ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 1: Unpacking the ELA Guidebooks
Session 1: Introduction to the Guidebooks
Grades 6 – 8

Call to Action

By 2020, 65% of all jobs will require postsecondary education or training.

- *"Recovery Report: Job Growth and Education Requirements through 2020" Georgetown University Public Policy Institute, Center on Education and the Workforce*

We must prepare all students to access postsecondary opportunities. How?

Raise the bar.

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Session Objectives

- Deepen understanding of Louisiana's ELA goal and explain why it is important.
- Explain how the ELA goal connects 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 goal.

Agenda

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

ELA Goal

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 this goal?

Why is text complexity so important?

All of Louisiana's students will be able to:

- Read [redacted]
- Understand [redacted]
- Express their understanding of [redacted]

Why is our goal centered around complex texts?

Why is our goal centered around complex texts?

As you watch the video, think about:

- What resonates with you?
- What surprises you?
- What questions do you have?

Scholastic Conference
2013

Speakers:
David Liben
Meredith Liben

Let's Discuss!

- What resonated with you?
- What surprised you?
- What questions do you have?

Scholastic Conference
2013

Speakers:
David Liben
Meredith Liben

What is "complex text"?

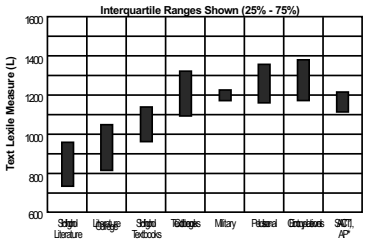
Quantitative Measure:

910 Lexile

Rich Qualitative Features:

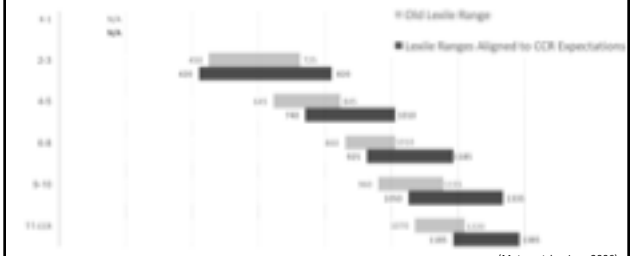
- Text Structure
- Knowledge Demands
- Language Features
- Meaning

Previous Lexile Ranges



(Metametrics, Inc., 2006)

Staircase of Complexity – Quantitative



(Metametrics, Inc., 2006)

Back to Our Question…

Why is our goal centered around complex texts?

The ability to read complex texts independently and proficiently is **critical** for college and career readiness.

All of Louisiana's students will be able to:

- Read complex texts
- Understand complex texts
- Express their understanding of complex texts

How does text complexity live in the Guidebooks?

(Speare, 2011)

(Lowry, 1993)

(London, 2011)

(Keyes, 1994)

(Poe, 2004)

The Million Dollar Question

Great! We have rich, authentic and complex texts that will ensure our students are prepared for college and careers.

But…

How do I support all of my students in accessing and reading these texts?

We Must Shift our Practice

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

A Strong Curriculum is a Good Start

"There is strong evidence that the choice of instructional materials has large effects on student learning – effects that rival in size those that are associated with differences in teacher effectiveness."

Chingos & Whitehurst, Choosing Blindly

The Brown Center on Education and Policy, 2012

ELA Guidebooks 2.0

- An ELA curriculum designed for whole-class instruction with authentic texts and novels
- Designed by Louisiana teachers
- Started in 2013 and continue to improve each year
- Created to ensure that all Louisiana students can read, understand, and express understanding of complex texts

For our purposes…

(Learn2Illion, 2017)

Analyze Curriculum Samples

- **Study** each example in your Curriculum Sample packet
- **Record what you notice** about how each example:
  - Reflects the Instructional Shifts
  - Supports students in meeting the ELA goal

Let's Discuss!

What was **illuminated** for you about how the ELA Guidebooks:

- reflect the Instructional Shifts?
- support students in meeting the ELA goal?

Capture Your Learning

- What is the Louisiana ELA goal for students? Why is this goal so important?
- How do the Guidebooks embody the Instructional Shifts and how do they support students in achieving the ELA goal?

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 1: Unpacking the ELA Guidebooks
Session 2: The BIG Picture
Grades 6 – 8

Do Now

Write – Pair – Share

- What are all of the components of a strong literacy program?
- How do you currently address these components in your classroom?

Session Objectives

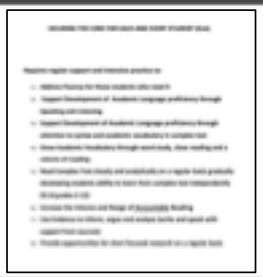
- Understand the various components of literacy instruction and explain how these components work together in support of our ELA goal
- Distinguish between volume of reading and close reading
- Explore where and how these components are addressed in the Guidebooks 2.0 curriculum
- Become acquainted with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

Agenda

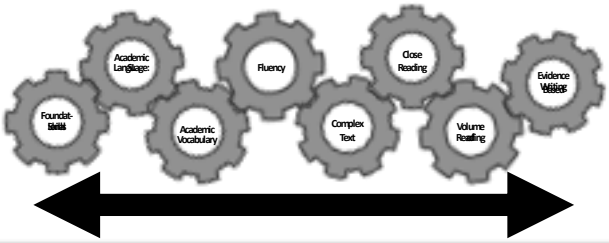
Time	Task
8 min	Getting Started
15 min	Article: "Elements of Success for All"
20 min	Guidebook Approach to Literacy
10 min	Explore Supplemental Guides
7 min	Reflect + Wrap Up

Components of Literacy Instruction

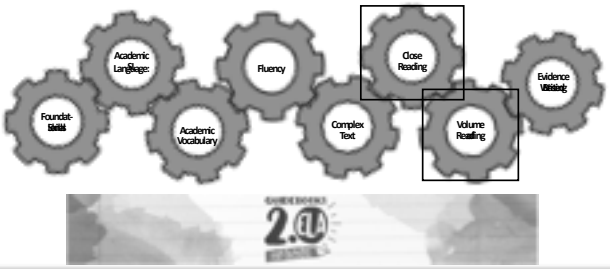
- **Read** excerpt from article "Elements of Success for All"
- **Look for:**
  - How do these components compare to the components you identified in your Do Now?



