



# ELA Guidebooks 9-12 (2020)

## Module 7 Note Catcher

Name: \_\_\_\_\_



# Introduction

## Discussion Appointments

Make appointments with 2 people at your table and 2 who you don't know or don't work with often.

 <h3>READ</h3> <p>This partner should be at your table.</p> <hr/>	 <h3>WRITE</h3> <p>This partner should be at your table.</p> <hr/>
 <h3>DISCUSS</h3> <hr/>	 <h3>PRESENT</h3> <hr/>

## Objectives

- Revisit the process and purpose of the Inquiry Cycle, and reflect on successes and challenges of the Inquiry Cycle
- Review and apply a process for analyzing students' responses
- Deepen understanding of the range of supports included in the ELA Guidebooks 9-12 to support diverse learners
- Using an upcoming section of lessons and the data you have collected, identify opportunities and plan to support diverse learners

## Agenda

<b>Morning</b>	<ul style="list-style-type: none"> <li>● Getting Started</li> <li>● Reflection, Analyzing Student Responses, and Identifying Trends (Writing)</li> <li>● Break</li> <li>● Analyzing Student Responses: Determining Strengths &amp; Needs</li> </ul>
	<b>LUNCH</b>
<b>Afternoon</b>	<ul style="list-style-type: none"> <li>● Deeper Dive: Guidebooks Strategies for Supporting <b>All</b> Students with Reading &amp; Understanding Complex Texts</li> <li>● Break</li> <li>● Planning to Meet the Needs of Diverse Learners</li> <li>● Wrapping Up &amp; Survey</li> </ul>

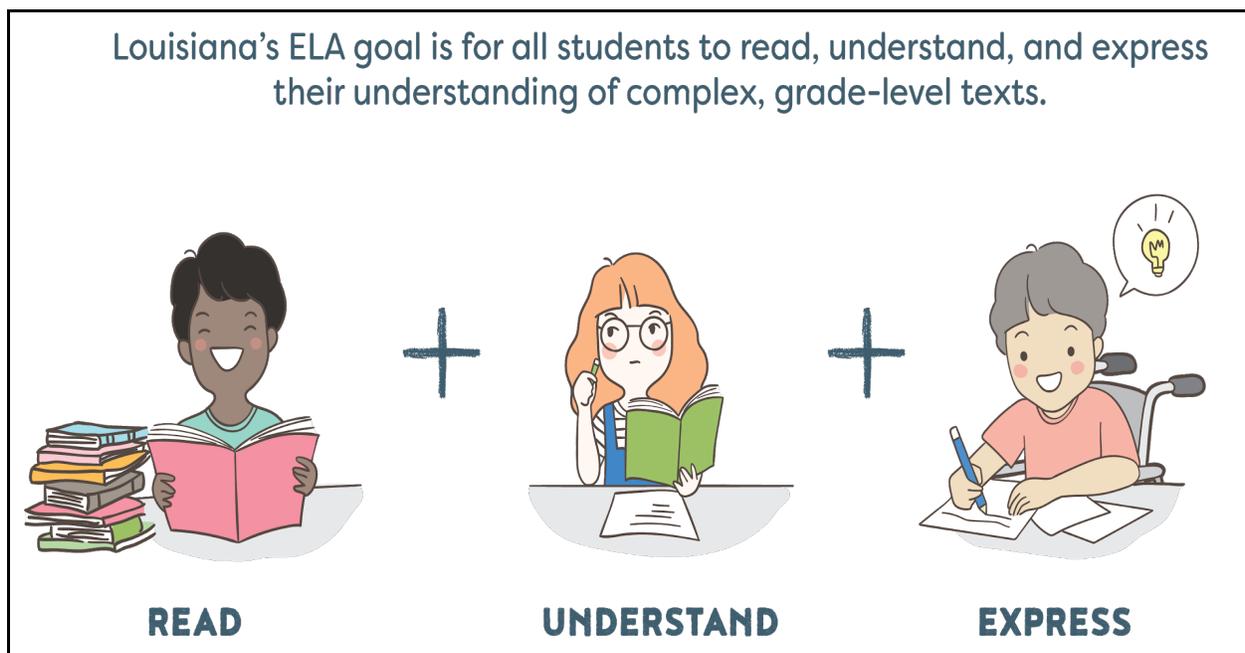
## Agreements

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  - Ask questions.
- 
  - Be present and engage fully.
- 
  - Consider differing perspectives.
- 
  - Create and maintain a safe space for professional learning.
- 
  - Monitor tech use.

## Opening Circle

“Giving feedback on writing is a special responsibility. If you ask students to write thoughtfully to you, it would be hypocritical of you not to write (or speak, if your feedback is oral) thoughtfully back to them.”

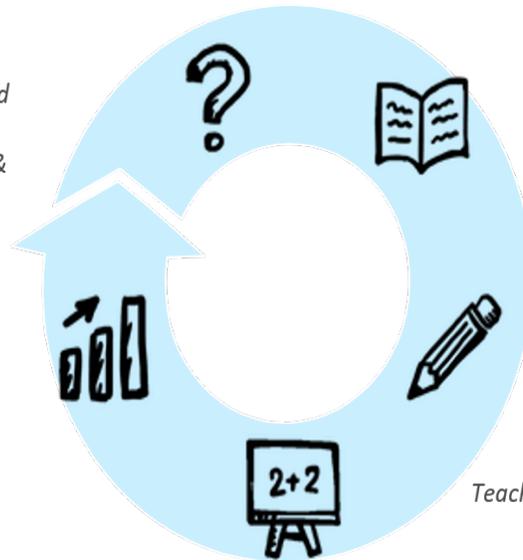
~Susan M. Brookhart



## How well can my students express their understanding of complex text?

**1. Identify Needs**  
Teachers, Teacher Leaders, and School Leaders create a community and use research & local data to identify a common problem of practice.

**5. Analyze & Discuss**  
Teachers reconvene to analyze student work and plan adjustments to their instructional practice.



**2. Study**  
Teachers deepen and refine understanding of research-based practices embedded in curriculum.

**3. Plan**  
Teachers plan for upcoming instruction based on new understandings.

**4. Teach**  
Teachers try out practices in classrooms and collect student work.

## Session 1: Reflection, Analyzing Student Responses, and Identifying Trends

### Reflect

 <p><b>What are your initial impressions of students' writing samples you brought with you today?</b></p>	
 <p><b>Reflect on your choices for scaffolds. Did students need more or less scaffolding? What makes you think this?</b></p>	

Our Process
1. Review Section Diagnostic Checklist
2. Revisit or Refine Exemplar Response
3. Read and Evaluate Individual Student Responses
4. Analyze Data for Trends
5. Plan to Meet Student Needs



Name \_\_\_\_\_ Date \_\_\_\_\_

**Section 1 Lesson 4**

Students write a response to the prompt: What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim

Reading Look-Fors	✓+ (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student understand the factors that could influence perception?				
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?				
<b>Reading Score:</b> _____ /6 <b>Comments:</b>				

Score	Performance Descriptors
✓ + (3)	<b>Meets Criteria:</b> Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	<b>Continue Practice:</b> Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	<b>Needs Support:</b> Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	<b>Insufficient Evidence:</b> Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical; Develop ideas: integrate quotations ; Use Conventions to Produce Clear Writing: Usage	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis.				
	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
	How well can students use words and phrases correctly to clearly communicate ideas.				
<b>Writing Score:</b> _____ /9 <b>Comments:</b>					

Score	Performance Descriptors
✓+ (3)	<b>Meets Criteria:</b> Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	<b>Continue Practice:</b> Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	<b>Needs Support:</b> Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	<b>Insufficient Evidence:</b> Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

## Gatsby Section 1 Diagnostic Exemplar

Section Diagnostic	Teacher Created Exemplar
<div style="text-align: center;">  <p><b>DIAGNOSE</b></p> </div> <p>What is the narrative structure of <i>The Great Gatsby</i>? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim</p>	<p>The first-person narrator of <u>The Great Gatsby</u> may not be an accurate source because his perception could be influenced by his nonjudgmental nature and his feelings toward the other characters. When talking about himself, the narrator states that he is "inclined to reserve all judgments,"(Fitzgerald 1) meaning that he is not a judgmental person. This part of his nature may cause him to perceive events in a more balanced way and not to blame people who may deserve blame. He also states that there is "something gorgeous"(2) about Gatsby, proving that he has a special affection toward him. Because he feels this way about Gatsby, he may perceive his actions as more honorable than they actually are. These two details that the narrator provides about himself should cause the audience to think twice about the events he is describing in the novel.</p>

**Access the ELA Guidebooks 9-12 Digital Section Diagnostic Data Collection Tool here:**

<https://tinyurl.com/HSGBDigitalDataTool>

**KNOWLEDGE**

Reading Look-Fors				
Score	✓ +	✓	✓ -	IE
<b>Performance Descriptor</b>	Student has successfully built the knowledge, skill, or habit indicated by the look-for.	Student should continue building the knowledge, skill, or habit indicated by the look-for.	Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.	Student did not respond to the prompt and/or did not provide enough of a response to evaluate.
<insert language of reading look-for 1>				
<insert language of reading look-for 2>				
<insert language of reading look-for 3>				

**SKILL**

Writing/Discussion Look-Fors				
Score	✓ +	✓	✓ -	IE
<b>Performance Descriptor</b>	Student has successfully built the knowledge, skill, or habit indicated by the look-for.	Student should continue building the knowledge, skill, or habit indicated by the look-for.	Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.	Student did not respond to the prompt and/or did not provide enough of a response to evaluate.
<insert language of skill look-for 1>				
<insert language of skill look-for 2>				
<insert language of skill look-for 3>				

Carlos

The story of The Great Gatsby is told by Nick, the narrator. Nick met Gatsby many years ago and Nick was astonished by Gatsby, which impact how he perceives Gatsby as a human. Nick' family is wealthy and has life experiences that impact how he sees life. Nick claims he is a no judgemental person this idea that he doesn't judge impacts his perception of Gatsby. This is supported by the text when the author describes Gatsby as being gorgeous. Because he has such affection for Gatsby, shows the one-sided nature of Nick's perception.

