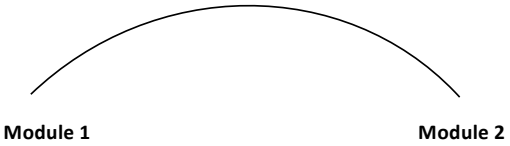
CONTENT LEADER

# Welcome back! Content Leader Day 4

Content Module 3

## A Look Back: Where have we been?

**Arc I: Introduction to the Guidebooks**

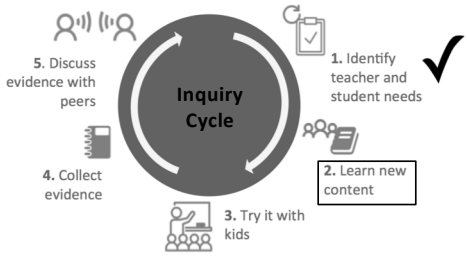





## A Look Ahead: Where are we going?

**Arc II: Close Reading Cycle of Inquiry**

## Our Inquiry Cycle






## Our Question

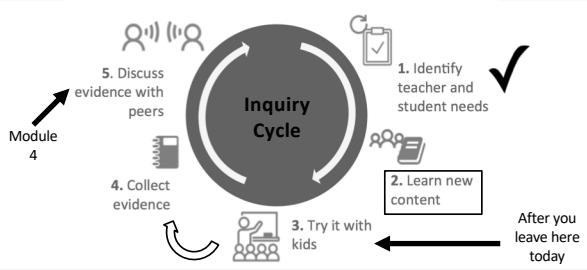
Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?



## Our New Content – Module 3 Session Topics

- **Session 1:** Qualitative Analysis as a Foundation for Text Based Instruction
- **Session 2:** Defining Close Reading in the Guidebooks
- **Session 3:** Re-thinking the Role of TDQs
- **Session 4:** Direct Vocabulary Instruction in the Guidebooks
- **Session 5:** Speaking and Listening
- **Session 6:** Preparing to Teach

## Between Now and Module 4…






ENGLISH LANGUAGE ARTS CONTENT MODULES

**Module 3**: Close Reading to Build Understanding
**Session 1**: Qualitative Analysis as a Foundation for Text-Based Instruction

## Do Now

**Independently**
Read the excerpt in your note-catcher.

**Think – Pair – Share**
What makes this text complex?



## Session Objectives

- Describe the four aspects of qualitative complexity and identify examples of each.
- Explain why it is important to consider qualitative factors when teaching a complex text.



## 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



## Let's Start by Exploring…

What makes a text complex?

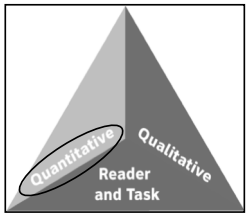
## Three-Part Model of Text Complexity

**Inherent to the Text:**

1. Quantitative Measures
2. Qualitative Features

**Teacher Considerations**

3. Reader and Task




(CSSO, 2010)



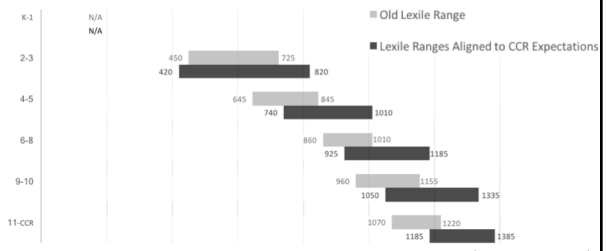
## Lexile Level

- Represents text complexity as a numerical value – for example: 820L
- Determined by a computer
- Based on:
  - Sentence length
  - Word frequency

(Student Achievement Partners, 2016)



## Staircase of Quantitative Complexity




(Metametrics, Inc., 2006)



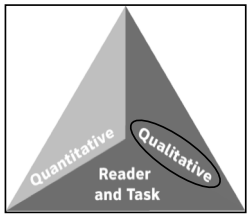
## Three Factors of Text Complexity

**Inherent to the Text:**

1. Quantitative Measures
2. Qualitative Features

**Teacher Considerations**

3. Reader and Task




(CSSO, 2010)



## What makes this text complex?

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Investigate. Believe.

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

James Baldwin

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

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was Epimetheus, or Afterthought; for he was always thinking of what he might have had 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 his mighty kids were spending their time in idleness, drinking nectar and eating ambrosia, he was insert 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 pity when he saw how miserable they were. "Why should they not be happy as well as the golden days when Saturn[2] was king, (3) I love men dare and enterprise! they seem the 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. (3)

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

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

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

Grade 8 • Flowers for Algernon

- **Read** "The Story of Prometheus I" and "The Story of Prometheus II" from *Old Greek Stories* by James Baldwin
- **Analyze and discuss with a partner:** What makes this text complex?



## Qualitative Complexity

Meaning Structure

**Qualitative Features**

Language Knowledge

## Qualitative Features of Complexity

- Layers of meaning
- Concept complexity
- Subtle theme

Meaning

Structure

- Organization
- Text Features
- Connections between ideas

**Qualitative Features**

- Vocabulary
- Sentence Length and Structure
- Figurative Language
- Historical Language or Dialects

Language

Knowledge

- Content Knowledge
- Disciplinary Knowledge
- Intertextuality
- Background and Experiences



## Complexity in "The Story of Prometheus"

**With a partner:**
Find one example of each type of complexity in "The Story of Prometheus"

Meaning

Structure

**Qualitative Features**

Language

Knowledge

(Student Achievement Partners, 2016)



## Why is this important?

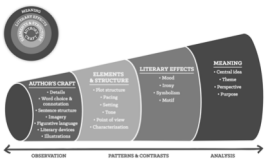
Meaning

Structure

**Qualitative Features**

Language

Knowledge

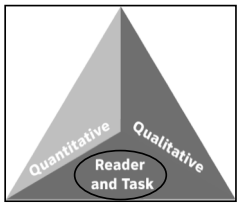





## Coming Soon: Reader and Task

**Consider:**

- Age of students and developmentally appropriate content
- Specific needs of the students
- Engagement and motivation




(CSSO, 2010)



## Let's Discuss!

- Explain why quantitative measures alone (e.g. Lexile) cannot be used to measure a text's complexity.
- What are the qualitative features that make a text complex?
- How can analyzing text complexity support high-quality instruction?



## ENGLISH LANGUAGE ARTS CONTENT MODULES

**Module 3**: Close Reading to Build Understanding
**Session 2**: Defining Close Reading in the Guidebooks

## Do Now

**Independently:**
- Read the text in your note-catcher
- Review the two questions

**Discuss with a Partner:**
- How do these text-based questions work together?
- How does the second question build from the first one?

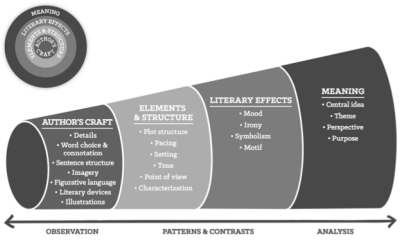


## Session Objectives

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



## Let's Review: Reader's Circles






## The Reader's Circles

- The Guidebook's approach to close reading
- Students engage in multiple reads of a complex text, each time for a different purpose or through a different "lens"
- The goal is to help students move from literal to abstract thinking and to uncover the deeper meaning of texts



## Zoom in: The Story of Prometheus

**Section 1 (Lessons 1-3):**

**Lesson 1: Summarize a Greek myth**
Students summarize "The Story of Prometheus" and revise their summaries to incorporate grade-level sentence constructions.
Created by: Louisiana Department of Education

**Lesson 2: Analyze vocabulary in Greek myths**
Students reread "The Story of Prometheus" and work with the language to analyze how the author's word choice impacts tone and meaning.
Created by: Louisiana Department of Education

**Lesson 3: Analyze characters' actions in Greek myths**
Students engage in a discussion about "The Story of Prometheus" to demonstrate understanding of the text and write a thematic analysis paragraph.
Created by: Louisiana Department of Education



## Put on Your Student Hat

DEPARTMENT of EDUCATION
Louisiana Believes

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

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter[1] and been sent to chains in 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 Epimetheus, or Afterthought, for he was always thinking of what he might have done last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

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He went out amongst men to live with them and help them; for his heart was filled with pity when he saw how miserable they were, even more miserable than the poor dumb beasts. In olden days, when Saturn[2] was King, Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another—the most miserable of all living creatures. (2)

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

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

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

Grade 8: Flowers for Algernon

**Independently**

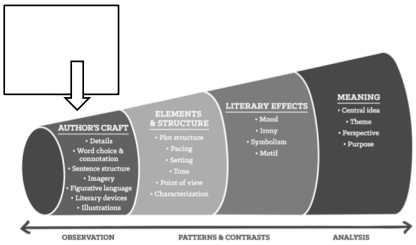
- **Re-read** the text
- **Look for:** Which words reveal aspects of the characters?