The Components of Literacy



How are these components addressed in the Guidebooks?



Close Reading vs. Volume of Reading

The ELA Guidebooks 2.0 take two main approaches to support students in reaching the ELA goal:

1) Close Reading
2) Volume of Reading

Independently:

Study the comparison chart in your note-catcher.

Craft a one-statement summary describing each approach

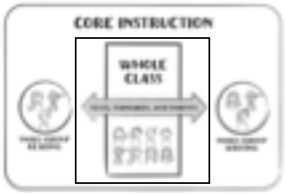
Two Ends of the Spectrum

Volume of Reading
Light Support
Less Complex Text

Close Reading
Heavy Support
Most Complex Text

Guidebooks 2.0

- Guidebooks 2.0 curriculum is designed for whole-group instruction
- Lessons are built around complex texts
- Lessons target grade-level standards for reading, writing, speaking and listening, and language



(LearnZillion, 2018)

Gallery Walk

- **Review** each example from the ELA Guidebooks
- **Determine** which component(s) of literacy is/are being addressed through each example
- **Discuss:**
  - What is the teacher doing in each example to support students in developing this component of literacy?
  - How are students engaging in the learning and developing their skills within this component of literacy?

Let's Discuss!

- What was illuminated for you about how these components of literacy live in the Guidebooks?
- Which components did you NOT see evidence of in these examples?

When will we go deeper?

Module 1	Module 2	Modules 3-4	Modules 5-6
• **Fluency (session 4)**	• **Volume of Reading**	• **Close Reading** • **Academic Language** • **Academic Vocabulary**	• **Evidence Based Writing**

Meanwhile… Some Helpful Resources

- **Access** and independently **review** the Approach Guides

Discuss:

- Which guide are you most excited to take a closer look at? Why?

Synthesize Your Learning

Discuss with a Partner:

- What are the components of literacy?
- Which components of literacy are addressed in whole group instruction through the Guidebooks?

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 1: Unpacking the ELA Guidebooks
Session 3: Unpacking the Cold-Read Task
Grades 6 – 8

Do Now

Write – Pair – Share

- When you prepare to teach a unit from the Guidebooks, what steps do you take?
- What successes and challenges have you experienced when preparing to teach a new unit?

Session Objectives

- Learn and apply process for unpacking the knowledge and skills students need to be successful on a Cold-Read Task
- Deepen understanding of the backwards design principle of the ELA Guidebooks

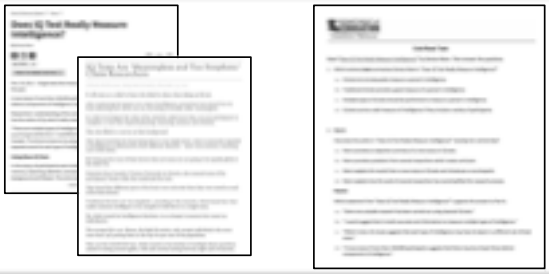
Agenda

Time	Task
5 min	Getting Started
35 min	Practice Unpacking the Cold-Read Task
15 min	Explore Guidebooks Lessons
5 min	Reflect + Wrap Up

Three Assessment Types

- **Culminating Writing Task**
  - Students synthesize the topics, themes, and ideas of the unit into a written essay.
- **Cold-Read Task**
  - Students read a new text or two related to the unit topic and answer multiple choice questions, as well as write an essay.
- **Extension Task**
  - Students extend what they have learned in the unit to either:
    - Making connections between their learning and their lives through a narrative or personal essay
    - Making connections between their learning and the world through research

Grade 8 Sample Cold-Read Task



Let's Prepare!

What skills and knowledge do students need to be successful on this task?

Let's Read!

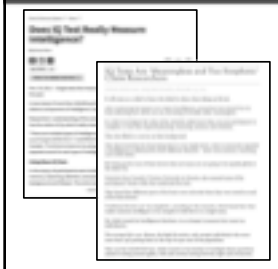
Independently:

- **Read** the two texts
  - "Does IQ Test Really Measure Intelligence?"
  - "IQ Tests are Meaningless and Too Simplistic"

Look For:

- What knowledge must students have in order to read and understand these texts independently?

Let's Discuss!



What are the **knowledge demands** of these two texts?

In other words:

What knowledge must students have in order to read and understand these texts independently?

Let's Prepare!

What skills and knowledge do students need to be successful on this task?

Unpack Question #1

Which sentence **best** summarizes Denise Mann's "Does IQ Test Really Measure Intelligence?"

a. IQ tests do not adequately measure a person's intelligence.

b. Traditional IQ tests provide a good measure of a person's intelligence.

c. Multiple types of IQ tests should be performed to measure a person's intelligence.

d. IQ tests can be a valid measure of intelligence if they include a variety of participants.

Unpack the Skill(s):

- What must students be able to do in order to answer this question?

Let's Practice!

Work with a Partner:

Unpack and Annotate the Task

- **Read** each question
- **Determine** which skill(s) students need in order to answer this question
- **Write** the skill(s) you identified next to each question

Let's Prepare!

How do the Guidebooks prepare students to be successful on the unit assessments?

- What **evidence** do you see of **building the knowledge** needed for this text?
- What **evidence** do you see of the **skills** we unpacked?