Name **Carlos**

Date **September 25**

**Section 1 Lesson 4**

Students write a response to the prompt: What is the narrative structure of *The Great Gatsby*? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim

Reading Look-Fors	✓+ (3)	✓ (2)	✓ - (1)	IE (0)
How well does the student understand the factors that could influence perception?			X	
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?		X		
<p>Reading Score: <u>  1  </u> /6</p> <p>Comments:  <i>Carlos understood the impact of perception on how Nick saw Gatsby, but didn't pick up on how the narrative structure impacted how the story was told.</i></p>				

Score	Performance Descriptors
✓ + (3)	<b>Meets Criteria:</b> Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	<b>Continue Practice:</b> Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓ - (1)	<b>Needs Support:</b> Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	<b>Insufficient Evidence:</b> Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical; Develop ideas: integrate quotations ; Use Conventio ns to Produce Clear Writing: Usage	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis.				
	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
	How well can students use words and phrases correctly to clearly communicate ideas.				
<b>Writing Score:</b> _____ /9 <b>Comments:</b>					

Score	Performance Descriptors
✓+ (3)	<b>Meets Criteria:</b> Student has successfully built the knowledge, skill, or habit indicated by the look-for.
✓ (2)	<b>Continue Practice:</b> Student should continue building the knowledge, skill, or habit indicated by the look-for.
✓- (1)	<b>Needs Support:</b> Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.
IE (0)	<b>Insufficient Evidence:</b> Student did not respond to the prompt and/or did not provide enough of a response to evaluate.

Section Diagnostic	Teacher Created Exemplar
 <p><b>DIAGNOSE</b></p> <p>What is the narrative structure of <i>The Great Gatsby</i>? How could that narrative structure influence the way the story is told? Use details from the first four pages of the novel to support your claim</p>	<p>The first-person narrator of <u>The Great Gatsby</u> may not be an accurate source because his perception could be influenced by his nonjudgmental nature and his feelings toward the other characters. When talking about himself, the narrator states that he is "inclined to reserve all judgments," (Fitzgerald 1) meaning that he is not a judgmental person. This part of his nature may cause him to perceive events in a more balanced way and not to blame people who may deserve blame. He also states that there is "something gorgeous" (2) about Gatsby, proving that he has a special affection toward him. Because he feels this way about Gatsby, he may perceive his actions as more honorable than they actually are. These two details that the narrator provides about himself should cause the audience to think twice about the events he is describing in the novel.</p>

**KNOWLEDGE**

Reading Look-Fors				
Score	✓ +	✓	✓ -	IE
Performance Descriptor	Student has successfully built the knowledge, skill, or habit indicated by the look-for.	Student should continue building the knowledge, skill, or habit indicated by the look-for.	Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.	Student did not respond to the prompt and/or did not provide enough of a response to evaluate.
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?	AK, RA	EK, JG, AW, SL, HJ, LR	TL, HF, SJ, VJ, AF, CK, SR, MS, CF,	EF, BJ
How well does the student understand the factors that could influence perception?	AK, EK, AW, RA	TL, JG, AF, SL, LR, SR, HJ, CF, MS	HF, SJ, VJ, BJ	EF, CK

**SKILL**

Writing/Discussion Look-Fors				
Score	✓ +	✓	✓ -	IE
Performance Descriptor	Student has successfully built the knowledge, skill, or habit indicated by the look-for.	Student should continue building the knowledge, skill, or habit indicated by the look-for.	Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.	Student did not respond to the prompt and/or did not provide enough of a response to evaluate.
How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?	AK, AW, VJ, RA, HJ	TL, HF, EK, JG, SL, LR, CF, MS	SJ, AF, SR, BJ	EF, CK
How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?	AW, VJ, TL, AK	JG, RA, SL	SJ, AF, LR, MS, HJ	EF, CK, BJ, CF, SR, HF, EK
How well can students use words and phrases correctly to clearly communicate ideas?	AW, VJ, RA	TL, AK, JG, SL	EK, SJ, HJ, LR, SR, MS, HF, CF	EF, AF, CK, BJ

**DATA SUMMARY**

Evidence of Student Learning	
<p>What are common areas of strength across student work?</p> <ul style="list-style-type: none"> <li>13 students understand the factors that influence perception</li> <li>13 students were able to develop defensible claims that addressed the writing task</li> </ul>	<p>What are common areas of weakness across student work?</p> <ul style="list-style-type: none"> <li>11 students struggled to identify narrative structure and how it impacts how a story is told</li> <li>12 students struggled to integrate quotations correctly in order to support their claim</li> <li>12 students struggled to use words and phrases clearly to articulate their ideas</li> </ul>
<p>How do you <a href="#">plan</a> to address these needs?</p> <p>Be sure to annotate upcoming lessons to reflect these plans.</p>	
<p>Reading Plan:</p> <ul style="list-style-type: none"> <li>(Support for perception) Implement Section 2: Lesson 2: Activity 5 (Core activity that asks students to look at Nick's perception and uses the perception understanding tool)</li> </ul> <p>Writing Plan:</p> <ul style="list-style-type: none"> <li>(Support for quotations) Implement Section 2: Lesson 3 . Activities 1 + 2 (Optional activities that ask students to revise section 1 diagnostic to support integration of quotations in writing using the integrating quotations reference guide)</li> <li>(Support for using words and phrases) Implement Section 3: Lesson 4: Activities 5, 6, + 7 (Optional activities that allow students to practice having a discussion in preparation for the section diagnostic.</li> </ul>	

## Reflect and Discuss: Ms. Smith's Data Set

- What trends do you notice (strengths and needs) across Ms. Smith's class?

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- How might this information be useful for Ms. Smith as she plans for upcoming sections?

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## Your Turn!

Access the ELA Guidebooks 9-12 Digital Section Diagnostic  
Data Collection Tool here:

<https://tinyurl.com/HSGBDigitalDataTool>

Access the ELA Guidebooks 9-12 Paper-Based Section Diagnostic  
Data Collection Tool here:

<https://tinyurl.com/GBPaperDataTool>

## Identifying Trends: Guiding Questions

- Are there common errors made across the collection of student artifacts?
  - What are the most frequent and fundamental problems students appear to have with the assignment?
- What might the pattern of student responses show you about students' ability to express understanding through writing?
  - What makes you think so?
- What types of patterns did you see that indicate students may need to work on specific writing skills?
  - On which skills do your students seem to need to work?

## Trends and Resources Organizer

Trends in Student Data	Teaching Notes Core & Optional Activities Tools	Reference Guides	Supports Flow Chart
Trend 1			
Trend 2			
Trend 3			
Trend 4			

## Let's Reflect!

- What **reflections** do you have about how effectively students are expressing understanding of complex text? What **trends** did you notice?

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- How has this data analysis **deepened, refined, or unearthed** new conclusions about our inquiry question?

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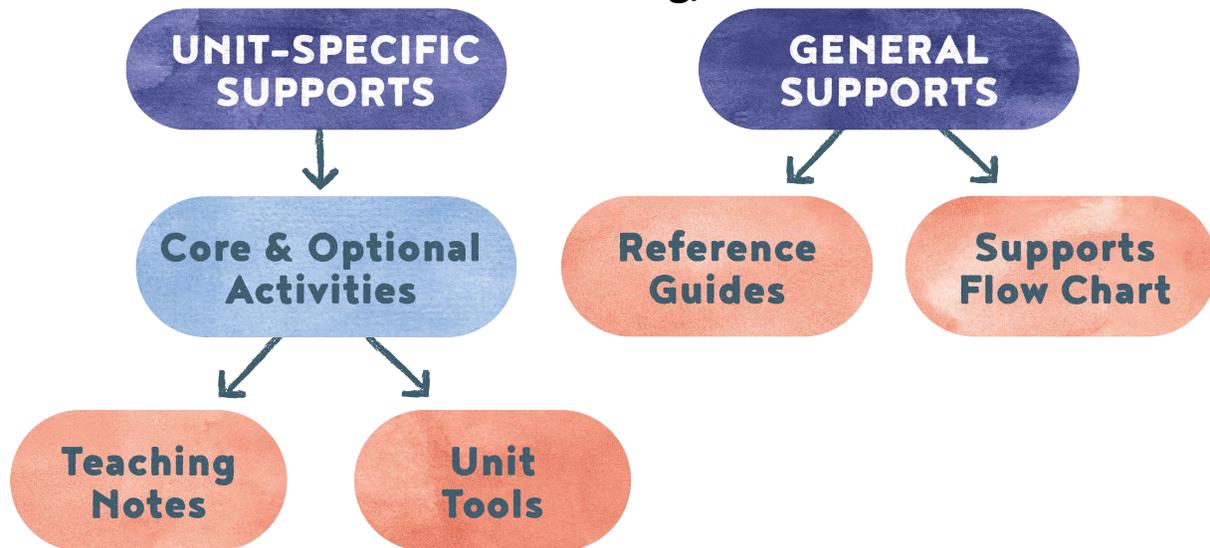
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## Session 2: Supporting Students with Expressing Understanding, Part I



### Selecting and Utilizing Guidebooks Supports

**Step 1:**  
Identify an upcoming lesson focused on writing and determine what supports already exist in the **core & optional activities**, **unit-specific tools**, and/or the **teaching notes** within these activities.

➔

**Step 2:**  
Look for general supports if needed (e.g. **Reference Guides**) to support some or all students. Consult the **Supports Flow Chart** as needed.