**With a Partner:**

- **Select** a character (Prometheus or Jupiter)
- **Underline** three words in the text that describe the character you have chosen

## Let's Discuss!

What did this journey through the first layer of the Reader's Circles help you understand about the text?






## Put On Your Student Hat

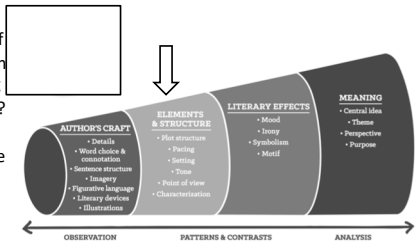
**Discuss with a Partner:**

- Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?
- What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus's character?
- How are humans impacted by Prometheus's decision to defy Jupiter?



## Let's Discuss!

- How did this part of the journey build on your understanding from the first circle?
- What did this journey through the second circle help you understand about the text?






## Put On Your Student Hat

**Discuss with a Partner:**

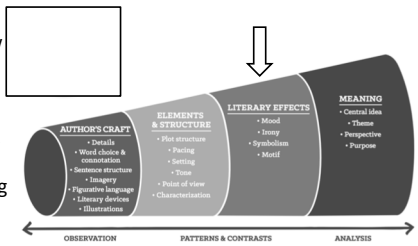
- What is Jupiter's punishment for man?
- What does this punishment symbolize?

Use evidence from the text to support your thinking!



## Let's Discuss!

- Where are we now in our journey through the Reader's Circles?
- How does this lens help you deepen your understanding of the text?





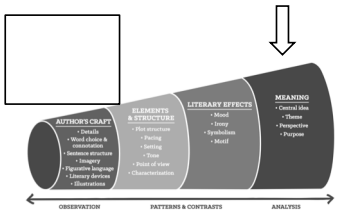

## Put On Your Student Hat

**Discuss:**

The gods are referred to as the "Mighty Ones." Based on the text, are the gods truly mighty? Explain your thinking using evidence from throughout the text.

## Let's Discuss!

- How does this question bring us to the 4th circle?
- How did our journey through the circles help you to unlock the story's deeper meaning?



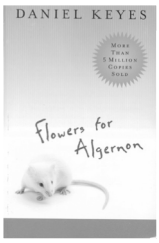



## What does this look like in the Guidebooks?

- Students will be taken on a "journey through the circles" to help them build a strong understanding of complex texts
- **The journey doesn't always look the same!**
  - Sometimes this journey happens over the course of a few or several lessons
  - Sometimes it happens over the course of an entire unit



## Explore the Reader's Circles in the Guidebooks

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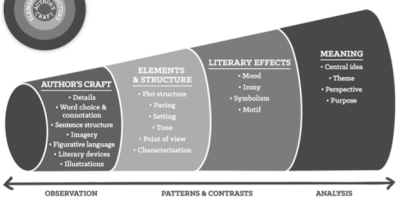
- 


(Keyes, 1966)



## Capture Your Learning

- What are the Reader's Circles and how do they live in the Guidebooks?
- How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?
- Why is it important to implement the Guidebooks with integrity?



**ENGLISH LANGUAGE ARTS CONTENT MODULES**

**Module 3**: Close Reading to Build Understanding
**Session 3**: Re-Thinking the Role of TDQs

## Do Now

**Independently:**
- **Read** the text in your note-catcher
- **Create** an exemplar student response to the question

**Discuss with a Partner:**
- What does this question require students to do?
- What does a strong student response look like for this question?

## Session Objectives

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



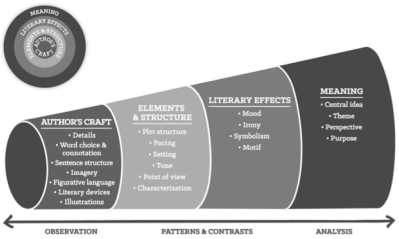
## The Instructional Shifts in Literacy

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



## Readers Circles and Text-Dependent Questions

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






## Non Text-Dependent vs. Text-Dependent

| | | |
|---|---|---|
| In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something. | ⇨ | What makes Casey's experiences at bat humorous? |
| In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair. | ⇨ | What can you infer from King's letter about the letter that he received? |
| *The Lion, the Witch, and the Wardrobe* tells the story of four siblings who have many adventures in Narnia. Write about an adventure that you have taken with your family. | ⇨ | In *The Lion, the Witch, and the Wardrobe,* how and why does Edmund change? |



## What are text-dependent questions?

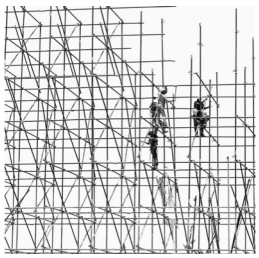
- Push students to rely solely on the text
- Must be traceable "back to the text"
- Cannot be answered based on personal opinion or background knowledge alone

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

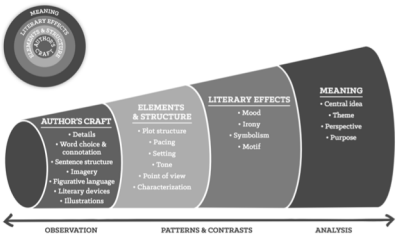


## Why ask text-dependent questions?

- Text-dependent questions help readers build meaning of a text.
- Text dependent questions act as a scaffold, supporting students in accessing and understanding texts



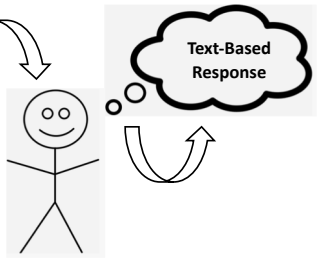
## How do TDQs act as a scaffold?






## Inputs and Outputs

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






## Compare Student Responses

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

- **Read** the two student responses in your note catcher

**Think –Pair – Share**

- Which response is stronger?
- How do you know?
- What does each response tell us about what each student does or does not understand?



## In a Strong Student Response….

**The student:**

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

**Discuss:** How does the exemplar student response demonstrate each of these criteria?



## Zoom In: Criteria 2

- Review the Standard 1 progression in grades 4-8
- How does this progression clarify what we mean by "evidence" at the different grades?

**Criteria 2:**

Selects evidence provided from the text that is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion).



## In a Strong Student Response….

**The student:**

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

## Student Look-Fors

**Student Look-Fors:**

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

- Students can use the following quotations to support their responses:
  - "Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."
  - "He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures."

LearnZillion, 2017



## Let's Practice!

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

**Independently:**

- Study the "Student Look-Fors" provided by the Guidebooks

**Discuss at Your Tables:**

- What must an exemplar student response to this question demonstrate?
- What might an exemplar student response include?



## Gallery Walk: Evaluating Student Responses

- **Read** each student response
- **Discuss:**
  - Does the student response demonstrate the key understandings outlined in the Look-Fors?
  - Does the student response meet all 3 criteria? Why or why not?

**3 Criteria for Strong Text-Based Responses:**

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



## Let's Discuss!

- Which student responses were strongest? Why?
- Which student responses were weakest? Why?
- Why is it important to understand these student look-fors before implementing a lesson?



## Zoom In: Student Response #4

Prometheus defies Jupiter because he wants to take Jupiter's place as the king. Prometheus didn't like the way Jupiter was ruling and thought he could do a better job ruling the Earth. The only way to take over is to defy him and to get the people to follow him instead. That is Prometheus's motivation and it tells us that he is brave and strong like a leader, but also maybe a little bit greedy because he wants to be the ruler. And in the text it says "he went boldly to Jupiter." And that's why he is brave.