Access the Unit

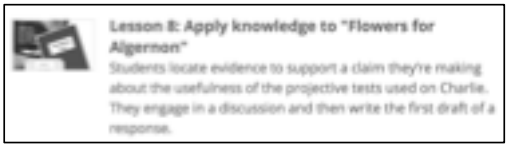
(LearnZillion, 2017)

Work with a Partner

Review the Lesson Sequence

- What **evidence** do you see of **building the knowledge** needed for this text?
- What **evidence** do you see of the **skills** we unpacked?

Zoom in: Lesson 8



How does this lesson support students in building specific skills and/or knowledge required on the Cold Read Task?

(LearnZillion, 2017)

What does this mean?

Backwards Design Principle

Each unit is designed with the end in mind!

Why is this important?

What would happen if you…

- Skipped a text?
- Skipped a lesson?
- Skipped several lessons?

(LearnZillion, 2017)

Capture Your Learning

- What resonated most with you in this session? Why?
- What impact does this learning have on your planning practices?

ENGLISH LANGUAGE ARTS CONTENT MODULES

Module 1: Unpacking the ELA Guidebooks
Session 4: Fluency as a Foundation
Grades 6 – 8

Do Now

Think of a student in your classroom who is a:

- Fluent reader
- Dysfluent reader

- How would you describe each student's reading? What does it sound like?
- What impact does their fluency or lack thereof have on their:
  - overall reading ability?
  - attitude towards reading?

Session Objectives

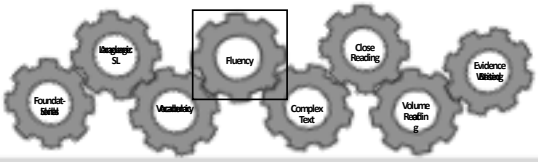
- Understand what fluency is and why it is important
- Understand the core components to support students in becoming more fluent: **repeated readings** and **feedback**
- Explore how fluency lives in the Guidebooks
- Experience how "Let's Read!" can be an opportunity to support student fluency

Agenda

Time	Task
5 min	Getting Started
15 min	What is Fluency and why is it important?
10 min	Strategies to Support Fluency
20 min	Fluency in the Guidebooks
10 min	Role Play

What is fluency?

Fluency is…
Accurate reading of a text at an appropriate **rate** with appropriate **expression**.



Great Readers A.R.E. Fluent

Accuracy
Read words accurately

Rate
Not too fast, not too slow

Expression
Not reading like a robot!

Twas the night before Christmas,

and all through the house

Not a creature was stirring,

not even a mouse.

Content Module 1, Session 4
Grades 6 - 8
83

How important is fluency?

- **Carefully read** each research tweet
- **Highlight/star** the research you want to retweet
- **Discuss with a partner:**
  - Which research did you choose to retweet? Why?

(Twitter, 2017)

Content Module 1, Session 4
Grades 6 - 8
84

Cognitive Process of Reading

Reading with understanding requires that students:

1) Unlock the words from print

2) Make meaning from what's being read

Content Module 1, Session 4
Grades 6 - 8
89

An Important Distinction

Fluency does not guarantee comprehension…

…but lack of fluency guarantees lack of comprehension.

With a Partner:
Re-state this in your own words

Content Module 1, Session 4
Grades 6 - 8
90

Where does fluency live in the standards?

Reading Foundational Standards

RF.3-5.4: Read with sufficient accuracy and fluency to support comprehension.

a. Read grade-level text with purpose and understanding.
b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Content Module 1, Session 4
Grades 6 - 8
91

What does this mean for middle and high school grades?

- 6 - 12 standards assume mastery of earlier standards
- 61% of **9th graders** unable to read 8th grade text fluently (Rasinski, 2005)

Dysfluent readers will need intervention to support their fluency development across grades K-12.

(Journal of Adolescent and Adult Literacy, 2005)

Content Module 1, Session 4
Grades 6 - 8
92

What about the "how"?

1. Students must have sufficient practice with a variety of texts
2. Students need to hear fluent reading modeled
3. Students need repeated practice reading a text
4. Students need feedback on their reading

-"Building Reading Fluency," Liben, 2016

Let's Prepare!

1. Form a group of 5

2. Count off 1-5 to assign yourself a fluency strategy

1. Choral Reading
2. Paired/Partner Reading
3. Repeated Reading
4. Fluency Development Lesson
5. Echo Reading

Jigsaw: Explore Instructional Activities to Support Fluency

1. **Study** your activity
2. **Summarize** the teacher and student actions involved when implementing this activity
3. **Be ready to explain** how this activity supports fluency development

1. Choral Reading
2. Paired/Partner Reading
3. Repeated Reading
4. Fluency Development Lesson
5. Echo Reading

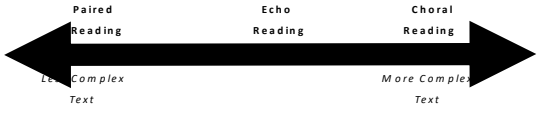
Share Your Expertise

Take turns sharing an overview of each activity, including:

- What is the teacher doing?
- What are the students doing?
- How does this strategy address the core principles of improving fluency?

A Note on Text Complexity

Determine the most appropriate fluency strategy based on your students and the level of complexity of the text(s):



Let's Prepare: Partner Reading

Partner A: Read the excerpt aloud
Partner B: Listen carefully and follow along in the text
Partner B: Provide feedback
Partner A: Re-read a sentence to try that feedback

Switch and Repeat!

Prepare to Provide Feedback

Specific Praise:

You read at an appropriate rate – not too fast and not so slow, so I was able to follow along with you and understand you.