➔

**Step 3:**  
Plan your lesson with the supports your students need!

Louisiana Believes 51



**Section Diagnostic Checklist**  
 11D1\_S1\_L4\_A7\_DX

Writing Look-Fors		✓+ (3)	✓ (2)	✓- (1)	IE (0)
Form Claims: Analytical; Develop ideas:	How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis.				
integrate quotations ; Use Conventions to Produce Clear Writing: Usage	How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?				
	How well can students use words and phrases correctly to clearly communicate ideas.				
<b>Writing Score:</b> _____ /9 <b>Comments:</b> _____					

What is the question?

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Text: \_\_\_\_\_

Analyze the text. Record your responses below.

List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

<p>List a detail or evidence related to the question. Include a parenthetical citation.</p>	<p>What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?</p>



# CLAIMS

## The Basics

**What?** A claim is an opinion or conclusion that someone wants others to consider or accept. A claim can be supported by solid evidence or unsupported. A supported claim can be referred to as an “evidence-based claim.”

**When?** While reading a text, after reading a text, when composing

**Why?** The process of identifying and evaluating claims in a text helps you understand and think about the ideas in the text and the author’s/speaker’s perspective and purpose. Forming a claim helps you express your understanding.

## Digging Deeper - Tips

- As a reader and writer, you will identify and evaluate claims, as well as form your own claims about texts.
- When identifying claims in a text, pay attention to the topic sentences for paragraphs, as claims are typically stated there, but they may also come at the end of a paragraph as sentences that summarize the provided evidence.
- When evaluating claims in a text, consider:
  - What is the author’s likely purpose in making the claim?
  - Is the claim specific, original, clearly stated, supported, and explained?
  - Does the claim use active, powerful verbs?
  - Does the claim communicate an opinion or conclusion about text(s) or topic(s)?
  - Does the claim demonstrate deep understanding of text(s) or topic(s)?
  - Is the claim based on evidence?
  - How accurate, relevant, and credible is the evidence?
- When forming a claim, use the forming claims tool to help support your thinking.
- Your claim will be one or more sentences that express an evidence-based conclusion or an opinion about the text or the topic. Avoid using the phrases “I think...” or “I believe...” because that is implied. Be sure to use active, powerful verbs to make your claim a strong statement.

# Additional Information

Claims are developed and presented for various reasons and purposes.

Type of Claim	Purpose of Claim
Factual/Informational	State verifiable facts or direct observations to inform others
Summary/Synthesis	State conclusions that summarize information or ideas
Analytical/Interpretive	State observations or conclusions reached by closely examining information or ideas, such as interpretations of themes and how they are developed and communicated in a text
Comparative	State comparisons between two or more sets of ideas, perspectives, claims, or texts
Evaluative	State informed opinions about the accuracy, relevance, and/or credibility of sources, evidence, claims, or arguments
Argumentative (Position)	State a position based on evidence and analysis of an issue that can be defended by other claims and evidence
Persuasive	State opinions or beliefs that are intended to convince others to change their own opinions or beliefs
Counter	State opinions or conclusions that support a different position and are opposed to the claims of others

# Resources

- [Claim Starters](#)
- [Active, Powerful Verbs for Forming Claims](#)

### Claim Starters

Type of Claim	Possible Claim Starters
Factual/Informational	The evidence from valid scientific research clearly indicates that...
Summary/Synthesis	Overall, the ideas presented add up to...
Analytical/Interpretive	After carefully studying these details, we can conclude that...  The author's tone and word choice suggests...  The recurring use of _____ develops the theme _____. _____’s changes over the course of the text develops the theme _____. _____.
Comparative	While there are similarities between these two views, overall they present contrasting perspectives about...
Evaluative	The evidence presented is not credible because...  The argument is clearly biased against...
Argumentative (Position)	We should from war to diplomacy in the war in Afghanistan.
Persuasive	If we don't act to change this situation, we run the risk of...
Counter	While some agree with his assessment of the situation, his claim is challenged by more credible evidence which suggests...  (See the evidence sentence starters in the integrating quotations reference guide for additional counterclaim starters.)

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## Active, Powerful Verbs for Forming Claims

When forming a claim, write your claim as a strong, direct statement, using active and powerful verbs that precisely describe the action and communicate your understanding.

Active, powerful verbs are also commonly known as “rhetorically accurate verbs” because they accurately describe the action being communicated in a sentence.

### Common Verbs for Claims

- develops
- reveals
- emphasizes
- suggests
- concludes
- indicates

### Additional Verbs for Claims

- accentuates, adds, affirms, amplifies, attests, bolsters, clarifies, contributes, elevates, exemplifies, expands, extends, fosters, magnifies, provides, reinforces, supports
- comments, considers, declares, delineates, maintains, notes, observes, outlines, presents, refers, relates, remarks, summarizes, traces
- characterizes, conveys, demonstrates, describes, defines, details, discusses, displays, evokes, exhibits, explains, expresses, identifies, illuminates, illustrates, portrays, rationalizes
- analyzes, determines, establishes, generalizes, interprets, introduces, understands
- alludes, hints, implies, infers, postulates, presumes
- advocates, champions
- alleges, argues, asserts, challenges, claims, condemns, contends, critiques, defends, justifies, opposes, persuades, questions, reasons, refutes, rejects, speculates, verifies
- achieves, accomplishes
- compares, differentiates, distinguishes
- avoids, distorts, minimizes

## Student Writing Sample: Carlos

The story of The Great Gatsby is told by Nick, the narrator. Nick met Gatsby many years ago and Nick was astonished by Gatsby, which impacts how he perceives Gatsby as a human. Nick's family is wealthy and has life experiences that impact how he sees life. While Nick claims he is a non-judgemental person, this idea that he doesn't judge impacts his perception of Gatsby. This is supported by the text when the author describes Gatsby as being gorgeous. Because he has such affection for Gatsby, shows the one-sided nature of Nick's perception.

What support might Carlos need?

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# INTEGRATING QUOTATIONS

## The Basics

**What?** Evidence directly quoted from another text should be incorporated into a sentence so that the sentence makes sense and the language and ideas flow naturally.

**When?** When composing

**Why?** Effective work relies on the effective use of evidence, which includes ensuring that the evidence enhances the work and does not detract from the overall purpose.

## Digging Deeper - The Process

1. Select evidence to integrate into your work.
2. Determine how you want to use the evidence in a sentence. Be sure to quote only what you need to support your ideas. This might mean that you will start the quotation in the middle rather than the beginning of the original quotation. This may also mean that you might paraphrase the quotation rather than directly quoting it. Directly quote evidence when you want to use the author's exact words. Paraphrase evidence when you want to use the idea, but the author's exact words don't fit well into your work.
3. Insert the evidence into a sentence. Use the evidence sentence starters to help you introduce the evidence.
4. Use a parenthetical citation to cite the source. Review the avoiding plagiarism reference guide to learn how to cite sources.
5. Explain how the evidence supports your supporting claims or points and connects to the thesis statement.

## Additional Information

- Avoid using two quotations immediately following each other.
- Avoid using a quotation as an entire sentence--consider how you can integrate the quotation into your sentences.
- If you change words in the quotation to make it fit into the sentence, use brackets.
  - Original quotation: "It excited him, too, that many men had already loved Daisy—it increased her value in his eyes" (Fitzgerald 125).
  - Integrated quotation: In *The Great Gatsby*, Fitzgerald adds, "It excited [Gatsby], too, that many men had already loved Daisy—it increased her value in his eyes" (Fitzgerald 125).
- If you must omit something within a quotation, uses ellipses.
  - Original quotation: "I married him because I thought he was a gentleman," she said finally. "I thought he knew something about breeding, but he wasn't fit to lick my shoe" (Fitzgerald 40).
  - Integrated quotation: This is seen in *The Great Gatsby* when Myrtle declares: "I married him because I thought he was a gentleman. . . . I thought he knew something about breeding, but he wasn't fit to lick my shoe" (Fitzgerald 40).
  - Note: Maintain the integrity of the quotation when you omit words and do not omit words that would alter the intended meaning of the quotation.
  - Note: You do not have to signal omission of words at the beginning or ending of a quotation--only use ellipses when words or phrases are removed from within a quotation.

## Resources

- [Evidence Sentence Starters](#)
- [Active, Powerful Verbs for Integrating Evidence](#)

### Evidence Sentence Starters

**Use the sentence starters when integrating quotations to ensure you maintain the flow of ideas.**

- According to <TEXT TITLE>, “<QUOTATION>” (<AUTHOR NAME> <PAGE NUMBER>).
- In <TEXT TITLE> the author says, “<QUOTATION>” (<AUTHOR NAME> <PAGE NUMBER>).
- This is seen in <TEXT TITLE> when it says, “<QUOTATION>” (<AUTHOR NAME> <PAGE NUMBER>).
- This idea is supported by <AUTHOR NAME>, when he/she says, “<QUOTATION>” (<PAGE NUMBER>).
- On page <PAGE NUMBER> of <TEXT TITLE>, it says, “<QUOTATION>” (<PAGE NUMBER>).
- For example, on page <PAGE NUMBER> of <TEXT TITLE>, it says, “<QUOTATION>” (<AUTHOR NAME>).

Counterclaims are opposite or run counter to the supporting claims of an argument. When making an argument, it is important to acknowledge alternate or opposing positions and address counterclaims to strengthen the argument. This can done through the use of transitions.