**Text-Dependent Questions**

would support this student in understanding the text!

**For example…**

- When Prometheus "went boldly to Jupiter," what did he want to discuss?
- Based on the text, why does Prometheus want to bring fire to the humans?



## Capture Your Learning

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

CONTENT LEADER

# Welcome Back!

- ❑ S4: Direct Vocabulary
- ❑ S5: Speaking and Listening
- ❑ Break
- ❑ S6: Preparing to Teach
- ❑ Trying This Out With Students

ENGLISH LANGUAGE ARTS CONTENT MODULES

**Module 3:** Close Reading to Build Understanding
**Session 4**: Unpack Direct Vocabulary Instruction in the Guidebooks

## Do Now

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

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

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

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

- **Re-read** "The Story of Prometheus – Part II"
- **Highlight** vocabulary words you think may be important to teach within this text
- **Discuss:** Which words did you highlight and why?



## Session Objectives

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



## Two Approaches to Building Vocabulary

**How do students learn new vocabulary?**

Two Instructional Approaches

**Direct** Vocabulary Instruction

**Indirect** Vocabulary Instruction



## Revisit - Direct vs. Vocabulary Instruction

**Direct**
**Teacher provides explicit instruction of and practice with vocabulary words in context (before, during and after reading), as well as engages students in word study (analyzing root words and affixes, etc.)**

**Indirect**
**Students learn vocabulary indirectly when they hear and see words used in many different contexts. Conversations, read-aloud experiences, and independent reading are essential.**

*National Reading Panel, 2000*

## First…

What does Direct Vocabulary Instruction look like?

Words that require less time and attention

Words that require more time and attention



## Sometimes, A Quick Explanation Will Do

"In the first place, he ordered his **blacksmith** Vulcan, whose **forge** was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman."

A **blacksmith** is a person who makes objects out of metal and a **forge** in this case is like the blacksmith's workshop – it's the large open fire he uses to heat the metal.



## But Other Times…

Words need more time and attention!

## Put on Your Student Hat

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



## Examine the Word Parts

**Foreboding**

Are there are any word parts that can help us determine the meaning of this word?

**Foreshadow** **Forefront** **Forecast**

**Foresee** **Foreground**



## Define It

**Foreboding**

A feeling that something bad is about to happen

*As the black clouds began to gather and spin, a sense of **foreboding** filled me – I knew a tornado was just moments away from touching down.*

## Explain It

**Convey/explain** the meaning of the word "foreboding" using your own words and/or pictures



## Make Connections

**Work with a Partner**

1) Complete the analogy:
   **Foreboding** is to _____ as ecstatic is to happy.

2) Generate as many synonyms for the word foreboding as you can.



## Application

Generate a new sentence using the word foreboding

**My New Sentence**



## Protocol for Direct Vocabulary Instruction

**General Protocol for Explicitly Teaching Vocabulary**[3]

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

- **Independently Review** the "General Protocol for Explicitly Teaching Vocabulary" that is found in the Guidebooks Vocabulary Guide
- **Discuss:** What specific actions did we take to address the steps outlined in this protocol?



## Protocol for Direct Vocabulary Instruction

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   b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

**Step 2**

- Guide students to define the word using:
  - Word parts
  - Context Clues
- If none of the above apply, provide a student-friendly definition!



## Protocol for Direct Vocabulary Instruction

**General Protocol for Explicitly Teaching Vocabulary**[3]

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   a. Ask students to answer questions about the text that require them to use the word or phrase.
   b. Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

**Step 5**

- Write a new sentence
- Answer questions about the text that require students to use the word
- Participate in wordplay games, such as acting out the meaning

## Protocol for Direct Vocabulary Instruction

**The protocol is meant to be flexible!**

**General Protocol for Explicitly Teaching Vocabulary**[3]

1. **Presentation**: Present the word or phrase in context.
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## Protocol for Direct Vocabulary Instruction

- **Review** the Vocabulary Task for "Intent" in your note catcher
- **Discuss with a partner**:
  - What are the similarities between this example and our model?
  - What are the differences?

**The protocol is meant to be flexible!**



## Let's Practice!

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

**Work with a Partner**

**Apply** this 5-step vocabulary protocol to map out a plan for how you would provide direct vocabulary instruction for the word **"puny"**



## Now the question is…

How do I know which words deserve more time and attention during direct vocabulary instruction?



## Direct Vocabulary in the Guidebooks

**Independently**

**Read** the excerpt from "Which Words Do I Teach and How?"

**Discuss:**

- Which words merit relatively less time and attention?
- Which words merit relatively more time and attention?



## Systematic Approach to Vocabulary Instruction

| Which words merit relatively less time and attention? | Which words merit relatively more time and attention? |
|---|---|
| • Concrete Words<br>• Words with single meanings<br>• Words reflecting meanings are part of students' experience<br>• Words unlikely to show up again | • Abstract words<br>• Words with multiple meanings<br>• Words reflecting unfamiliar meanings<br>• Words that will occur commonly in academic texts<br>• Words that are part of a word family |

## Another Key Takeaway

**We must address:**

Words that are central to the meaning of the text!



## Revisit the Story of Prometheus

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

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

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

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

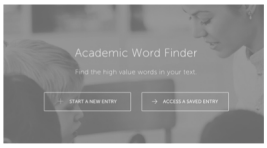
- **Find** at least one example of a word that merits relatively **less time** and attention
- **Find** at least one example of a word that merits relatively **more time** and attention

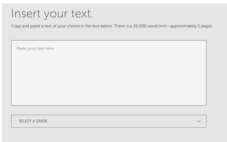


## A Useful Tool

**The Academic Word Finder**

*(Student Achievement Partners)*




**https://achievethecore.org/academic-word-finder/**



## Capture Your Learning

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



**ENGLISH LANGUAGE ARTS CONTENT MODULES**

**Module 3**: Close Reading to Build Understanding
**Session 5**: Speaking and Listening

## Do Now

**Think about text-based discussions your students have engaged in this year.**

- What makes a discussion successful?
- What makes a discussion unsuccessful?

## Session Objectives

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



## What does a text-based discussion sound like?

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

James Baldwin

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

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

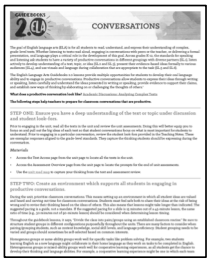
- **Examine** the Classroom Conversation Case Study.
- **Look for:**
  - Effective teacher actions
  - Effective student actions
- **Discuss:** What is effective about this classroom conversation?



## Speaking and Listening Skills…

Don't happen overnight!

## How do you prepare for text-based conversations?



CONVERSATIONS

The goal of English language arts (ELA) is for all students to read, understand, and express their understandings of complex, grade-level texts. Whether listening to one and a half, engaging in conversation with peers or the teacher, or delivering a formal presentation, students need to be able to express their understandings of a text. Students need to be able to listen and training ask students to have a variety of productive conversations in different groupings with diverse partners (S. L. Oliver and Hopkins, 2007; Fisher and Frey, 2008; Fisher, Frey, and Lapp, 2009; Hiebert and Pearson, 2010; Hiebert, 2012) to increase academic (S.L.), and our rounds and language during collaborative that are appropriate to the task (S.L. and CCSS).

The English language arts Guidebooks to lessons provide multiple opportunities for students to develop their oral language skills and to engage in productive conversations. Productive conversations allow students to express their ideas through writing and speaking, to listen to others' ideas, and to build on others' ideas. Productive conversations also allow students to learn from and to support their classmates and establish new ways of thinking by elaborating on or challenging the thoughts of others.

**What does a productive conversation look like?** Academic Conversations, Sentaching, Complex Texts

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

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

Prior to engaging in the unit, read all the texts in the unit and review the unit assessments. Doing this will better equip you to ask questions of your students, to listen to their responses, and to provide feedback to your students as they are learning and rehearsal. Prior to engaging in a particular conversation, review the student look-fors provided in the Teaching Notes. These look-fors are written to be specific to the lesson and are aligned to the grade level standards. They capture the thinking students should be expressing during the conversation.