Actionable Feedback:

Next time read the first sentence with more expression to convey the meaning, by emphasizing the word "just"

Let's Practice: Partner Reading

Partner A: Read the excerpt aloud
Partner B: Listen carefully and follow along in the text
Partner B: Provide feedback
Partner A: Re-read a sentence to try that feedback

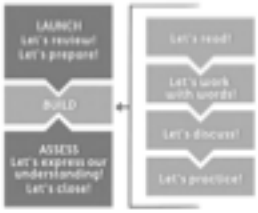
Switch and Repeat!

Important Considerations

This protocol:

- **must** be explicitly modeled and practiced in order to become a routine
- **requires** a culture of error so that all students feel safe
- **needs** rules – students need to know how to support a peer who is struggling

How do the Guidebooks support fluency development?



1. Students must have sufficient practice with a variety of texts
2. Students need to hear fluent reading modeled
3. Students need repeated practice reading a text
4. Students need feedback on their reading

-"Building Reading Fluency," Liben, 2016

Access the Flowers for Algernon Unit

(LearnZillion, 2017)

Zoom In: Section 3

- **Study** the lesson sequence
- **Review** the slides, teaching notes, and materials for lessons 5-7
- **Discuss:** How do you see evidence of the core principles for fluency instruction in the design and sequence of these lessons?

(LearnZillion, 2017)

Let's Prepare!

A teacher at your school shares that they do not address fluency in their classrooms because "there is no time for it."

Prepare for a role-play conversation with this teacher.

- Draft your discussion points
- Plan to address:
  - Why fluency is so important
  - How students improve their fluency

Role Play

Partner A: Act as the teacher described in the scenario

Partner B: Act as yourself, a Content Leader excited to explain why fluency is so important!

Switch and Repeat!

ENGLISH LANGUAGE ARTS
CONTENT MODULES

Module 1: Unpacking the ELA Guidebooks
Session 5: Text-Based Experiential: Reader's Circles in Action
Grades 6 – 8

Welcome!

Please put your student hat on for the first half of our session… And prepare for productive struggle ☺

Time	Task
45 min	Text-Based Experiential: "The Road Not Taken"
10 min	Reader's Circles
5 min	Wrap Up

But first…

Why this text?

- "The Famous Robert Frost Poem we've Read Wrong Forever" – The New York Post (Aug. 2015)
- "The best example in all of American poetry of a wolf in sheep's clothing." – Frank Lentricchia, critic
- "The Most Misread Poem in America" – The Paris Review (Sept. 2015)

Our Purpose

How does this process shift your thinking about the poet's message?

1st Read

- **Read** Robert Frost's poem "The Road Not Taken"
- **Write:** What does the gist of this poem appear to be?

2nd Read

Listen and follow along as I read aloud.

Let's Discuss!

Think – Group – Share

- What **dilemma** is the poet facing in stanza 1?
  - Which words from the text reveal this dilemma?
- What **choice** does the poet appear to make according to stanza 4?
  - Cite **evidence** from the text that supports your thinking

Think – Pair – Share

- In **stanza 2**, what does the phrase "it was grassy and wanted wear" tell us about the road the poet chose? Explain.
- Which words does the author use to compare the two roads in **stanza 2**?
  - Underline these words/phrases and explain what they tell us about the two roads.
- What does the author mean in **stanza 3** when he says:
  "And both that morning equally lay
  In leaves no steps had ever trodden black."

3rd Read

Partner A read aloud.

Partner B listen and follow along.

With Your Partner: Zoom in on Stanza 4

- What does the poet say about the two roads in **stanza 4**? What words does he use to convey this?
- How is his statement about the roads here ***different*** from what he said in the previous two stanzas?

With Your Partner: Zoom in on Verb Tense

- In the **first three stanzas**, what verb tense is the poet writing in? How do you know?
- In the **last stanza**, what verb tense is the poet writing in? How do you know?

Let's Discuss!

What makes the 4th stanza different from the rest of the poem? What is he talking about now?

16 I shall be telling this with a sigh
17 Somewhere ages and ages hence:
18 Two roads diverged in a wood, and I—
19 I took the one less traveled by,
20 And that has made all the difference.

4th Read

Partner B read aloud.

Partner A listen and follow along.

With Your Partner: Zoom in on Stanza 4

- Why does the author use the phrase "with a sigh"? What does this tell us about how he anticipates re-telling this story?
- Based on what we know about the two roads – what makes the last two lines of the poem so interesting? Why do you think Frost ended the poem this way?

Let's Discuss!

- How does this shift in the 4th stanza affect the overall meaning, or central message of this poem?
- What might Frost be trying to say about the way people remember their choices? What makes you think so?

Let's Reflect!

Write – Pair – Share

- How did your thinking about this poem change since the first read?
- What did you notice about the process we took?
- How did this process support you in developing a deeper understanding of the text?

What we just experienced was…

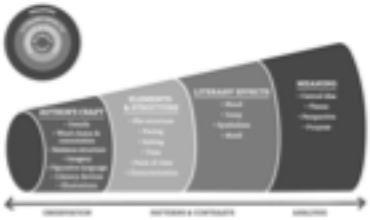
Reader's Circles:

A framework for supporting students in understanding complex text

What are "Reader's Circles"?

- Way of breaking down the steps in the reading process to support students in reading and understanding complex texts
- Students will engage in multiple readings of a text
- Each reading = a different lens
- Makes the thinking process explicit for students so they can transfer this process to texts they read on their own

Reader's Circles: Literary Texts

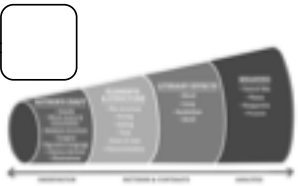


Review the Reader's Circles graphic in your note-catcher

- What do you **notice**?
- What do you **wonder**?

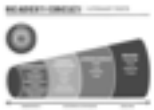
From Literal and Concrete to Abstract

In stanza 2, what does the phrase "it was grassy and wanted wear" tell us about the road the poet chose? Explain.



How does this shift in the 4th stanza affect the overall meaning, or central message of this poem?