**Use the sentence starters when integrating quotations that support counterclaims so as to ensure that the use of counterclaims strengthens the argument.**

- While some agree with <TEXT TITLE> when <AUTHOR NAME> says, “<QUOTATION>” (<PAGE NUMBER>), <AUTHOR NAME> of <TEXT TITLE> says, “<QUOTATION>” (<PAGE NUMBER>), which <REASON FOR AGREEING WITH THIS TEXT>.
- Whereas <TEXT TITLE> indicates that <SUMMARY OF TEXT> (<AUTHOR NAME PAGE NUMBER>), <TEXT TITLE> illustrates the opposite is accurate when it says, “<QUOTATION>” (<AUTHOR NAME PAGE NUMBER>).
- When <AUTHOR NAME> says, “<QUOTATION>” (<PAGE NUMBER>) in <TEXT TITLE>, he/she disagrees with <AUTHOR NAME> who says, “<QUOTATION>” (<PAGE NUMBER>) in <TEXT TITLE>.
- The author of <TEXT TITLE> disagrees with the author of <TEXT TITLE> because in <TEXT TITLE> it says, “<QUOTATION>” (<PAGE NUMBER>). <EXPLAIN HOW THIS IS A DISAGREEMENT>.
- By saying, “<QUOTATION>” (<AUTHOR NAME PAGE NUMBER>) in <TEXT TITLE>, <AUTHOR NAME> overlooks the deeper problem <AUTHOR NAME> presents in <TEXT TITLE>. In that text, <AUTHOR NAME> presents/describes/indicates <SUMMARY OF TEXT> (<AUTHOR NAME PAGE NUMBER>).

- 
- On the one hand, <AUTHOR NAME> says, “<QUOTATION>” (<PAGE NUMBER>) in <TEXT TITLE>, but on the other hand, <AUTHOR NAME> says, “<QUOTATION>” (<PAGE NUMBER>) in <TEXT TITLE>.
  - Although most of what <AUTHOR NAME> says in <TEXT TITLE> is inaccurate/misleading/unsupported, he/she is accurate when he/she says, “<QUOTATION>” (<PAGE NUMBER>). In <TEXT TITLE>, <AUTHOR NAME> provides further evidence which supports this point. According to <TEXT TITLE>, “<QUOTATION>” (<PAGE NUMBER>).

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### Active, Powerful Verbs for Integrating Evidence

To strengthen your writing, replace “says” with a more rhetorically accurate verb that precisely describes the action. What is the author doing in with the quotation?

For example, replace “says” in the following sentence starter with “describes” or “reveals” when those verbs appropriately describe the action of the author.

- In <TEXT TITLE> the author says, “<QUOTATION>” (<AUTHOR NAME PAGE NUMBER>).

#### Possible Active, Powerful Verbs for Integrating Evidence

- adds, affirms, clarifies, emphasizes, provides, reinforces, suggests, supports
- comments, maintains, notes, observes, relates, remarks, summarizes
- alleges, argues, asserts, challenges, claims, concludes, contends, declares, defends, implies, justifies, questions, refutes, rejects, speculates
- conveys, defines, demonstrates, describes, details, develops, discusses, establishes, expresses, illustrates, indicates, introduces, portrays, reveals

# CONVENTIONS

## The Basics

**What?** Conventions are the standard way of doing something; in writing, the conventions include rules for standard English grammar, usage, and mechanics. Grammar and usage includes how you use words, phrases, and clauses to create and structure a sentence and mechanics includes capitalization, punctuation, and spelling.

**When?** When composing

**Why?** Demonstrating command of the conventions of standard English grammar, usage, and mechanics ensures that your final product clearly and effectively communicates your ideas.

## Additional Information

Convention	Definition	Examples
Phrases	<p>A group of words that act as a part of speech, such as an adjective or adverb</p> <p>Phrases do not contain both a subject and a verb. They are found within other sentences.</p>	<p>The cat, <b>clinging to the chair</b>, ruined the piece <b>of furniture</b>.</p> <p>The future <b>of the CEO</b> was uncertain <b>after the scandal</b>.</p> <p><b>Having raised enough money</b>, the student was able to attend the event.</p>
Appositive	A noun or noun phrase that renames the noun it follows	<p>The boy, <b>Michael's neighbor</b>, had been missing for several hours.</p> <p>Romeo and Juliet, <b>the main characters</b>, fall in love at first sight.</p>

Convention	Definition	Examples
Clauses	<p>A group of words that contains a subject and a verb</p> <p>Clauses either stand alone as a sentence (<u>independent clause</u>) or do not stand alone as a sentence (<u>dependent clause</u>).</p>	<p><i>After she followed the man, <u>Lydia discovered the truth.</u></i></p> <p><i>Despite the amount of time it takes, <u>teachers grade students' essays, and they try to be as fair as possible.</u></i></p>
Semicolon	A punctuation mark (;) that combines two independent clauses into a single sentence without a conjunction	Teachers grade students' essays; they try to be as fair as possible.
Parallel structure	<p>Using the same pattern of words or phrases to show that all elements in the series have equal importance</p> <p>Verbs in a series should be in the same tense. Words in a series should all be the same part of speech.</p> <p>Join elements with a coordinating conjunction (e.g., and, but, so) or a correlative conjunction (e.g., not only/but also, neither/nor).</p>	<p>Simple parallelism: We need to remember <b>kindness, honesty, and genuineness.</b></p> <p>Complex parallelism: When writing an essay, <b>it is important to pay attention not only to the content of the essay but also to the organization.</b></p> <p>In the complex parallelism example, two sentences are combined with a correlative conjunction to reduce wordiness:</p> <ul style="list-style-type: none"> <li>• When writing an essay, it is important to pay attention to the content of the essay.</li> <li>• When writing an essay, it is important to pay attention to the organization.</li> </ul>
Colon	A punctuation mark (:) that can be used to introduce a list or a quotation	<p>When camping, you should bring survival items: matches, water purifier tabs, a sleep sack, and a knife.</p> <p>This idea is further supported by the narrator's words: "He was surprised by how easily he located the object after other, more talented searchers had difficulty" (Smith 65).</p>

Convention	Definition	Examples
Hyphen	A punctuation mark (-) that combines words and separates numbers, such as in a phone number	<p>Despite his best attempt, the well-intentioned waiter failed to get the orders right.</p> <p>Be sure to dial 225-555-1234 and leave a message.</p>
Em dash	<p>A punctuation mark (--) that indicates a break, but is stronger than a comma</p> <p>Em dashes can be used in pairs--like parentheses--to set off a word, phrase, or clause.</p> <p>Em dashes are often a stylistic element used to emphasize parts of a sentence.</p>	<p>After he removed the cap, he was drawn to the object--shiny and sparkling like a diamond.</p> <p>As the students walked across the stage, the principal called their names--Sheila, Damon, and Ruthie--and shook their hands knowing that he may not see them after that day.</p>

### Resources

- [Mentor Sentences](#)

### Mentor Sentences

Mentor sentences are sentences worth imitating--their structure is particularly effective or interesting.

Select one or more mentor sentences that you want to imitate in your own writing. Use the structure as a frame, including the punctuation and/or conjunctions, and insert your own content.

Example
<p><b>Mentor sentence from <i>The Kite Runner</i>:</b> “I wondered if that was how forgiveness budded; not with the fanfare of epiphany, but with pain gathering its things, packing up, and slipping away unannounced in the middle of the night” (Hosseini 359).</p> <p><b>Imitated sentence:</b> I disagree with Okonkwo’s severe reaction to Nwoye’s conversion; not because Okonkwo punishes and essentially disowns Nwoye, but because Okonkwo doesn’t recognize that it is his words, actions, and feelings that lead Nwoye to convert to Christianity.</p>

**Additional Mentor Sentences (or select find your own in a text you are reading)**

- “And so, my fellow Americans: ask not what your country can do for you--ask what you can do for your country.” John F. Kennedy’s Inaugural Address
  
- “He stepped down, trying not to look long at her, as if she were the sun, yet he saw her, like the sun, even without looking.” *Anna Karenina*, Leo Tolstoy
  
- “And now that you don’t have to be perfect, you can be good.” *East of Eden*, John Steinbeck
  
- “I know not what course others may take; but as for me, give me liberty, or give me death!” Patrick Henry’s “Speech to the Second Virginia Convention”
  
- “If our house be on fire, without inquiring whether it was fired from within or without, we must try to extinguish it.” Thomas Jefferson
  
- “It made the endless sky into a ceiling just above his head, and the words bounced back, landing somewhere on the floor of limping Jewish feet.” *The Book Thief*, Markus Zusak
  
- “So I opened it--you cannot imagine how stealthily, stealthily--until, at length, a single dim ray, like the thread of the spider, shot from out the crevice and fell upon the vulture eye.” “The Tell-Tale Heart,” Edgar Allan Poe

## Mentor Sentence “Mini-Experiential”

Copy the following mentor sentence from *The Great Gatsby*.

Mentor sentence: "Her face, above a spotted dress of dark blue crepe-de-chine, contained no facet or gleam of beauty, but there was an immediately perceptible vitality about her as if the nerves of her body were continually smoldering" (Fitzgerald 25).

Then answer the questions:

- What does the mentor sentence mean?
- What do you notice?
- How does what you notice help you understand the mentor sentence?
- What makes the mentor sentence easy or more difficult to understand? Why?

Complete one of the sentence stems in your learning log.

- To understand the quotation, I had to \_\_\_\_\_.
- Noticing \_\_\_\_\_ helped me understand the quotation because \_\_\_\_\_.
- Knowing \_\_\_\_\_ is useful for determining the meaning of the quotation.

## WHOLE-CLASS INSTRUCTIONAL STRATEGY

### Title: Mentor Sentences

#### The Basics

**What?** A protocol for ensuring students determine sentence-level meaning of key sentences in complex, grade-level texts

**When?** After the first reading of a complex text

**Why?** Helps students break down key sentences with sophisticated syntax to better understand the structure of academic language

#### Student Outcomes

This strategy helps students read complex, grade-level texts and improve their language skills, including understanding and using grade-level vocabulary and syntax.