Materials:

- Access the First Access page from the unit page to locate all the texts in the unit.
- Access the Assessment Overview page from the unit page to locate the passages for the end of unit assessments.
- Use the and and to capture your thinking from the text and assessment review.

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

During the unit, prioritize classroom conversations. That means setting up an environment in which all student ideas are valued and students are willing to share their ideas and thoughts with their classmates. Students need to be able to listen to others and moving and to revise their thinking based on the ideas of others. This also means that learners might take longer than indicated. The Guidebooks provide a suggested timeline for the lessons, but it is important to remember that the timeline is based on a rate of time (e.g., 30 minutes out of 40 minutes based) should be considered when determining lesson timing.

Throughout the guidebook lessons, a note. Provide the class into pairs groups using an established classroom routine. Be sure to provide student groups a skills and conversation prompts to guide the discussion. Teacher may also have a conversation with the whole class. Teacher grouping needs to be varied and group should sometimes be self-selected based on common interests.

Heterogeneous groups or some skillful groups work well for specific tasks like problem solving. For example, two students with strong reading skills and one student who is a reluctant reader or English language learner (ELL) might work well together. Heterogeneous groups or a mixed skillful groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language skills. For example, a cooperative learning experience might be one in which each team

- **STEP ONE:** KNOW THE TEXT
- **STEP TWO:** CREATE A SUPPORTIVE ENVIRONMENT
- **STEP THREE:** ESTABLISH NORMS AND PROCEDURES
- **STEP FOUR:** PURPOSEFUL PLANNING
- **STEP FIVE:** USE TALK MOVES



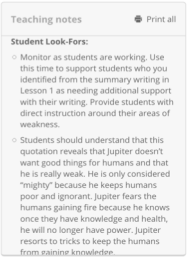
## Step 1: Know the Text

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



## Helpful Resource: Student Look-Fors

- **Review** the student look-fors provided by the Guidebooks for these discussion questions.
- **Summarize:** What are the key understandings students should demonstrate in this conversation?



Teaching notes  Print all

**Student Look-Fors:**

- Monitor as students are working. Use this time to support students who you identified from the summary writing in Lesson 1 as needing additional support with their writing. Provide students with direct instruction around their areas of weakness.
- Students should understand that this quotation reveals that Jupiter doesn't want good things for humans and that he is really weak. He is only considered "mighty" because he keeps humans poor and ignorant. Jupiter fears the humans gaining fire because he knows once they have knowledge and health, he will no longer have power. Jupiter resorts to tricks to keep the humans from gaining knowledge.

## Analyze the Classroom Case Study

**Discuss with a Partner:**

- How does the teacher demonstrate a deep understanding of the text?
- How does the teacher support students in demonstrating a deep understanding of the text?

**Step 1:**
**Ensure you have a deep understanding of the text or topic under discussion and student look-fors.**



## Step 2: Create a Supportive Environment

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

**Turn and Talk:**

- What does a supportive environment look and sound like?
- What does it take to build this type of environment?



## Student Groupings

**Considerations…**

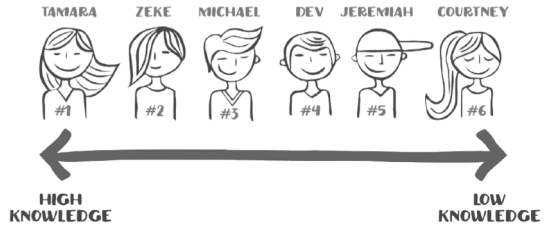
- Content/background knowledge
- Social skills
- Reading ability
- Language proficiency

**Structures…**

- Partners
- Small groups
- Expert/Jigsaw groups
- Self-selected groups, etc.



## Balance and Accountability are Key






## Analyze the Classroom Case Study

**Discuss with a Partner:**

- What evidence do you see of a supportive environment?
- How are students grouped in this discussion?

**Step 2:**
Create an environment which supports all students in engaging in productive conversations.



## Step 3: Establish Norms and Procedures

Establish consistent norms and procedures for conversations.

**Share Out:**

- What norms and procedures are evident in this case study? Be specific!

## Video Look Fors

**As you watch the video, look for**:

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

ELA Content Module 3, Session 5 128

## Let's Discuss!

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

ELA Content Module 3, Session 5 130

## Step 4: Purpose and Planning

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

ELA Content Module 3, Session 5 131

## Analyze the Classroom Case Study

**Discuss with a Partner:**

- What was the purpose of this conversation?
- How did the Guiding Questions support that purpose?

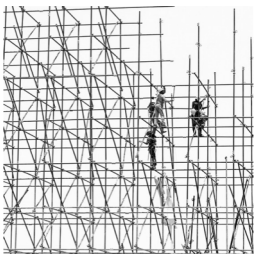
**Step 4:**
**Identify the purpose of and provide guiding questions for each conversation.**

ELA Content Module 3, Session 5 132

## Guiding Questions…

**…act as a scaffold!**

They support students in making meaning of complex texts!



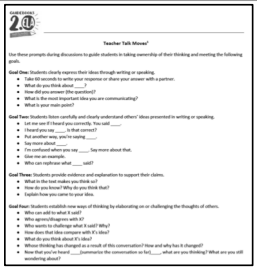
ELA Content Module 3, Session 5 133

## Step 5: Use Talk Moves to Guide the Conversation

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

ELA Content Module 3, Session 5 134

## What are “Talk Moves”?



**Teacher Talk Moves**[2]

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

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

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

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

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

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

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

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

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

- **Review** the Talk Moves handout
- **Summarize**: What are “Talk Moves”? What purpose do they serve?



## Analyze the Classroom Case Study

**Discuss with a Partner:**

- Which “talk moves” did the teacher use in this discussion?
- Select one example from the case study. What was the intended purpose of that talk move and what impact did it have on students’ discussion?

**Step 5:**
**Guide conversations with “talk moves” to determine student understandings and misconceptions.**



## Let’s Discuss!

- What are the characteristics of a high-quality classroom conversation?
- How do the five planning steps we discussed today ensure text-based conversations are productive?



ENGLISH LANGUAGE ARTS CONTENT MODULES

**Module 3**: Close Reading to Build Understanding
**Session 6**: Preparing to Teach

## Do Now

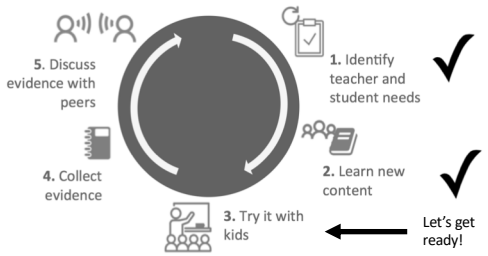
- When you teach a lesson, how do you know that students have achieved the goals you’ve set?
- What types of evidence of student learning (i.e. assessments, writing pieces, work samples) do you find most helpful in measuring student progress?



## Session Objectives

- Explain the process and purpose of the Inquiry Cycle.
- Understand the characteristics of actionable evidence of student learning.
- Begin the Inquiry Cycle: create a plan for leading a discussion and collecting evidence of student learning.

## Cycle of Inquiry






## Our Cycle of Inquiry

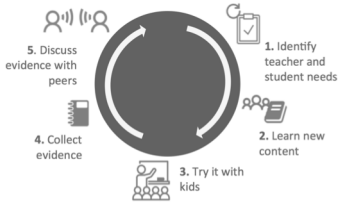
**Inquiry Cycle Question:**

*Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*



## Your Task

- **Plan and implement** a text-based student discussion in your classroom
- **Bring back** evidence of student learning for us to discuss and analyze in our next session!






## But what if…

I am not a classroom teacher?

I work in a school, but am not a teacher

I do not work in a school building



## Guidance for Non-Classroom Teachers

- If you typically work with students, select a group of students to work with!
- If you don't typically work with students, find a classroom teacher to partner with in order to co-plan and co-teach this lesson

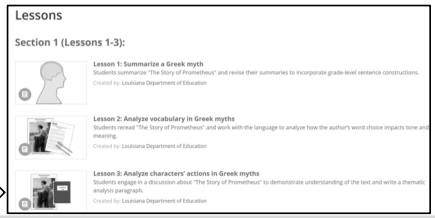


## Break It Down

1. Select an upcoming lesson from your Guidebooks unit
2. Plan out a text-based discussion using the 5 steps outlined in the Classroom Conversations Guide
3. Implement this text-based discussion in your classroom and collect evidence of student learning
4. Bring your plan and the evidence of student learning to analyze at our next meeting.