Three Reader's Circles Frameworks



Literary Texts

Literary Non-Fiction

Informational Texts

(Learn2Illion, 2017)

Capture Your Learning

- What resonated most with you in this experiential? Why?
- How would you describe Reader's Circles to a colleague?

ENGLISH LANGUAGE ARTS CONTENT MODULES

Module 1: Unpacking the ELA Guidebooks
Session 6: Text-Based vs. Strategies-Based Instruction
Grades 6 – 8

Do Now

Reflect on your journey through the Reader's Circles with "The Road Not Taken."

- Based on this experience, how would you define "text-based instruction?"

Reflect on your experience teaching with the ELA Guidebooks so far.

- In what ways do you see evidence of this text-based approach in the ELA Guidebooks?

Content Module 1, Session 6
Grades 6 - 8
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Session Objectives

- Describe text-based instruction and its impact on students using evidence from research
- Distinguish between strategies-based and text-based instruction
- Deepen understanding of how grade-level standards fit in a text-based instructional model

Content Module 1, Session 6
Grades 6 - 8
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Agenda

Time	Task
10 min	Getting Started
27 min	Classroom Conversations Research: Text-Based vs. Strategies Based
13 min	What About Strategies & Standards?
10 min	Reflecting on Module 1

Content Module 1, Session 6
Grades 6 - 8
135

The Instructional Shifts in Literacy

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

Content Module 1, Session 6
Grades 6 - 8
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The Research Question

How does focusing on evidence from text affect classroom conversations and student learning?

Classroom #1: Strategies-based Approach	**Classroom #2:** Text-based Approach

"Rethinking Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches"
-McKeown, Beck, & Blake (2009)

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Let's Read!

Independently

- Read this excerpt from "The Fun They Had"

Discuss with a Partner:

- What's the gist of this excerpt? How do you know?

-Isaac Asimov, 1951

Classroom Conversations Role Play

Conversation 1: Strategies Approach

- **Assign roles** at your tables for each "character" in the conversation.
- **Read** the script

1) Teacher
2) Holly
3) Student
4) Kyle
5) Students

Let's Discuss!

In the strategies-based classroom:

- Who is doing most of the talking?
- Who is doing most of the thinking?
- What is being talked about?
- What is **not** being talked about?

Classroom Conversations Role Play

Conversation 2: Text-based Approach

- **Assign roles** at your tables for each "character" in the conversation.
- **Read** the script

- Teacher
- Tajae
- Catherine
- Student

Let's Discuss!

In the text-based classroom:

- Who is doing most of the thinking?
- What is being talked about?
- How does this approach differ from the strategies approach?

Strategies vs. Text-based

Strategies Approach	Text-based Approach
Procedures to guide access to text. Students might make predictions, ask questions, make connections, etc.	Asking open, meaning-based questions, focusing on evidence from the text.

The researchers found…

That in the text-based approach:

- Students' discussion was more text-focused (**97**% vs. **66**%)
- Students remembered significantly more information from the text.
- Length of student response was nearly **triple**

Did strategies instruction help?

Students taught with the strategies-based approach were ***no more successful*** in using comprehension strategies.

Does that mean… no more strategies... ever?

Of course not! What it DOES mean is that…

- A ***little*** strategies instruction can be helpful, particularly if students haven't learned them before
- A ***lot*** of strategies instruction is no more helpful then a little, and wastes valuable instructional time

When strategies are taught, they should be used in service of making meaning of the text!

What might this look like?

Compare the two questions in your note-catcher:

- What do you notice about these two questions?
- How is the strategy of inferencing addressed differently in these two questions?

Summarizing a text-based approach:

A text-based approach:

- Starts with texts worth reading and understanding.
- Focuses on what the text is about (e.g. a compelling story or useful information)
- Builds meaning through **text-dependent** questions and tasks

Why does this approach make sense?

What are text-dependent questions and tasks?

Example	Non-Example
What claim does each character make about Charlie and whether he should or should not be used for the operation? Cite evidence from the text to support your thinking.	In your opinion, should doctors and scientists be allowed to conduct experimental surgeries on people? What about on animals? Why or why not?

Pause Point: Let's Reflect!

- What has resonated with you most? Why?
- How does this learning connect to what you are already doing in your classroom?
- What might you do differently as a result of this learning?

What about the Standards?

Does text-based instruction mean a move away from standards-based instruction?

No!

The Standards are our guide

The Standards Are Our Guide

Instead of: Which standard will I teach today or this week?

Ask: Which standards are necessary to deeply understand this text?

(Keyes, 1994)

For Example

- **Review** the 8th grade standard
- **Read** the sample question
- **Discuss:** How do you see alignment between this standard and the question?

(Keyes, 1994)

Moving from…

Non text-based approach

Start with a standard and select texts to "teach" that standard.

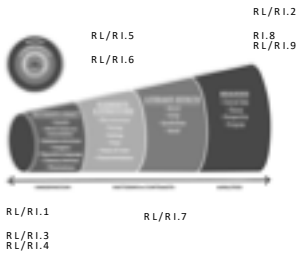
Unit 1: Main Idea
Unit 2: Characterization
Unit 3: Text Structure
Unit 4: Author's Point of View
Unit 5: Theme

In each unit, students will read a variety of texts (various topics and genres) to practice applying these standards and skills.

To…

Text-based approach

Starting with a complex text and ***using the standards in service of*** understanding the deeper meaning of that text.



Capture Your Learning

Create a sentence beginning with each word:

1) Strategies_____.
2) Standards _____.
3) Text _____.