#### How to Implement

1. Select a sentence from a complex text. It should connect to the unit focus and/or be important to the meaning of the text. It should also have sophisticated syntax and/or academic vocabulary. Consider:
  - a. Would more work with this sentence support students in understanding the text and the big ideas of the unit?
  - b. Does this sentence model grade-level language use? For example, the sentence models what you want to see in your students' writing or the sentence allows you to address grade-level language standards.
2. Prompt students to reread the selection of the text prior to analyzing the sentence, as needed.
3. Engage students in the following mentor sentence analysis protocol.
  - a. **What does this sentence mean?** Display the mentor sentence. Prompt students to express understanding of the sentence. Note where students understand or misunderstand the sentence. Use this information to guide the next steps of the analysis.
  - b. **What do I notice about this sentence?** Display the mentor sentence. Prompt students to share what they notice about the sentence. As needed, provide guiding questions to support students in identifying important components of the sentence (e.g., What are the parts of this sentence? What do you notice about the punctuation? What is the meaning of this phrase? Who is doing what in this sentence?)
  - c. **What do I know this sentence means?** Display the mentor sentence and question words: who/what, did what, when, where, why, how. Direct students to use the sentence, as well as unit texts, to answer the questions. Then ask students to write a summary of the ideas from the sentence and unit text.
  - d. **What is the structure of this sentence?** Display the mentor sentence. Prompt students to make connections between the sentence structure and its meaning. Display a sentence that follows the same structure as the mentor sentence. Prompt students to make connections between the structures of both sentences. Guide the class to create sentence frames that model the structure of the mentor sentence.
  - e. **Can I write a quality sentence?** Ask students a text-dependent question and direct them to respond in writing using a sentence frame created in the previous step.
4. Monitor and provide descriptive feedback and support as students work. For example, as they write, prompt them as needed by orally reminding them of different steps in the analysis. For example: "Remember, the sentence frame we constructed. How would you structure your thoughts to follow this frame?"

#### Resources for Additional Information

- [Theory](#) of sentence composing from Don and Jenny Killgallon
- [Overview](#) of the different practices used in sentence composing
- [Blog](#) of mentor sentences for imitation and creation based off the work of Jeff Anderson
- [Example](#) of how to use in lessons

## Mentor Sentence Guide and Reflection

How did you see evidence of these planning steps in the model experiential?  
When and why would it be beneficial to use this tool with students?

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## Group Brainstorm!

List available Guidebooks Supports.

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## Exit Ticket

How can the supports within the ELA Guidebooks 9-12 materials be leveraged to meet specific student needs related to writing?

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## Session 3: Supporting Students with Expressing Understanding, Part 2

### General Supports and Planning for Small-Group Instruction

How and when do we support all students?

Read the excerpts from the Curriculum Guide printed in your note catcher.

**Discuss:** What classroom structures support diverse learners in Guidebook classrooms?

**ELA Instructional Framework**

The diagram illustrates the ELA Instructional Framework. At the top is a box labeled 'CORE INSTRUCTION' containing three main components: 'WHOLE CLASS' at the top, 'SMALL-GROUP READING' on the left, and 'SMALL-GROUP WRITING' on the right. A double-headed arrow labeled 'texts, standards, assessments' connects the whole class and small-group components. Below the 'SMALL-GROUP WRITING' component is a separate circle containing an icon of a student and the text 'FOR STUDENTS WHO PERSISTENTLY STRUGGLE'. A red arrow points from this circle to a legend at the bottom right.

- > Intensive interventions for small groups or individuals
- > Possible identification for services

Louisiana Believes 73

## ELA Framework Descriptions

### Whole-Class Instruction

Whole-class reading and writing instruction should be used to deliver core instruction. In ELA Guidebooks, core instruction can be defined as instruction following the pathway created by the core activities in each lesson. Whole-class instruction requires flexible student groupings to best support the purpose of each core lesson activity.

Examples of flexible student groupings that can occur during this time:

- Whole-class read aloud or discussion of a unit text.
- Jigsaw groups made up of small groups of students working collaboratively to make meaning of a complex text.
- Paired student discussions to react to a text.
- Independent silent reading of a text or independent writing for a section diagnostic.

While whole-class instruction is required for core activities, some optional activities may also need to be delivered in this way. Teachers should use data obtained from monitoring and diagnosing student performance during lessons and section diagnostics to make these decisions.

### Small-Group Instruction

Small-group reading and writing instruction should be used to support student needs that cannot be met during whole-class instruction. This may be intervention for students below grade level and/or additional time and supports for diverse learners.<sup>7</sup> Groups should be flexible and change size and composition often based on students' needs. Teachers should form small groups based on a wide variety of data obtained from monitoring and diagnosing student performance during lessons and section diagnostics to make these decisions.

Examples of the types of instructional tasks to be conducted during this time:

- Students engage in activities to build required background knowledge for the unit.
- Students read texts at their reading level (not a leveled version of a whole-class text) or in their home language to build additional background knowledge for the unit.
- Students read above-grade-level texts connected to the unit content to challenge them and extend learning.
- Students receive targeted reading and writing instruction based on gaps in knowledge or skills (e.g., additional vocabulary instruction or grammar instruction).
- Students receive time to practice their reading fluency using grade-level texts.
- Students receive individualized oral feedback on their writing.



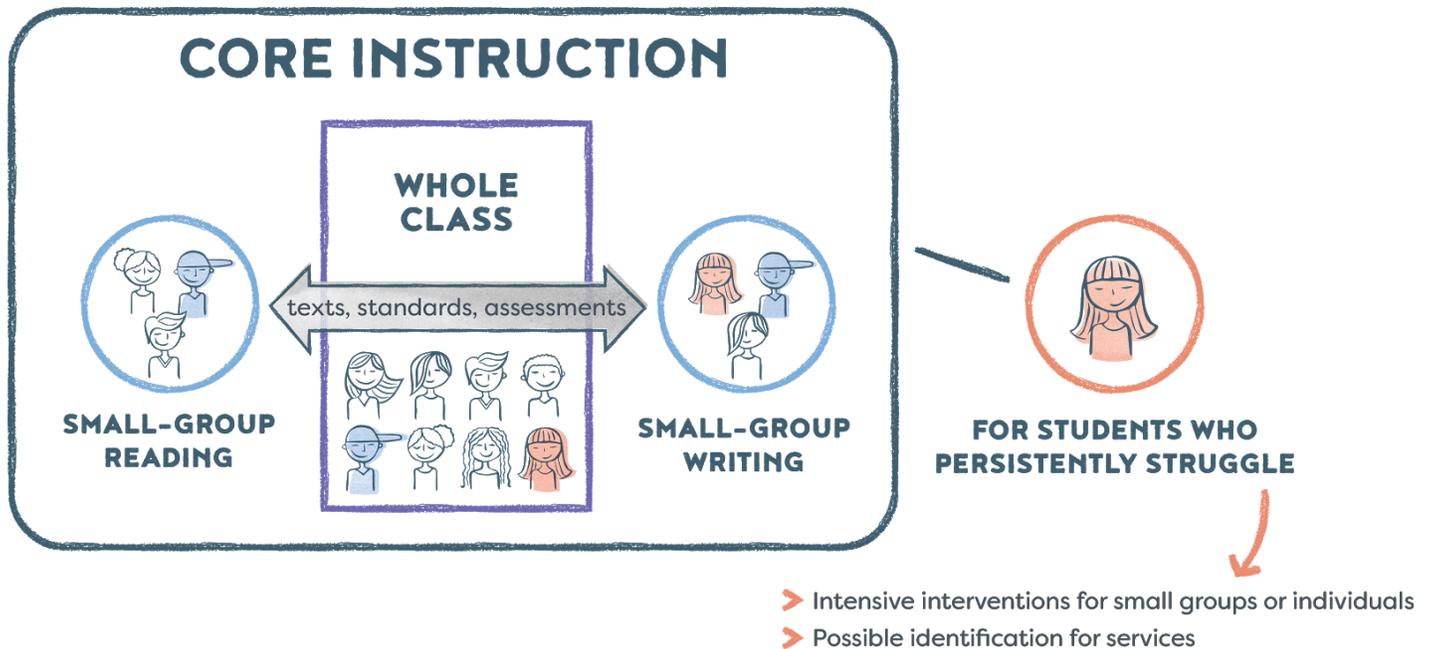
## WHOLE CLASS



## SMALL-GROUP

<sup>7</sup> Diverse learners are any learners who do not learn at the same pace or in the same way as their peers. Based on this definition, all students can be classified as “diverse learners” at some point in the instructional process. Thus, you need to keep the ELA goal in mind as you teach the units and make instructional decisions based on knowledge of your students and what it will take to ensure all students will meet the ELA goal through the lessons provided in the ELA Guidebooks units.

## ELA Classroom Structure to Support Diverse Learners



**Whole-Class Instruction:** All students should participate in whole-class instruction daily with lessons core activities. Review possible supports to use during whole-class instruction.

**Small-Group Instruction:** Across a year, all students may experience targeted small-group instruction. Small-group instruction should be used flexibly to ensure that all students get their needs met, whether to support them in meeting the standards or extending their learning beyond the standards. The content of small-group instruction should be connected to the unit being taught during whole-class instruction, and it sometimes may include support for skills below the grade level to fill in gaps so students meet the grade-level standards. The section diagnostics provide teachers with relevant data based on student work to determine next steps for support. Review the process for identifying students who need small-group instruction and the possible supports to use during small-group instruction.

**Intensive interventions:** Reserved for students who continue to struggle to meet grade-level standards after they have received the full gamut of possible supports during whole-class and small-group instruction, intensive interventions should be used in addition to, not as a substitute for whole-class and small-group instruction. The content of intensive interventions should target students' specific needs based on assessments given to determine specific skill deficits. Interventions should support the approaches used during whole-class and small-group instruction, but the curriculum used during intervention might be different from the curriculum used during whole-class and small-group instruction.