## Getting Started – Option 1

**Find an upcoming discussion in your Guidebook Unit**




(LearnZillion, 2017)

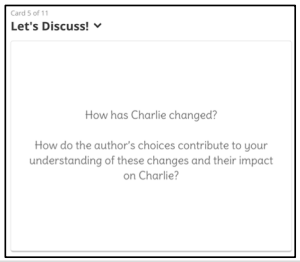


## Getting Started – Option 2

**Choose a text dependent question from an upcoming lesson and plan a discussion around it**

**Lesson 10: How has Charlie changed?**
Students read Progress Reports 4-8 of "Flowers for Algernon" and analyze Charlie's character and the author's use of irony to develop meaning.
Created by: Louisiana Department of Education

(LearnZillion, 2017)






## Break it Down

1. Select an upcoming lesson from your Guidebooks unit
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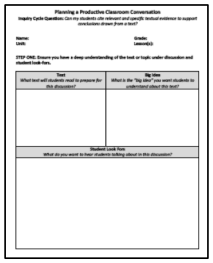
3. Implement this text-based discussion in your classroom and collect evidence of student learning
4. Bring your plan and the evidence of student learning to analyze at our next meeting.



## Planning Template




**Review** the planning template.

- What is the first thing you must do before you can complete step 1?
- What questions do you have before you get started?



## Break It Down

1. Select an upcoming lesson from your Guidebooks unit
2. Plan out a text-based discussion using the 5 steps outlined in the Classroom Conversations Guide
3. Implement this text-based discussion in your classroom and collect evidence of student learning
4. Bring your plan and the evidence of student learning to analyze at our next meeting.

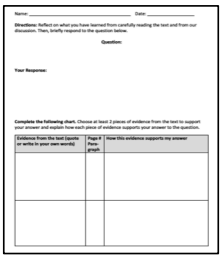


## Evidence of Student Learning…

| Might Look Like… | Should… |
|---|---|
| • Student work | • Align to specific outcomes |
| • Discussion tracker | • Be observable, measurable |
| • Student writing | • Provide actionable data |
| • Exit tickets, etc. | • Be authentic |

## What evidence will you bring back next time?

- **Examine** the evidence collection tool and sample
- What do you **notice**?
- What do you **wonder**?



Name: _____ Date: _____

**Directions:** Reflect on what you have learned from carefully reading the text and from our discussion. Then, briefly respond to the question below.

Question:

Your Response:

**Complete the following chart.** Choose at least 2 pieces of evidence from the text to support your answer and explain how each piece of evidence supports your answer to the question.

| Evidence from the text (quote or write in your own words) | Page # Page grade | How this evidence supports my answer |
|---|---|---|
| | | |
| | | |



## Break It Down

1. Select an upcoming lesson from your Guidebooks unit
2. Plan out a text-based discussion using the 5 steps outlined in the Classroom Conversations Guide
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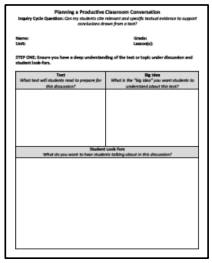
## Additional Resources for Planning

## Time to Plan



**Make a plan** for implementing a productive classroom discussion using the providing planning template.

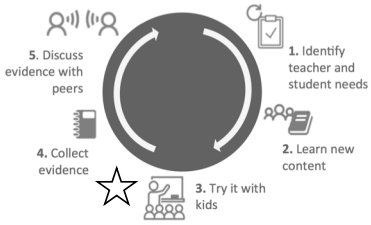


## Share with a Partner

- **Describe** your plan for implementing a text-based discussion and for collecting student evidence
- **Discuss:** What do you think will be most challenging about leading the discussion you planned and gathering evidence of student learning? How will you overcome this challenge?



## What's Next?




1. **Implement** your text-based discussion.
2. **Collect** evidence of student learning.
3. **Bring** your plan and evidence to our next meeting.

## Looking Ahead to Content Module 4

**4. Reflect and discuss**

Bring back the evidence of student learning collected and discuss what worked, what didn't work and why.

**5. Adjust and repeat**

- Based on your reflections and analysis of student work, make a plan to adjust instruction in order to improve learning for all or some students.

ELA Content Module 3, Session 6 160

# Note Catcher: Qualitative Analysis as a Foundation for Text-Based Instruction

**ELA Content Module 3, Session 1**

| Do Now |
|---|
| "In M. Waldman I found a true friend. In a thousand ways he smoothed for me the path of knowledge and made the most abstruse inquiries clear to my apprehension. My application was at first fluctuating and uncertain; it gained strength as I proceeded and soon became so eager that the stars often disappeared in the light of morning whilst I was yet engaged in my laboratory."<br><br>Excerpt from "Frankenstein"<br>Mary Shelley<br><br>**What makes this text complex?** |

| Session Objectives | Agenda |
|---|---|
| • Describe the four aspects of qualitative complexity and identify examples of each<br>• Explain why it is important to consider qualitative factors when teaching a complex text | |

| Time | Task |
|---|---|
| 10 min | Getting Started |
| 40 min | Examining Complexity in our Shared Unit |
| 10 min | Wrapping Up |

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

James Baldwin

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

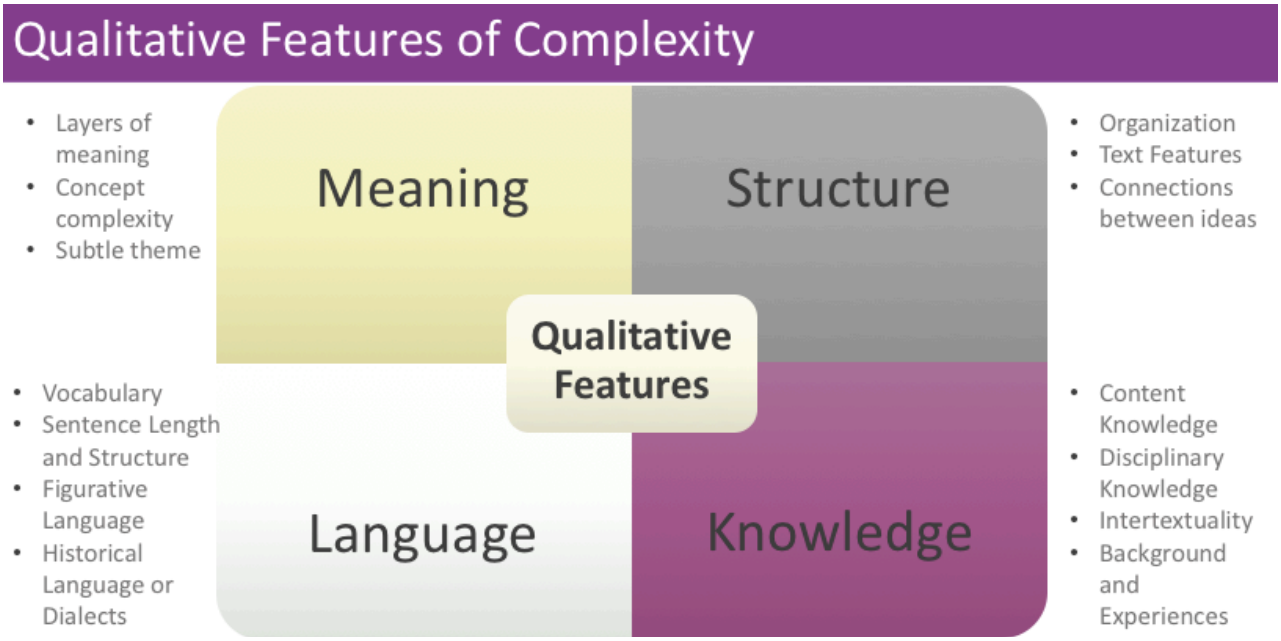
These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into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