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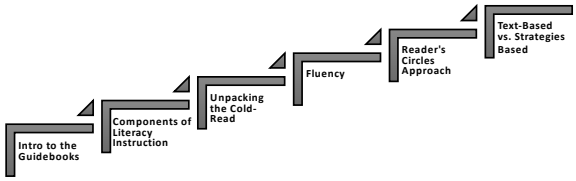
Reflecting on Module 1

- **Record your biggest takeaway from each session**
- **What questions do you have based on Module 1 content?**



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Note Catcher: Introduction to the Guidebooks

ELA Content Module 1, Session 1

Grades 6-8

Do Now

What must/should a literate person in the 21st century know and be able to do?

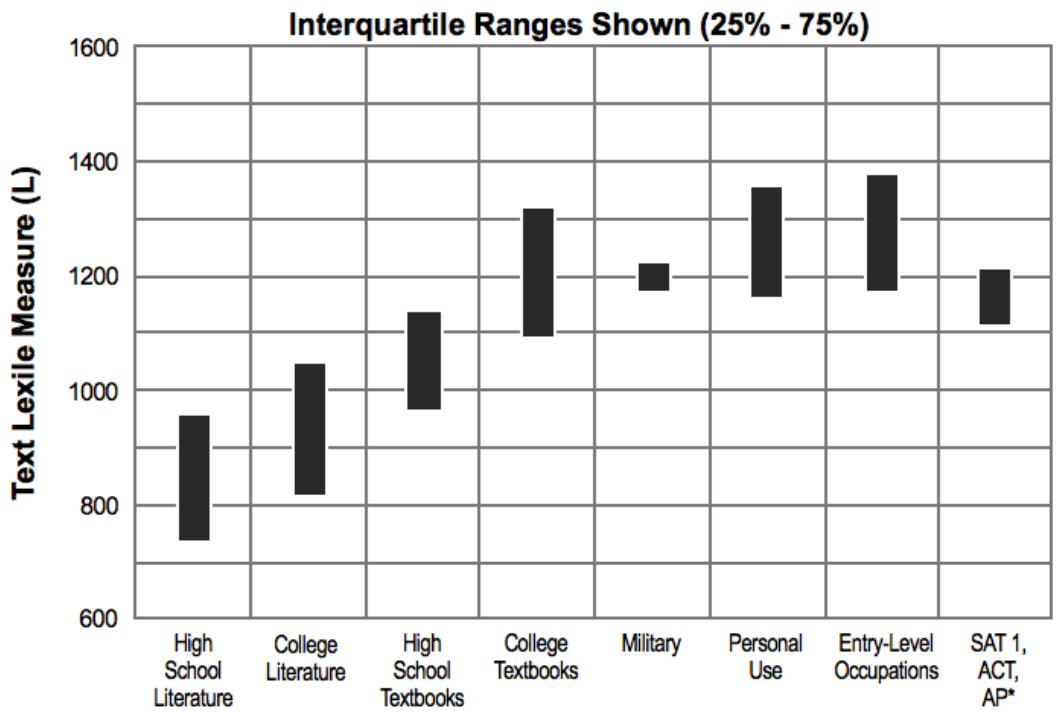
Why are these skills necessary?

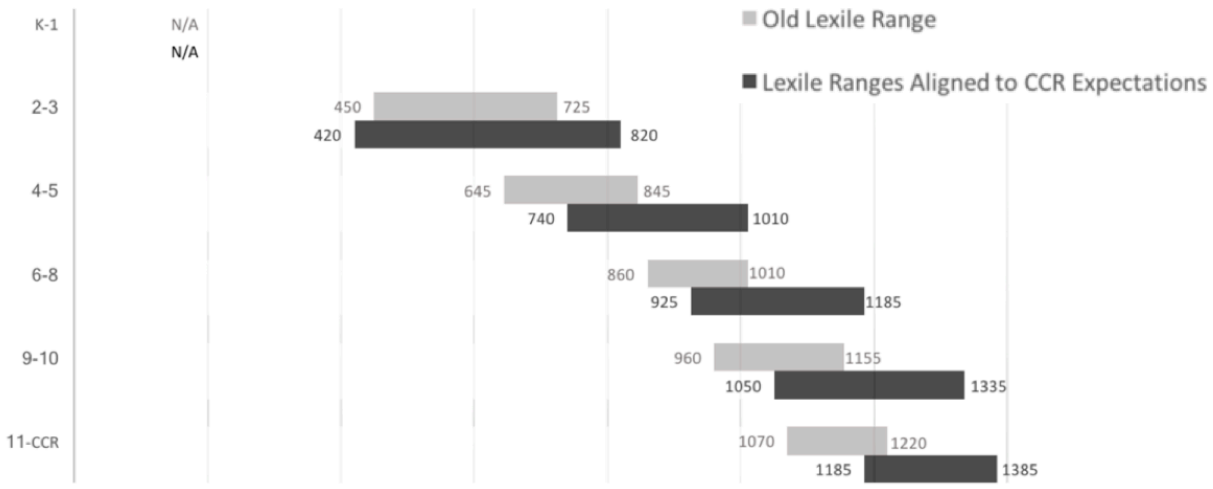
Session Objectives	Agenda
• Deepen understanding of Louisiana's ELA goal that all students will be able to read, understand and express their understanding of complex texts. • Connect the ELA goal to the three instructional shifts in literacy. • Explain how the guidebooks reflect the instructional shifts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

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 Goal	
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?*	

Text Complexity Graphs





Curriculum Sample Analysis		
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**
What is Louisiana's ELA goal for students? Why is this goal so important?	
How do the Guidebooks embody these shifts, and how do they support students in achieving the ELA goal?	