**KNOWLEDGE**

Reading Look-Fors				
Score	✓+	✓	✓-	IE
Performance Descriptor	Student has successfully built the knowledge, skill, or habit indicated by the look-for.	Student should continue building the knowledge, skill, or habit indicated by the look-for.	Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.	Student did not respond to the prompt and/or did not provide enough of a response to evaluate.
How well can a student identify the narrative structure of a text and determine how it may affect the way the story is told?	AK, RA	EK, JG, AW, SL, HI, LR	TL, HF, SJ, VJ, MF, CK, SR, MS, CF, BJ	EF, BJ
How well does the student understand the factors that could influence perception?	AK, EK, AW, RA	TL, JG, MF, SL, LR, SR, HI, CF, MS	HF, SJ, VJ, BJ	EF, CK

**S** Sample Teacher  
10:11 AM Today

Most students need additional support; leverage Optional Activities 4 and 5 in Section 2, Lesson 1 for the whole class to support students with establishing understanding and analyzing details to support with this

**S** Sample Teacher  
10:06 AM Today

(support for perception) Implement Section 2: Lesson 2: Activity 5 (Core - asks students to look at Nick's perception and uses the Perception Understanding Tool); pull HF, SJ, VJ, BJ, EF, and CK for small group check in during work time)

**SKILL**

Writing/Discussion Look-Fors				
Score	✓+	✓	✓-	IE
Performance Descriptor	Student has successfully built the knowledge, skill, or habit indicated by the look-for.	Student should continue building the knowledge, skill, or habit indicated by the look-for.	Student would benefit from additional instruction to build the knowledge, skill, or habit indicated by the look-for.	Student did not respond to the prompt and/or did not provide enough of a response to evaluate.
How well can students develop and clearly communicate meaningful and defensible claims that represent valid, evidence-based analysis?	AW, VJ, RA, HJ	TL, HF, EK, JG, SL, LR, CF, MS	SJ, HF, SR, BJ	EF, CF
How well can students integrate quotations while maintaining the flow of ideas to develop and support arguments, analyses, and explanations?	AW, VJ, TL, AK	JG, RA, SL	SJ, HF, LR, MS, HJ	EF, CF, BJ, CF, SR, HF, EK
How well can students use words and phrases correctly to clearly communicate ideas?	AW, VJ, RA*	TL, AK, JG, SL	EK, SJ, HJ, LR, SR, MS, HF, CF	EF, HF, CK, BJ

**S** Sample Teacher  
10:13 AM Today

EF & CK: Check minus or IE for all Look Fors; pull for small group reread and text-based discussion re: pages 1-4 during homeroom next week. Focus on building understanding and then provide 'Claims Reference Guide' for Section 2 diagnostic.

**S** Sample Teacher  
10:12 AM Today

(Small Group support for quotations) Implement Section 2: Lesson 3 . Activities 1 & 2 (Optional activities that ask students to revise section 1 diagnostic to support integration of quotations in writing using the integrating quotations reference guide)

**S** Sample Teacher  
10:14 AM Today

(Support for using words and phrases) Implement Section 3: Lesson 4: Activities 5, 6, & 7 for the whole class (Optional activities that allow students to practice having a discussion in preparation for the section diagnostic).

**S** Sample Teacher  
10:14 AM Today

Pull small group to continue pushing this skill to the next level using Style Reference Guide

## Supports for Expressing Understanding of Complex Texts<sup>25</sup>

Standard(s)	Observations	Possible Issues	Possible Supports
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) <a href="#">Writing Guide</a></p>	<ul style="list-style-type: none"> <li>● Student's writing does not address the prompt.</li> <li>● Student performs poorly on the Written Expression subclaim on assessments.</li> <li>● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.</li> </ul>	<ul style="list-style-type: none"> <li>● Does not demonstrate understanding of complex texts</li> </ul>	<ul style="list-style-type: none"> <li>● Use supports from the row related to the possible issue.</li> <li>● Teach students to analyze the prompt to determine how to respond.</li> </ul>
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) <a href="#">Writing Guide</a></p>	<ul style="list-style-type: none"> <li>● Student has a lot to say in their writing, but it has no focus.</li> <li>● Student performs poorly on the Written Expression subclaim on assessments.</li> <li>● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.</li> </ul>	<ul style="list-style-type: none"> <li>● Inability to organize ideas logically</li> <li>● Lack of organizational skills in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft.</li> <li>● Focus on one aspect of quality at a time in students' writing. For example, if the focus of a lesson is on writing a thesis, give feedback on that aspect, not the student's lack of sentence variety.</li> <li>● Use <a href="#">shared writing</a> to model how to organize an essay. Emphasize the qualities of a strong response during the shared writing.</li> <li>● Create a shared organizing idea/thesis statement. Provide students with strong and weak examples. Prompt them to identify the best examples and explain why. Then, as a group, write a model organizing idea/thesis statement. Direct students to use that organizing idea/thesis statement for the task.</li> <li>● Model how to revise an organizing idea/thesis statement to ensure it meets the qualities of a strong organizing idea/thesis statement for the type of writing (i.e., informative/explanatory or</li> </ul>

<sup>25</sup> This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

			<p>opinion/argument). For example: Provide students with a student example that needs revision and prompt them to evaluate the quality of the organizing idea/thesis statement, using questions such as:</p> <ul style="list-style-type: none"> <li>○ “What is this writer’s thesis statement?”</li> <li>○ “Does it have a claim and reasons?”</li> <li>○ “How can I revise this to ensure it is a strong thesis statement?”</li> </ul> <p>Work as a group to make revisions to the organizing idea/thesis statement. Then direct students to review and revise their own or a partner’s organizing idea/thesis statement using a similar process.</p> <ul style="list-style-type: none"> <li>● Present an organizing idea/thesis statement for the task and prompt students to describe the focus of each body paragraph based on the organizing idea/thesis statement.</li> <li>● Provide an organizing idea/thesis statement and an organizational frame (e.g., the <a href="#">“Painted Essay™”</a>) and direct students to use the frame as they write body paragraphs to support the organizing idea/thesis statement.</li> <li>● Support students in using the “Organization” section of the reference guides.</li> <li>● Support students in using the “Claims” section of the reference guides.</li> <li>● As a group, create an organization template based on an exemplar student response. Then direct students to use that template as they write their own response. For example: Provide students with an exemplar response and discuss with students the structure/organization of the response by identifying the role/purpose of each sentence in the response (e.g., “How does this model begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?”). Then have students write a response on notebook paper. As they write, prompt them as needed by orally reminding them of the various frames (e.g., “Remember, </li></ul>
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			<p>the model started by restating the question. How would you restate this question?” or “After restating the question and providing the answer, in the model, it provides evidence for the answer/how the writer knew the answer. How do you know that’s the right answer? What evidence can you provide from the text?”).</p>
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) <a href="#">Writing Guide</a></p>	<ul style="list-style-type: none"> <li>• Student includes many details which are irrelevant or unnecessary.</li> <li>• Student performs poorly on the Written Expression subclaim on assessments.</li> <li>• Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not demonstrate understanding of complex texts</li> <li>• Inability to develop and organize ideas logically</li> <li>• Lack of organizational skills in writing</li> <li>• Lack of understanding of relevant evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze the use of evidence in an exemplar response. For example: Provide students with an exemplar response. Ask students to identify the writer’s organizing idea/thesis statement. Have them identify the structure of the organizing idea/thesis statement (e.g., claim and reasons) and locate evidence in the response (e.g., label or color code) which supports the organizing idea/thesis statement each reason and the claim. Discuss as a group how the evidence supports the organizing idea/thesis statement. In later grades, discuss why the evidence is relevant. (As needed, define “relevant.”) Ask students to identify additional evidence which could support one or more of the writer’s reasons and claim. In grades 7 and higher, ask students to identify evidence which opposes or conflicts with the writer’s claim. Analyze the structure of the sentence which acknowledges the opposing or conflicting claim, emphasizing the words the writer uses to refute the opposing or conflicting claim and evidence (e.g., “While...,” “Whereas...,” or “Despite...”).</li> <li>• Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. Provide students with possible evidence to use in future essay. Ask students orally or in writing to identify the claim or idea the evidence supports and explain how it supports that claim or idea. Discuss which evidence is most relevant for the each claim or idea and why. In grades 7-12, model how evidence for the opposing claim can be used in an argument using the evidence sentence starters and transitions.</li> <li>• Use <a href="#">shared writing</a> and evidence sentence</li> </ul>

			<p>starters from the reference guides and guidance for using transitions to connect ideas from the reference guides to model how to incorporate relevant evidence into an essay. Emphasize the qualities of a strong response during the shared writing.</p> <ul style="list-style-type: none"> <li>● Support students in using the “Connecting Ideas” section of the reference guides.</li> <li>● Support students in using the “Integrating Quotations” section of the reference guides.</li> </ul>
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) <a href="#">Writing Guide</a></p>	<ul style="list-style-type: none"> <li>● Student has trouble getting started or student’s writing is not clear or coherent.</li> <li>● Student performs poorly on the Written Expression subclaim on assessments.</li> <li>● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric..</li> </ul>	<ul style="list-style-type: none"> <li>● Does not demonstrate understanding of complex texts</li> <li>● Inability to organize ideas logically</li> <li>● Lack of organizational skills in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use supports from the rows related to the possible issues.</li> <li>● Allow students learning English as a new language to use their home languages or varieties of language during the writing process, including working with and talking in pairs.</li> <li>● If students are literate in their home language, give more attention to differences between that language and English and less attention to elements that transfer (e.g., leverage their cultural and linguistic knowledge related to writing, which may or may not align with writing standards in English).<sup>26</sup></li> </ul>
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>	<ul style="list-style-type: none"> <li>● Student's writing is short.</li> <li>● Student performs poorly on the Written Expression subclaim on</li> </ul>	<ul style="list-style-type: none"> <li>● Does not demonstrate understanding of complex texts</li> <li>● Limited development</li> <li>● Limited use of</li> </ul>	<ul style="list-style-type: none"> <li>● Use supports from the rows related to the possible issues.</li> <li>● Incorporate technology into daily lessons, including using word processing applications and submitting typed written responses digitally.</li> <li>● Provide direct keyboarding instruction</li> </ul>

<sup>26</sup> In English, writing tends to develop linearly, requiring the writer to directly state the point being made; logic is valued over language use and emphasis is placed on counterarguments and audience. This does not hold true in other languages and, therefore, the influence of English language learners' cultural and linguistic backgrounds impact their writing in English. For example:

- The rules of "articles" and "tenses" do not exist in many languages.
- Typical Chinese style praises eloquent language and avoids making direct points or arguments.
- Typical Japanese style is restrained, undemonstrative, cautious, and understated. Flashes of insight are valued without the intermediary steps of syllogistic reasoning.
- Typical Arabic style does not tend to present different perspectives or counterarguments; does not challenge what is socially validated; and pays more attention to impressiveness than to logic and reasoning.

