of language structure (e.g., syntactic awareness, discourse awareness) in developing reading and writing fluency.

C. The teacher candidate demonstrates understanding of the stages of language, reading, and writing development.

1. The teacher candidate explains the progression, connection, and relationships among the major components of early literacy development, including the typical and atypical development of skills in the areas of language (i.e., phonological skill, morphology, orthography, semantics, syntax, and discourse); reading (i.e., print awareness, decoding, fluency, and comprehension); spelling and writing development (i.e., pre-literate, early emergent, emergent, transitional, and conventional).
2. The teacher candidate defines, explains, produces, and classifies the basic phonetic structure and orthographic rules and patterns of the English language, including but not limited to phonemes, graphemes, diagraphs, blends, r-control vowels, hard and soft consonants, and explains how these relate to the progression of reading and writing development.
3. The teacher candidate explains the principles of teaching word identification and spelling and gives examples illustrating each principle.
4. The teacher candidate explains the role of fluency in typical reading development (e.g., word recognition, oral reading, silent reading, and comprehension) and as a characteristic of some reading disorders.
5. The teacher candidate identifies, defines, and explains the relationship between environmental, cultural, and social factors that contribute to literacy development and the difference between delays and characteristics of some reading disorders, as determined by academic standards.
6. The teacher candidate explains and demonstrates through oral reading the print concepts young students must develop (e.g., text orientation, directionality, connection of print to meaning, return sweep, page sequencing, punctuation).
7. The teacher candidate explains the stages of the development of phonological awareness skills and gives examples illustrating each stage (e.g., rhyme, syllable, onset-rime, phoneme segmentation, blending, and substitution).
8. The teacher candidate demonstrates appropriate enunciation in oral demonstrations, especially speech sounds when conducting phonemic awareness lessons.

Module 7 Review

In your team, review the outcomes (p. 1) for Module 7. Share how you anticipate applying what you learned today in your role as a mentor.

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