Note Catcher: The BIG Picture

ELA Content Module 1, Session 2

Grades 6-8

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

ELEMENTS OF SUCCESS FOR ALL
SECURING THE CORE FOR EACH AND EVERY STUDENT (ELA)

Requires regular support and intensive practice to:

1. **Address Fluency for those students who need it**
2. **Support Development of Academic Language proficiency through Speaking and Listening**
3. **Support Development of Academic Language proficiency through attention to syntax and academic vocabulary in complex text**
4. **Grow Academic Vocabulary through word study, close reading and a volume of reading**
5. **Read Complex Text closely and analytically on a regular basis gradually developing students' ability to learn from complex text independently (R.10 grades 2-12)**
6. **Increase the Volume and Range of *Accountable* Reading**
7. **Use Evidence to inform, argue and analyze (write and speak with support from sources)**
8. **Provide opportunities for short focused research on a regular basis**

Why the focus 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.

(continued on the next page)

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.

Note on Volume of Student Reading: Close reading itself cannot provide the volume of reading needed to acquire the lexicon of academic words and the background knowledge essential for all students to achieve academic success. What it does is change the way students read by providing the tools and developing the habits of mind that will allow all students to learn independently from the texts they read. This will allow all students to successfully read the quantity of text needed to become fully college and career ready

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 literacy?	
Which components of literacy are addressed in whole group instruction through the Guidebooks?	

Note Catcher: Unpacking the Cold Read Task

ELA Content Module 1, Session 3

Grades 6-8

Do Now

When you prepare to teach a unit from the Guidebooks, what steps do you take?

What successes and challenges have you experienced when preparing to teach a new unit?

Session Objectives	Agenda
• Learn and apply process for unpacking the knowledge and skills students need to be successful on a Cold Read Task • Deepen understanding of the backwards design principle of the ELA Guidebooks	

Time	Task
5 min	Getting Started
35 min	Practice Unpacking the Cold Read Task
20 min	Explore Guidebooks Lessons
5 min	Reflect + Wrap Up

Unpack the Knowledge Demands
What knowledge must students have in order to read and understand these texts independently?

Unpack the Skills Question #1
What must students be able to do in order to answer this question successfully? What skill(s) must they have?

Flowers for Algernon: Review the Lesson Sequence	
What **evidence** do you see of **building the knowledge** needed for this text?	
What **evidence** do you see of the **skills** we unpacked?	
Zoom In: Lesson 8 How does this lesson support students in building specific skills and/or knowledge required on the Cold Read Task?	

Capture Your Learning	
Question	**Response**
What resonated most with you in this session? Why?	
What impact does this learning have on your planning practices?	

Note Catcher: Fluency as a Foundation

ELA Content Module 1, Session 4

Grades 6-8

Do Now: Think of a student who is a fluent reader and another who is disfluent. *For each student: How would you describe their reading? What does it sound like?* *What impact does their fluency or lack thereof have on their overall reading ability and attitude towards reading?*

Session Objectives	Agenda
• Understand what fluency is and why it is important • Understand the core components to support students in becoming more fluent: **repeated reading** and **feedback** • Explore how fluency lives in the Guidebooks • Experience how "Let's Read!" can be an opportunity to support student fluency	

Time	Task
5 min	Getting Started
15 min	What is Fluency and why is it important?
10 min	Strategies to Support Fluency
20 min	Fluency in the Guidebooks
10 min	Role Play

What's Trending on Twitter?	
@Shanahan The National Reading Panel examined 51 studies of oral-reading fluency instruction and found a substantial pattern of evidence supporting the idea that teaching oral fluency improves reading achievement (NICHD, 2000). Fluency instruction improved reading no matter how it was measured. Of course, fluency instruction improved oral reading fluency itself, but it also had a positive impact on children's decoding, word recognition, silent-reading comprehension, and overall reading achievement as measured by group-administered standardized tests. – *Shanahan, 2005* 50% of the variance in reading comprehension was accounted for by fluency measures. (Paige 2011)	**@Colorin_Colorado:** Because fluent readers do not have to slow down in order to concentrate on decoding the individual words in a text, they can focus their attention on the text's meaning. In this way, **fluency acts as a bridge between word recognition and comprehension, and this relationship is reciprocal**. That is, when a student understands the meaning of the text he/she is reading, it is much easier to read that text with expression. – *Ford, 2015*
@Ford_15: Fluency activities support ELLs because as students practice reading English texts fluently, they are "gaining valuable information about the sounds and cadences of spoken English, and they are also developing vocabulary skills." – *Ford, 2015*	**@The4Researchers** The most compelling reason to focus instructional efforts on students becoming fluent readers is **the strong correlation between reading fluency and reading comprehension**. – *Allington, 1983; Johns, 1993; Samuels, 1988, Schreiber, 1980*

Fluency Jigsaw Debrief	
Fluency Strategy	**Key Takeaways**
Choral Reading	
Paired Reading (Buddy Reading)	
Repeated Reading	
Fluency Development Lesson	
Echo Reading	

Let's Practice: Partner Reading
"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 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."

Core Principles of Fluency Instruction:

1. **Students must have sufficient practice with a variety of texts**
2. **Students need to hear fluent reading modeled**
3. **Students need repeated practice reading a text**
4. **Students need feedback on their reading**

Zoom In: Section 3 Analyze Lessons 5-7	
How do you see evidence of the core principles for fluency instruction in the design and sequence of these lessons?	

Fluency Role Play Conversation: Discussion Points	
Why fluency is so important	
How they can support students in improving their fluency	

Role play your conversation with a colleague. Adjust as needed based on feedback.