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

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

*This text is in the public domain.*

[10] gaunt: skinny from starving




| Find one example of each type of complexity in "The Story of Prometheus" | |
|---|---|
| **Meaning** | **Structure** |
| **Language** | **Knowledge** |

| Let's Discuss! | |
|---|---|
| **Question** | **Response** |
| Explain why quantitative measures along (e.g. Lexile) cannot be used to measure a text's complexity. | |
| What are the qualitative features that make a text complex? | |
| How can analyzing text complexity support high-quality instruction? | |

# Note Catcher: Defining Close Reading in the Guidebooks

**ELA Content Module 3, Session 2**

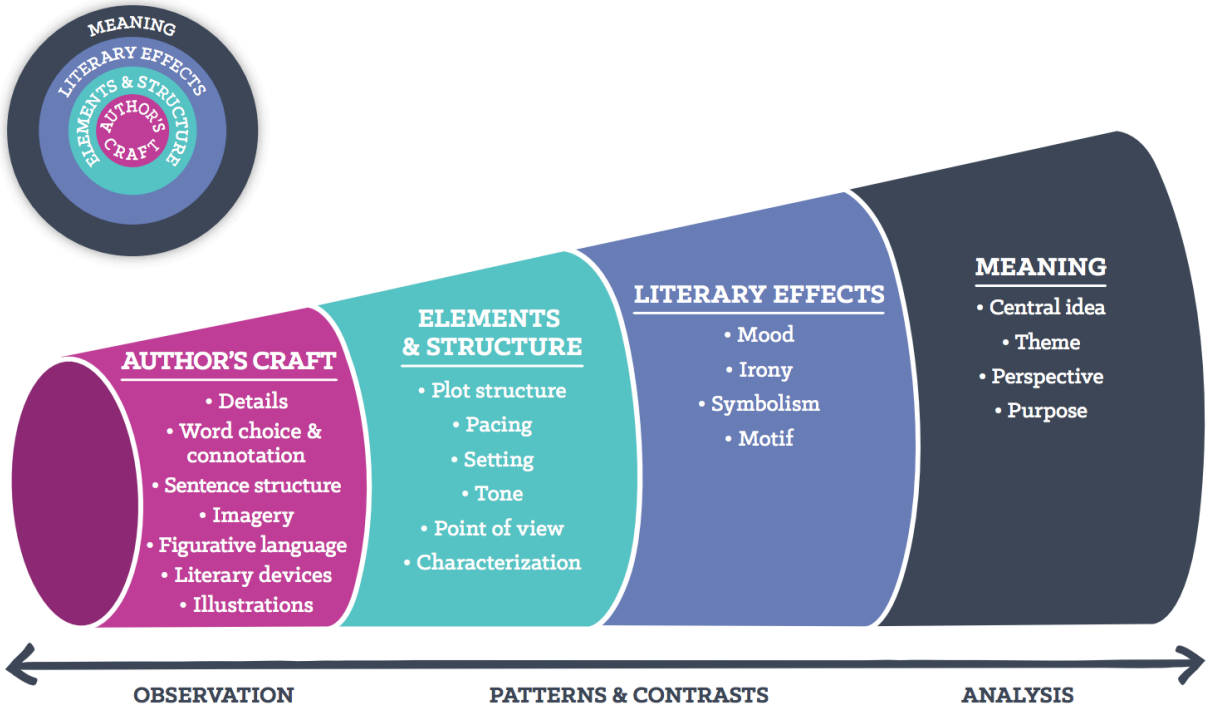
| Do Now | |
|---|---|
| **Text:**<br><br>Twas the night before Christmas, and all through the house<br><br>Not a creature was stirring, not even a mouse<br><br>The stockings were hung by the chimney with care<br><br>In hopes that St. Nicholas soon would be there. | **Questions:**<br><br>1. When and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

**How do these text-based questions work together?**
**How does the second question build from the first one?**

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

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

## Reader's Circles




| How would you describe Reader's Circles? |
| --- |
| |

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

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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.

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

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"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

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

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

*This text is in the public domain.*

[10] gaunt: skinny from starving

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

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

| **Discuss:**<br>The gods are referred to as the “Mighty Ones.” Based on the text, are the gods truly mighty? Explain your thinking using evidence from throughout the text. |
| --- |
| |

| Capture Your Learning | |
|---|---|
| **Question** | **Response** |
| What are the Reader's Circles and how do they live in the Guidebooks? | |
| How does the sequence of tasks and questions in the Guidebooks support building understanding of the text? | |
| Why is it important to implement the Guidebooks with integrity? | |

# Note Catcher: Re-Thinking the Role of TDQs

**ELA Content Module 3, Session 3**

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

**Create an exemplar student response:**

1.

2.

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

| Time | Task |
|---|---|
| 10 min | Getting Started |
| 20 min | What makes a good TDQ? |
| 25 min | Evaluating Student Responses |
| 5 min | Capture Your Learning |

| NON-Text-Dependent Questions | Text-Dependent Questions |
|---|---|
| In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something. | What makes Casey's experiences at bat humorous? |
| In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair. | What can you infer from King's letter about the letter that he received? |
| *The Lion, the Witch, and the Wardrobe* tells the story of four siblings who have many adventures in Narnia. Write about an adventure that you have taken with your family. | In *The Lion, the Witch, and the Wardrobe,* how and why does Edmund change? |

| **Based on these examples (and non-examples), how would you describe text-dependent questions? What distinguishes a TDQ from a non-TDQ?** |
|---|
| |

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

| Standards Progression: Reading Standard 1<br>*Louisiana Student Standards* | | | | |
|---|---|---|---|---|
| **Grade 4** | **Grade 5** | **Grade 6** | **Grade 7** | **Grade 8** |
| Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite several pieces of relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cite the relevant textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |

**Student Look Fors:**

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

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

## 3 Criteria for Strong Student Responses

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

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

| **Gallery Walk: Evaluate Student Responses**<br>Does the response capture the key look fors? Does it meet the three criteria? Why/why not? |
|---|
| **Student Response #1:** Prometheus gives fire to the humans, even though Jupiter forbid him to do it. He did this because he felt bad for the humans, who were cold and starving and miserable. He saw that they weren't as happy as they used to be and he wanted to make their lives better by giving them fire. This tells us that Prometheus is very opposite of Jupiter in that he cares about the people and thinks of others before just thinking of himself. |
| **Student Response #2:** Prometheus defies Jupiter because he was saddened by what he saw down on Earth and wanted to make life better for the humans. When Prometheus went down to spend time with the humans he saw "…how very poor and wretched they are…shivering with cold." Seeing the humans like this made him extremely sad. In the text it says "his heart was filled with sadness when he realized they were no longer happy." He wanted to do something to improve their lives, and so he gave them fire (even though Jupiter told him not to) so they could stay warm and cook food. This reveals that Prometheus is not selfish like Jupiter. Instead of just spending his time enjoying the good life up in the clouds like the gods, he is more concerned with making the world a better place. |
| **Student Response #3:** Prometheus defies Jupiter because "'If they only had fire, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts." The text says "mankind shall have fire in spite of the tyrant who sits on the mountaintop." |
| **Student Response #4:** Prometheus defies Jupiter because he wants to take Jupiter's place as the king. Prometheus didn't like the way Jupiter was ruling and thought he could do a better job ruling the Earth. The only way to take over is to defy him and to get the people to follow him instead. That is Prometheus's motivation and it tells us that he is brave and strong like a leader, but also maybe a little bit greedy because he wants to be the ruler. And in the text it says "he went boldly to Jupiter." And that's why he is brave. |

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

ENGLISH LANGUAGE ARTS CONTENT MODULES

# Note Catcher: Unpack Direct Vocabulary Instruction in the Guidebooks

**ELA Content Module 3, Session 4**

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

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

| Time | Task |
|---|---|
| 8 min | Getting Started |
| 35 min | Direct Vocabulary Instruction Example and Practice |
| 12 min | How to Determine Which Words Merit More Time and Attention |
| 5 min | Reflect & Wrap Up |

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

James Baldwin

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

"Who has done all this?" he asked.