<p>audience. They write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.4, W.10) <a href="#">Writing Guide</a></p>	<p>assessments.</p> <ul style="list-style-type: none"> <li>● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.</li> </ul>	<p>evidence</p> <ul style="list-style-type: none"> <li>● Lack of writing fluency</li> <li>● Lack of keyboarding proficiency</li> </ul>	<p>using a keyboarding program.</p>
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) <a href="#">Writing Guide</a></p>	<ul style="list-style-type: none"> <li>● Student's writing lacks paragraphs.</li> <li>● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.</li> </ul>	<ul style="list-style-type: none"> <li>● Inability to organize ideas logically</li> <li>● Lack of organizational skills in writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use supports from the rows related to the possible issues.</li> </ul>
<p>Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) <a href="#">Writing Guide</a></p>	<ul style="list-style-type: none"> <li>● Student uses "crutches" when writing, such as "I'm going to tell you...," "Now that I've told you about...," or "I know this because...."</li> <li>● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.</li> </ul>	<ul style="list-style-type: none"> <li>● Lack of organizational skills in writing</li> <li>● Inability to transfer skills from speaking to writing</li> <li>● Does not have knowledge of writing style and purpose</li> <li>● Lack of audience awareness and/or understanding of differences in informal and formal writing</li> </ul>	<ul style="list-style-type: none"> <li>● Use supports from the rows related to the possible issues.</li> <li>● Give students a list of "crutches" and ask them reread their written response and highlight those crutches. Use <a href="#">shared writing</a> and evidence sentence starters from the reference guides and guidance for using transitions to connect ideas from the reference guides to model how to remove and/or replace the crutches in various sentences from the students' written responses. Then ask students to repeat the process used during the shared writing to remove and/or replace the remaining crutches in their written response.</li> </ul>

## Trends and Resources Organizer

Trends in Student Data	Teaching Notes Core & Optional Activities Tools	Reference Guides	Supports Flow Chart
Trend 1			
Trend 2			
Trend 3			
Trend 4			

## Capture Your Learning

Where can you look for writing supports in the Guidebooks?

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How and when should you utilize small-group instruction as a support?

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Which writing supports are you most excited to implement with your students?

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# PLANNING TO TEACH ELA GUIDEBOOKS

## Unit Selection

The design of the ELA Guidebooks allows opportunities for flexibility and choice for school systems, teachers and students.

At the program level, school systems and/or teachers choose which development units to include in the grade or course. All courses are designed to end with an application unit. In the application unit, students choose a pathway that interests them to explore a text or topic related to one of the development units they studied over the course of the year.

### Sample Year-Long Unit Selection

Grade	Unit 1 (Development Unit)	Unit 2 (Development Unit)	Unit 3 (Development Unit)	Unit 4 (Application Unit)
9	<i>The Joy Luck Club</i>	<i>Romeo and Juliet</i>	The Teenage Brain	Application Unit Choice <ul style="list-style-type: none"> <li>• <i>The Joy Luck Club</i></li> <li>• <i>Romeo and Juliet</i></li> <li>• The Teenage Brain</li> </ul>
10	<i>Life of Pi</i>	<i>Things Fall Apart</i>	<i>The Immortal Life of Henrietta Lacks</i>	Application Unit Choice <ul style="list-style-type: none"> <li>• <i>Life of Pi</i></li> <li>• <i>Things Fall Apart</i></li> <li>• <i>The Immortal Life of Henrietta Lacks</i></li> </ul>
11	<i>The Great Gatsby</i>	<i>Friday Night Lights</i>	Homeownership	Application Unit Choice <ul style="list-style-type: none"> <li>• <i>The Great Gatsby</i></li> <li>• <i>Friday Night Lights</i></li> <li>• Homeownership</li> </ul>
12	Education	<i>Hamlet</i>	1984	Application Unit Choice <ul style="list-style-type: none"> <li>• Education</li> <li>• <i>Hamlet</i></li> <li>• 1984</li> </ul>

**Preview** the Application Unit Culminating Task Tool from the *Gatsby* unit. As you review, reflect:

1. How are the topics related to the *Gatsby* unit?

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2. What do you notice about the possible student products?

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3. What do you notice about the ways that this tool allows students to complete the research process?

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4. What supports do you see embedded in this tool?

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The culminating task options for the Application unit relate to central questions, texts, and topics in the course. For each culminating task option, you will build understanding through research. There are two parts to each culminating task option.

1. **Product:** You will create a product which expresses your understanding. This product should be appropriate to the task and effectively communicate what you learn from your research.
2. **Presentation:** You will introduce your task, share a summary of your research, show your product or provide an overview of your product, and explain how what you learned through the process connects to and extends your learning from an earlier guidebook unit.

For each Development unit that you complete, review the topic and product options for the Application unit. Select the topic that you are most interested in researching and the product that corresponds with that topic. Answer the questions that follow in the Preview the Culminating Task section.

**Application Task Options: 11D1 - The Great Gatsby**

Central Question: How do perceptions influence people's lives?

Possible topics:

- Explore the biological process of sight.
- Explore the Lost Generation and its impact on America.
- Explore the idea of the American Dream.
- Explore the Nativism movement in the 1920's and its relationship to immigration.
- Explore the changing gender roles in the 1920's.
- Other: \_\_\_\_\_

Possible products:

- Develop a multimedia presentation explaining the biological process of sight.
- Create and publish a story that features a character who is part of the Lost Generation.
- Create a podcast that presents generational views of the American Dream.
- Analyze two articles that portray different perspectives about the American Dream.
- Write an informative essay that explains the causes of the Nativism movement and how it influenced society.
- Create a multimedia presentation that examines the influence of changing gender roles on American society in the 1920's.
- Other: \_\_\_\_\_

## Preview the Culminating Task

Read the application unit culminating task options. Then answer the questions. Which application unit topic and product are the most interesting to you?

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What do you already know about this topic?

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How does this topic relate to a central question, text, or topic we have studied?

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What do you need to know to be successful when you complete the culminating task? What do you want to learn about your culminating task? Why?

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Write what you want to learn as a question.

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List up to three topics, issues, ideas, or concepts you will need to investigate to answer your question.

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2. 

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3. 

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## Work Contract

I will complete the culminating task option for the \_\_\_\_\_ unit.

My proposed product:

I will work (choose one) \_\_\_\_\_ independently \_\_\_\_\_ OR \_\_\_\_\_ with the following students:

By signing this contract, I agree to:

- **Be prepared:** Come to class prepared, having read any required texts and completed any required tasks.
- **Organize work and persevere to complete tasks:** Develop and implement a process for gathering and maintaining your notes and sources; set and/or meet established deadlines for short and extended tasks.
- **Take notes and avoid plagiarism:** Develop and implement a plan for gathering credible, accurate, and relevant information as you research and documenting sources so that you give appropriate credit in your work.
- **Generate ideas and demonstrate understanding:** Generate and develop ideas in response to your research questions and support your ideas by referring to evidence from texts and other research on the topic or issue to demonstrate understanding.
- **Refine and revise:** Revisit, refine, and revise understanding and knowledge based on research, resolving contradictions when possible, determining when additional information or research is required, and remaining open to changing your ideas or perspective based on new, credible information.
- **Reflect critically:** Think about and evaluate the success of your research and how well you followed these norms.

Signature \_\_\_\_\_

Date \_\_\_\_\_

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## Conduct Research

Conduct your research following the expectations established by your teacher.

In addition to identifying your research questions, be sure to:

- Organize your work, including establishing a plan for research and meeting established deadlines.
- Locate, evaluate, and select resources useful for your research.
- Take notes, including recording bibliographic entries to avoid plagiarism.
- Refine your inquiry by revising your research questions as needed.

The following reference guides and tools can help you conduct research:

- Academic conversation reference guide
  - Annotation reference guide
  - Avoiding plagiarism reference guide
  - Claims reference guide
  - Evaluating sources reference guide
  - Integrating quotations reference guide
  - Note-taking reference guide
  - Questioning reference guide
  - Reading closely tool
  - Forming claims tool
  - Evidence tool
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**Reading Closely Tool**

As needed, use the reading closely tool as you read your sources or use the steps in the tool to answer questions about your sources in your learning log.



Establish understanding when you first read a text.

Action	Description
Read the text.	Before reading the text, make note of important information about the text. Then read the text with the reading focus in mind.
React to the text.	Answer questions about the text, or summarize/paraphrase the text.

Take notes, answer questions, and/or pose questions below to establish your understanding.