Note Catcher: Text-Based Experiential: Reader's Circles in Action

ELA Content Module 1, Session 5

Grades 6-8

<table>
<tr><th colspan="2">Do Now</th></tr>
<tr><td colspan="2">Please put your student hat on…and prepare for productive struggle ☺</td></tr>
<tr><th>Session Objectives</th><th>Agenda</th></tr>
<tr><td>

- Experience and reflect on text-based instruction
- Understand the Reader's Circle framework and how this model supports you in developing a deeper understanding of the text
- Understand that the Reader's Circle framework is a core design principle of the Guidebooks 2.0 curriculum

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<table>
<tr><th>Time</th><th>Task</th></tr>
<tr><td>45 min</td><td>Text-Based Experiential: "The Road Not Taken"</td></tr>
<tr><td>10 min</td><td>Reader's Circles</td></tr>
<tr><td>5 min</td><td>Wrap Up</td></tr>
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"The Road Not Taken"
Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

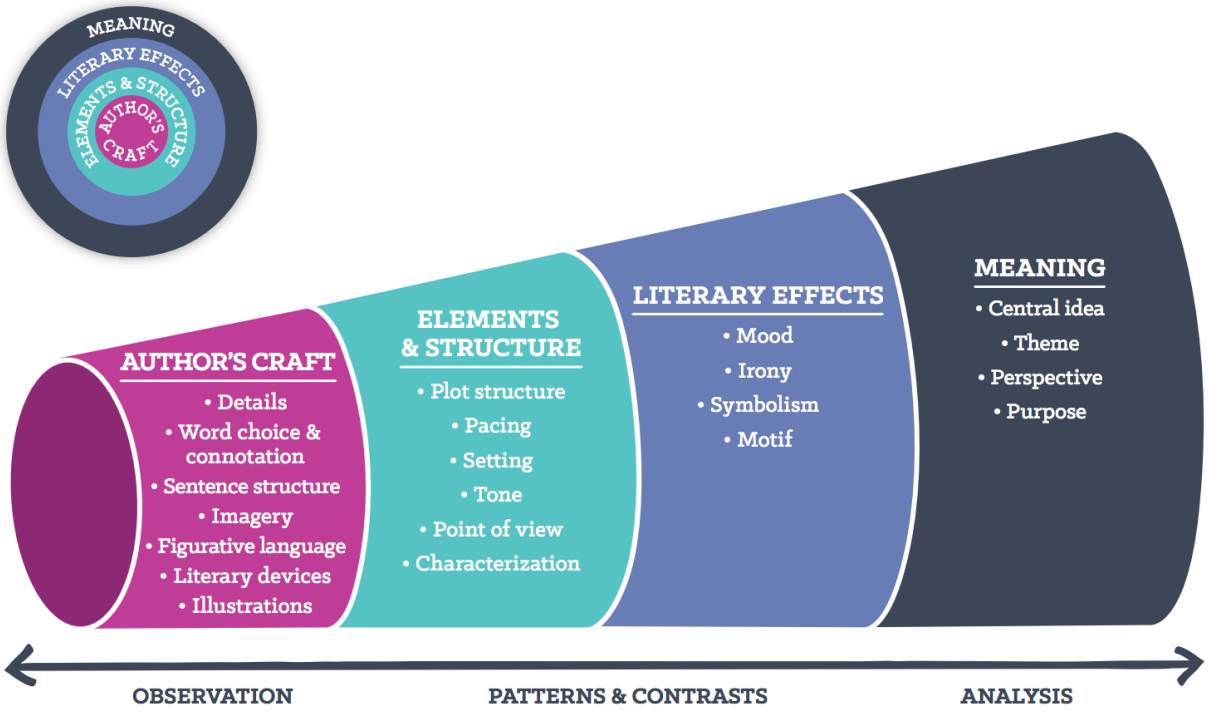
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

What is the gist of this poem?

Reflections	
How did your thinking about this poem change since the first read?	
What did you notice about the process we took?	
How did this process support you in developing a deeper understanding of the text?	

Reader's Circles

Literary Text



Capture Your Learning	
Question	**Response**
What resonated most with you in this experiential? Why?	
How would you describe Reader's Circles to a colleague?	

Note Catcher: Text-Based vs. Strategies-Based Instruction

ELA Content Module 1, Session 6

Grades 6-8

Do Now	
Reflect on your journey through the Reader's Circles with "The Road Not Taken." Based on this experience, how would you define "text-based instruction?"	Reflect on your experience teaching with the ELA Guidebooks so far. In what ways do you see evidence of this text-based approach in the ELA Guidebooks?
Session Objectives	**Agenda**
• Describe text-based instruction and its impact on students using evidence from research. • Distinguish between text-based and strategies-based instruction • Deepen understanding of how grade-level standards fit in a text-based instructional model	

Time	Task
10 min	Getting Started
27 min	Classroom Conversations Research: Text-Based vs. Strategies-Based
13 min	What about Strategies & Standards?
10 min	Reflecting on Module 1

Compare the two questions.	
Question #1	**Question #2**
"As I was reading *Flowers for Algernon* I made an inference about how Charlie was feeling. Now go to your independent reading books and make an inference about a character in book you are reading."	"As I was reading *Flowers for Algernon* I made an inference about how Charlie was feeling. What else could we infer about Charlie, based on his interaction with the doctor?"
• What do you notice about these two questions? • How is the strategy of inferencing addressed differently in these two questions?	

Pause Point: Let's Reflect!	
Question	**Response**
What has resonated with you most? Why?	
How does this learning connect to what you are already doing in your classroom?	
What might you do differently as a result of this learning?	

Grade 8 Standard	Question from *Flowers for Algernon*
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Who is Charlie Gordon? Identify 2-3 quotations which reveal aspects of Charlie's character and explain what they reveal.

Capture Your Learning
Create a sentence beginning with each word:
1) Strategies 2) Standards 3) Text

Let's Reflect!		
Session 1: Intro to the Guidebooks	Session 2: Components of Literacy Instruction	Session 3: Unpacking the Cold Read Task
Session 4: Fluency	Session 5: Reader's Circles Experiential	Session 6: Text-Based vs. Strategies Based Instruction

ENGLISH LANGUAGE ARTS CONTENT MODULES

ELA Content Leader Module 2 Bibliography

June, 2018

This bibliography is organized in the order that citations appear in this Content Module.

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