And some one answered, "Prometheus!"

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

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

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

[1] blacksmith: a person who makes objects out of metal

[2] forge: open fire oven for making objects that require heat to be formed, like metal

[3] bidden: told

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*This text is in the public domain.*

[5] gaunt: skinny from starving

| **Convey/explain the meaning of the word "foreboding" using your own words and/or pictures.** | |
|---|---|
| | |
| **Make Connections: "Foreboding"** | |
| **Foreboding** is to<br><br>_____<br><br>as ecstatic is to happy. | **Generate as many synonyms as you can.** |
| **Application: Generate a new sentence using the word foreboding.** | |
| | |

# General Protocol for Explicitly Teaching Vocabulary

*From the ELA Guidebooks 2.0 Vocabulary Guide*

## General Protocol for Explicitly Teaching Vocabulary[3]

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

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

## Vocabulary Task for "Intent"

"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."
"Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up."

From "The Story of Prometheus" by James Baldwin

**Teacher Directions:**

1. **Presentation:** Reread aloud paragraphs 4-9 from "The Story of Prometheus."

2. **Definition:** Say: "Prometheus was intent or determined to make the world better. 'Intent' can also mean 'purpose,' as in 'Prometheus's intent in living with the humans was to make the world better.' 'Intent' has different meanings depending on how it is used in sentence. When it is used as an adjective, it describes a person as determined or resolved or set on doing something. When it is used as a noun, it names the person's purpose or intention."

3. **Explanation:** Ask students to work with a partner to reword the following sentences using "intent." Note: Not all sentences use "intent."
    a. Jupiter's plan was to keep humans from getting access to fire so he could maintain his position in the clouds.
    b. Once Prometheus gave humans fire, he was focused on improving their lives.
    c. Prometheus set his heart on helping mankind, and he did not give up.
    d. The humans' lives improved, which angered Jupiter.
    e. So Jupiter decided to send Pandora with the purpose of making the humans' lives miserable.
    f. Like Jupiter expected, Pandora opened the golden casket and released evil creatures into the world.
    g. However, despite Jupiter's resolve, Pandora quickly shut the lid on the golden casket, so the most evil creature was not able to escape.

4. **Connections:**
    a. Say: "'Intent' also relates to a person's 'intentions.' Thinking about the definitions of 'intent' that we've discussed, think about the following sentence: 'Prometheus had good intentions when he helped the humans.' What does 'intentions' mean in this sentence?"
    b. Say: "Describe to a partner an experience where you were intent on doing something or had intentions."

5. **Application:** Ask students to answer the following questions about "The Story of Prometheus."
    a. "What are the intentions of each character in 'The Story of Prometheus'?"
    b. "What was Prometheus' intent in living with humans rather than living with the gods in the clouds?"
    c. "How are Jupiter's intentions different from Prometheus' intentions? Which intentions does the author want us to think are better? How do you know?"

| Let's Practice!<br>"puny" | | |
|---|---|---|
| **Step** | **Planning Considerations** | **Your Task or Question for "puny"** |
| **Step 1: Presentation**<br><br>Present the word or phrase in context. | 1. How will you present the word or phrase in context? Consider:<br>• Display or reread the sentence from the shared text.<br>• *Optional:* Create or find an additional example of the word used in context. | |
| **Step 2: Definition**<br><br>Guide students to develop a student-friendly definition. | 1. Write a student-friendly definition of the word as it's used in this text.<br>2. Determine if students are able to figure out the word's meaning, or if you should provide the definition. Consider:<br>• Are there useful context clues?<br>• Are there any word parts?<br>• Might you provide synonyms or antonyms? | Student-Friendly Definition:<br><br>How will you guide students to define the word? |
| **Step 3: Explanation**<br><br>Ask students to explain the word or phrase orally or using words/pictures. | 1. How will you prompt students to explain the word's meaning?<br>2. Will they do this orally or in writing using words/pictures? | |

| Let's Practice!<br>"puny" | | |
|---|---|---|
| **Step** | **Planning Considerations** | **Your Task or Question for "puny"** |
| **Step 4: Connections**<br><br>Help students make connections. | Ideas for Making Connections:<br>• Have students classify or compare the new word with other known words.<br>  ○ Write analogies<br>  ○ Word families<br>  ○ Generate synonyms or antonyms<br>  ○ Word sorts<br>• Show a short video (or picture) that illustrates a real-life context.<br>• For English language learners, connect the word to the home language or identify cognates. | |
| **Step 5: Application**<br><br>Direct students to use the word or phrase in new contexts. | Ideas for Application:<br>• Ask students to answer questions about the text that require them to use the word or phrase.<br>• Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.<br>• Ask students to write a new sentence using the word (that demonstrates understanding of the meaning). | |

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

By David Liben

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

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

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

| Revisit "The Story of Prometheus II" | |
|---|---|
| **Identify a word that merits LESS time** | **Identify a word that merits MORE time** |
| | |
| *Explain your rationale.* | *Explain your rationale.* |

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

# Note Catcher: Speaking and Listening

**ELA Content Module 3, Session 5**

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

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

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

# Case Study: Prometheus Conversation

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

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

*Students take out copies of the text.*

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

*A student responds with a brief accurate summary.*

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

*Another student responds with a brief accurate summary.*

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

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

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

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

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

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

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

*Students underline*

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

*Students discuss for two minutes.*

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

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

**Teacher:** Joshua, can you say more about that?

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

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

*Other groups share ideas.*

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

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

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

*Students take out Conversation Stems*

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

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

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

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

*Students put check marks next to those two Conversation Stems.*

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

| **How do you prepare for text-based conversations?**<br>*From the Guidebooks "Classroom Conversation Guide"* | |
|---|---|
| Step 1 | Know the Text |
| Step 2 | Create a Supportive Environment |
| Step 3 | Establish Norms and Procedures |
| Step 4 | Purposeful Planning |
| Step 5 | Use Talk Moves |

**Student Look Fors: Discussion Questions**

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

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

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

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

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

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

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

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

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

*(continued on the next page)*

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

| **Summarize:**<br>**What are the key understandings students should demonstrate in this conversation?** |
| --- |
| |

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

## Teacher Talk Moves[1]

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

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

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

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

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

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

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

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

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

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

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

| Let's Discuss! | |
|---|---|
| What are the characteristics of a high-quality classroom conversation? | |
| How do the five planning steps we discussed today ensure text-based conversations are productive? | |

ENGLISH LANGUAGE ARTS CONTENT MODULES

# Note Catcher: Preparing to Teach

**ELA Content Module 3, Session 6**

| Do Now |
|---|
| When you teach a lesson, how do you know that students have achieved the goals you've set?<br><br>What types of evidence of student learning (i.e. assessments, writing pieces, work samples) do you find most helpful in measuring student progress? |

| Session Objectives | Agenda |
|---|---|
| • Explain the process and purpose of the Inquiry Cycle<br>• Understand the characteristics of actionable evidence of student learning<br>• Begin the Inquiry Cycle: create a plan for leading a discussion and collecting evidence of student learning | |

| Time | Task |
|---|---|
| 5 min | Getting Started |
| 10 min | Understanding the Inquiry Cycle |
| 35 min | Preparing to Teach and Collect Evidence |
| 10 min | Reflect & Wrap Up |

ENGLISH LANGUAGE ARTS CONTENT MODULES

## Planning a Productive Classroom Conversation

**Inquiry Cycle Question:** *Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*

**Name:** **Grade:**
**Unit:** **Lesson(s):**

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

| **Text**<br>*What text will students read to prepare for this discussion?* | **Big Idea**<br>*What is the "big idea" you want students to understand about this text?* |
|---|---|
| | |
| **Student Look Fors**<br>*What do you want to hear students talking about in this discussion?* | |
| | |

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

| Grouping | |
|---|---|
| **How will you group students for this discussion?** | **Why? How does this grouping support all students in engaging in the discussion?** |
| | |

**Look at the Conversation Stems Resource Sheet for your grade level. Below list at least 2 conversation stems that may be helpful to your students during this discussion.**

| Conversation Stem | Purpose |
|---|---|
| | |
| | |
| | |

**STEP THREE: Establish consistent norms and procedures for conversations.**

Below, list the norms your class will use for this conversation (Use previously established norms or see the *Conversations* Approach Guide for sample norms). Underline the norm(s) you will focus on during this lesson.