**Deepen understanding when you reread a text.**

Action	Description
Attend to the details in the text.	Notice the words, phrases, sentences, and devices the author or speaker uses.
Analyze relationships among the details in the text.	Think deeply about the details. Analyze the relationships among them. Pay attention to any connections, patterns, contrasts. In informational texts, what do you understand about how the text is developed from the details? In literary texts, what do you understand about the text from the details? Consider the elements, such as characters and setting. What conclusions can you draw?
Evaluate the effects of the text or evaluate the information of the text.	Think deeply about your understandings and conclusions. What are the resulting effects? How do the author's choices contribute to the textual effects? Consider mood, irony, symbolism, motif, rhetorical effects. Think deeply about your understandings and conclusions. Evaluate the accuracy, relevance, and credibility of information in the text, including the position of the author or speaker. Consider the argument, organization and structure, speaker, tone, evidence.
Determine and analyze the meaning, purpose, and perspective of the text.	Think deeply about your analysis and evaluation. What does the text mean? What is its purpose? How do the details, elements, effects, and information contribute to your understanding of the text's meaning? What do the author's or speaker's choices reveal about the author's or speaker's perspective?



Extend understanding as you read additional texts.

Action	Description
Compare and connect texts and ideas.	Compare texts and/or synthesize ideas to build knowledge about your research questions.

<b>Take notes, answer questions, and/or pose questions below to extend your understanding.</b>
Empty space for student input

What do you understand about the text? Provide evidence to support your response.

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**Research Log**  
Locate reliable sources that will help you answer these questions. Record your responses below. You may also record this information in your learning log.

Source and Citation	Evidence	How does this evidence connect to my task?

What connections exist among your understandings and conclusions?

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Form a claim about your topic in response to your research. Remember, a claim is an opinion or conclusion that is supported by evidence.

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## Section Diagnostic One

Review your research questions from the preview the culminating task prompt section. Answer the questions below following the discussion to make a plan for the next steps in your research.

What questions did my peers have about my research, task, and/or product?

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What did I have difficulty explaining?

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What do I still need or want to learn from my research and/or understand about my task and/or product?

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What are my next steps for research? If you need to revise or add research questions, include those below.

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## Analyze the Culminating Task Product

Write your selected culminating task. Then answer the questions.

What is your selected culminating task?

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What is your product?

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Why have you selected this product?

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Why is this product an effective way to communicate your research to others?

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What elements must be included in your product?

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What are your goals for your product?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

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## Brainstorm for Your Product

Read your selected culminating task. Review your research notes. Then answer the questions to determine a focus for your product.

What information do you still need to obtain? Where will you find this information?

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Who is the audience for your product? How will this audience affect the way in which you write/create your product?

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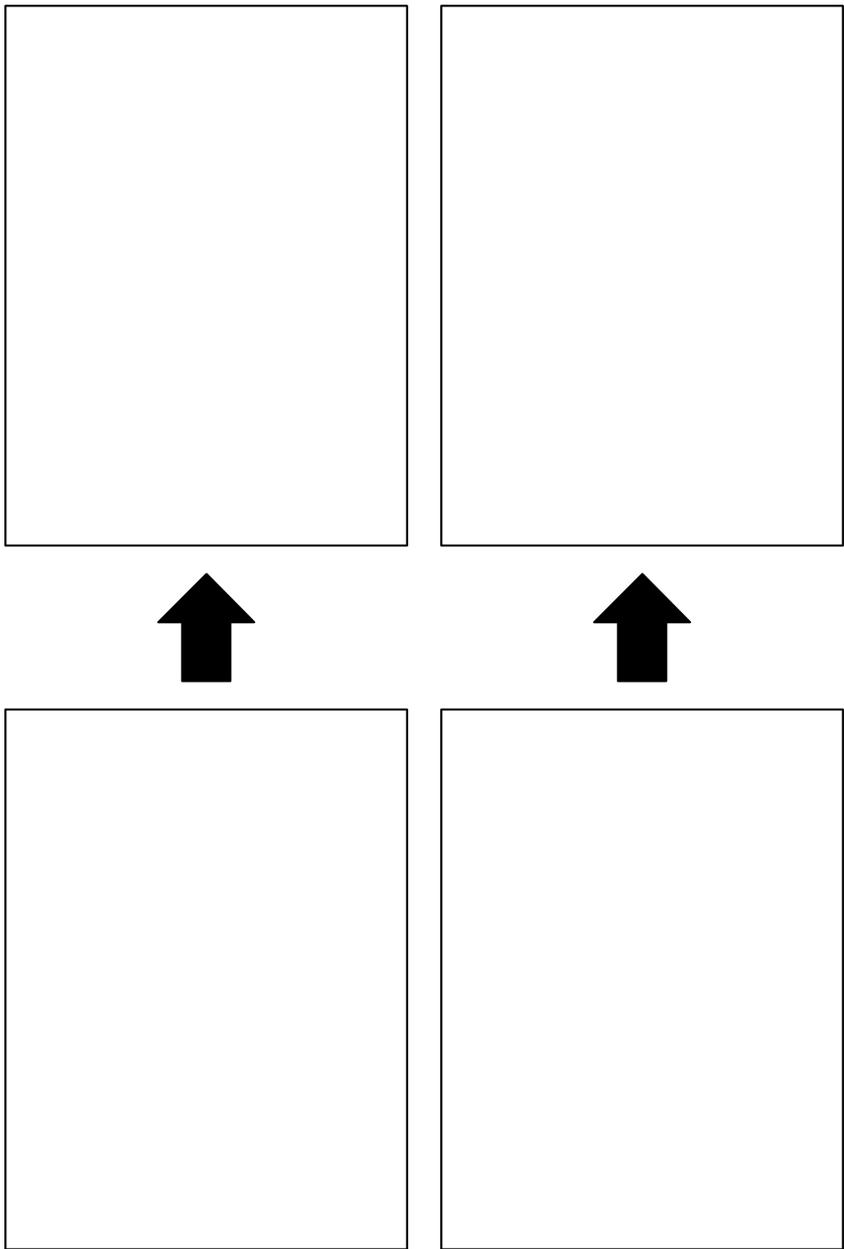
## Outline Your Product

Develop an outline or plan for your product. Use one of the graphics below or develop your outline or plan in your learning log. Remember to choose the outline that best suits the product you are creating.

Notes and Ideas

1	2	3	4

5	6	7	8



## Section Diagnostic Two

Discuss the questions with your partner and then make a plan for revisions, including conducting additional research if necessary.

Review your product and your partner’s product. Discuss the questions.

Questions:

1. What elements must be included in the product according to the task? Does the product address all parts of the task?
2. Is there a clear connection between the product and the task? Does the product clearly express research and understanding?
3. Are there any ideas that are not essential according to the focus?
4. Does the product show effort?

### Product Revision Plan

Area for Improvement	My Next Steps

## Analyze the Culminating Task Presentation

Read your selected culminating task. Then answer the questions.

What elements must be included in your presentation?

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What information or ideas must be communicated to the audience?

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How will you effectively communicate your information and ideas? List your goals for the presentation. For example: Maintain eye contact, speak articulately and enunciate, use digital media effectively, effectively answer questions from the audience.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Outline Your Presentation

Outline the organization of the content of your presentation. Highlight the most important information you have gathered from your research and the creation of your product.

### I. Introduction

- How will you engage the listener?
- How will you introduce your task?

### Notes and Ideas

II. Research Summary

- Summarize what you learned from your research and how it is related to your task.

Notes and Ideas

### III. Product Overview

- Introduce your product.
- Explain the process you used to create your product.
- Explain how your product connects to your research and the task.
- Share what you learned from creating the product.

### Notes and Ideas

#### IV. Conclusion

- How will you connect the conclusion to the rest of the presentation?
- Summarize what you learned.
- Explain how what you learned through the process connects to and extends your learning from an earlier guidebook unit.
- What unanswered questions do you have about your task and your product?
- Identify aspects of your selected task that you did not research but could be explored.

#### Notes and Ideas

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## Skill and Habit Reflection

List the goals for the presentation from the analyze the culminating task prompt section. Review your final product. Evaluate how well you partner accomplished each goal. Place an “X” under the description which best fits each goal.

Task Goals	I fully accomplished the goal.	I mostly accomplished the goal.	I partially accomplished the goal.	I did not accomplish the goal.

What are the strengths of your product and presentation?

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What most helped you create your product?

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What was most difficult in creating your product?

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How can you improve your product and presentation?

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## **Reflect on Understanding**

Answer the questions to reflect on how your research, product creation, and your peers' presentations affected your understanding.

What understanding did I build in the application unit?

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What did my peers share that has made me think in a different way about one or more of the units I completed in this course?

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What questions do I still have?

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What else can I explore related to my culminating task? What do I still want to know and/or understand?

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## Explore Application Units

1. Access the materials for your grade level's Application Unit.
2. Explore the Application Unit and the types of lessons you will find in each Section.
3. Reflect on the guiding questions in your Note Catcher.

 **Application**  
Student-selected task

Louisiana Believes 101

1. How are the topics related to your grade level's units?

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2. What do you notice about the possible student products?

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3. What do you notice about the ways that this tool allows students to complete the research process?

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4. What supports do you see embedded in this tool?

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## Retrieval Practice

What is the purpose of the Application Unit?

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**Closing Reflection: Struggle to Success**

**Reflect on our entire sequence of learning.**

- **Day 1:** Introduction to the ELA Guidebooks 9-12 and the Instructional Shifts
- **Day 2:** Preparing to Teach a Module
- **Day 3:** Preparing to Teach a Lesson
- **Day 4:** Close Reading in the Guidebooks
- **Day 5:** Supporting All Students with Reading and Understanding Complex Texts
- **Day 6:** Expressing Understanding of Complex Texts in the Guidebooks
- **Day 7:** Supporting All Students with Writing

**What is something that was previously a struggle, but that now you feel is (or can be!) a success?**



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