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

The purpose of this discussion is to deepen student understanding of the text through conversation. From the Guidebook lesson you have chosen, what is the text- based focusing question for this discussion? What other guiding or probing questions may you need to ask?

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

Read through the "Teacher Talk Moves" Sheet. Below list at least 3 teacher talk moves that may be helpful during this discussion.

| Talk Move | Purpose |
|---|---|
| | |
| | |
| | |

## Evidence Collection Tool: Sample

Below is an example evidence collection tool based on the classroom discussion about our Prometheus text. You will create your own version of this document by inserting your discussion question for the text your students will be discussing. Important notes:

- Students will record their thinking on this sheet ***after*** the classroom conversation.
- Student responses should be brief, and take no more than no more than 10 minutes to complete.

Name: _____ Date: _____

**Directions:** Reflect on what you have learned from carefully reading the text and from our discussion. Then, briefly respond to the question below.

**Questions**

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

**Your Response:**
*Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.*

**Complete the following chart.** Choose at least 2 pieces of evidence from the text to support your answer and briefly explain how each piece of evidence supports your answer to the question.

| Evidence from the text (quote or write in your own words) | Page # Para-graph | How this evidence supports my answer |
|---|---|---|
| *"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…"* | | *When he realized that humans were miserable, he went to live with them and help them. This shows that Prometheus has compassion for the people on Earth.* |
| *"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.* | | *Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much about the people that he even is even willing to defy the very powerful Jupiter.* |

ENGLISH LANGUAGE ARTS CONTENT MODULES

Name: _____ Date: _____

**Directions:** Reflect on what you have learned from carefully reading the text and from our discussion. Then, briefly respond to the question below.

**Question:**

**Your Response:**

**Complete the following chart.** Choose at least 2 pieces of evidence from the text to support your answer and explain how each piece of evidence supports your answer to the question.

| Evidence from the text (quote or write in your own words) | Page # Para-graph | How this evidence supports my answer |
|---|---|---|
| | | |
| | | |

| Capture Your Learning | |
|---|---|
| **Question** | **Response** |
| What is the cycle of inquiry and what purpose does it serve? | |
| Name and briefly explain the 5 “steps” in the cycle of inquiry. | |
| What are your three next steps before we meet again in Module 4? | |

GUIDEBOOKS 2.0 ELA

# CONVERSATIONS

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

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

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

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

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

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

### *Materials*

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

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

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

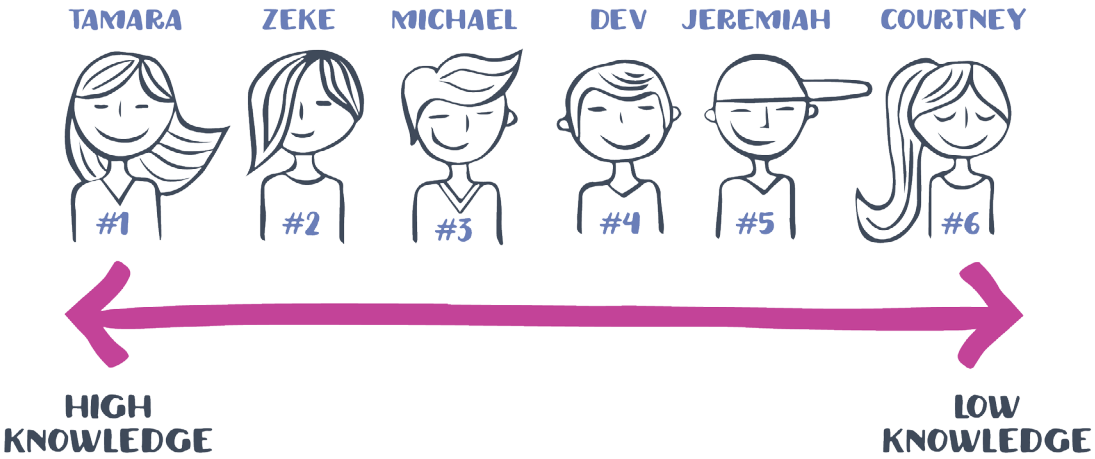
Throughout the guidebook lessons, it says, "Divide the class into pairs/groups using an established classroom routine." Be sure to structure student groups in different configurations purposefully throughout the units. There are many factors to consider when pairing/grouping students, such as content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

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

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

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

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




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

### *Materials*

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

## STEP THREE: Establish consistent norms and procedures for conversations.

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

**Sample norms and procedures:**

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

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

### *Materials*

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

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

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

### *Materials*

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

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

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

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

### *Materials*

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

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

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

## Teacher Talk Moves[1]

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

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

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

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

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

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

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

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

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

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

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

## Conversation Stems for Grades 6-8[1]

### If you want to express your ideas clearly...

| Listener Prompt | Speaker Response |
|---|---|
| • What do you think about ____?<br>• How did you answer __[the question]__? | |
| • What is the most important idea you are communicating?<br>• What is your main point? | • Overall what I'm trying to say is ____.<br>• My whole point in one sentence is ____. |

### If you want to make sure you are listening carefully and clearly understand the ideas presented...

| Listener Prompt | Speaker Response |
|---|---|
| • You said ____. Did I hear you correctly?<br>• I heard you say ____. Is that correct?<br>• Put another way, are you saying ____? | • Yes/no. I said ____. |
| • Tell me more about ____. or Say more about ____.<br>• I'm confused when you say __. Say more about that.<br>• Give me an example. | • Sure. I said __[restate what was said and add further explanation or examples]__.<br>• An example is ____ because __[explain why]__. |
| • Who can rephrase what X said? | • X said ____. |

### If you want to dig deeper and provide evidence to support your claims...

| Listener Prompt | Speaker Response |
|---|---|
| • What in the text makes you think so?<br>• How do you know? Why do you think that?<br>• Explain how you came to your idea. | • According to the text ____. This means ____.<br>• If you look at ____, it says ____. This means ____.<br>• I think ____ because ____. |

### If you want to establish new ways of thinking by elaborating on or challenging the thinking of others...

| Listener Prompt | Speaker Response |
|---|---|
| • Who can add to what X said? | • Adding to what X said, ____.<br>• I agree, and I want to add ____. |
| • Who agrees/disagrees with X?<br>• Who wants to challenge what X said? Why? | • What X said supports what I am saying because ___.<br>• I agree/disagree with X because ____.<br>• I see it similarly/differently because ____.<br>• I agree/disagree with X's view that ____ because in the text, ____.<br>• I agree that ____, but we also have to consider ____.<br>• On one hand I agree with X that ____. But on the other hand, I insist that ____. |
| • How does that idea compare with X's idea?<br>• What do you think about X's idea? | • X's point ____ is important/flawed because ____. |
| • Whose thinking has changed as a result of this conversation? How and why has it changed? | • Before I thought __, but now I think __ because __.<br>• My new thinking is ____ because ____. |

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

| | |
|---|---|
| ● Now that you've heard __[summarize the conversation so far]__, what are you thinking? What are you still wondering about? | ● I still think ____, but now I wonder ____. |

## ELA Content Leader Distinction Assessment Action Plan

*Content Modules 2 and 3*

| Questions | Action Plan |
|---|---|
| **Create an Action Plan**<br>1. Which assessment will you complete first?<br>2. What specific unit and lesson will you use?<br>3. When will you begin your planning for this assessment?<br><br>*Recommended*: Start with ”Expressing Understanding of Text through Speaking and Listening" and use the lesson that we'll implement as part of our inquiry cycle. | |
| **Be Accountable to Each Other**<br>1. On what specific date(s) and times before 9/24 will you check in with your buddies about your assessment progress?<br>2. What method will you use to check in (email, phone, lunch meeting, etc) with your buddies? | |

# ELA Content Leader Module 4 Bibliography

This bibliography is organized in the order that citations appear in this Content Module.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**Session 4: Unpack Direct Vocabulary Instruction in the Guidebooks**

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**Session 5: Speaking and Listening**

**Session 6: Preparing to Teach**

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