Achievement Network

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Connecting the ELA Standards and Instructional Shifts with the LDOE Guidebooks

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ACHIEVEMENT NETWORK Learning. Together.

“Why” this Session

Purpose

- Louisiana is released revised their Guidebooks 2.0 last year which are great tools to use in the classroom
- Internalizing and Planning from an ELA curricula can be difficult to do. We want to provide you with a replicable approach for planning with the Guidebooks 2.0

The Achievement Network: Why Quality Materials Matter

- We've seen first-hand the importance of quality instructional materials- they put **texts that worth reading and problems worth doing in the hands of students.**
- As a result, we believe this is about more than just quality aligned materials - it's about creating **better conditions for our students** by ensuring that **they have access to materials that focus on the right priority content and is at the appropriate level of rigor**
- As a non profit, we are committed to supporting systems with **selecting and implementing quality materials** that positively impact all elements of their academic program and school culture.

OUR VISION

Educational equity in America

OUR WORK

ANet helps school and district leaders support **great teaching** that is grounded in standards, data, and the practices of great educators.

We serve over 700 schools and 200k students in 50 cities.

Through our network…

- We draw on large amounts of data to share what works.
- We connect schools and systems to learn from each other.
- We continuously improve our support through the insights of highest performing schools.

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Do Now

Independently reflect on the following questions:

- In 2-3 sentences, how would you describe your ideal literacy classroom?
- What steps have you already taken to make the transition to College and Career Ready standards in ELA?

Today's Objectives

- Review and further understand the 3 key ELA Shifts/Standards and the rationale for each shift with a deep dive into Shift #1
- Become familiar with the LDOE guidebooks and how they reflect the ELA Shifts/Standards
- Experience a planning approach using the LDOE ELA guidebooks that can be used in leveraging the LDOE guidebooks as a resources to engage all students with high quality, complex texts

“Nothing works unless teachers understand and believe in it.”

- David Liben

Today's Agenda

Overview of the ELA Shifts/Standards

Deep Dive into Shift #1: Text Complexity

Lunch

Planning Protocol using the Guidebooks

Connections between Guidebooks and ELA Shifts/Standards

The Standards require 3 shifts in ELA/Literacy

- Regular practice with **complex text** and **its academic language**
- Reading, writing and speaking **grounded in evidence from text**
- **Building knowledge** through **content-rich nonfiction**

Based on your current understanding, self-asses progress with these shifts using a red/yellow/green designation

Discuss:

Which of these do you really want to get right?

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Shifts Overview

Regular practice with complex text and its academic language

Reading, writing and speaking grounded in evidence from text

Building knowledge through content-rich nonfiction

Video: Lucy Makuro, 2nd Grade Literacy, Alain Locke

Ms. Makuro leads her 2nd grade students through a close read of “Twinkle, Twinkle, Little Star.”

- How does this lesson demonstrate evidence of shift 1?

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Shift 1 Example

- How does this lesson demonstrate evidence of Shift 1?
- How does it compare to your classroom?

LDOE Guidebook Connection to Shift 1

Turn and Talk:

- What connections can you make between Shift 1 and the poem Paul Revere's Ride from the Grade 4 American Revolution Unit?

DEPARTMENT of EDUCATION
Louisiana Believes

Paul Revere's Ride

Henry Wadsworth Longfellow

Listen, my children, and you shall hear
Of the midnight ride of Paul Revere,
On the eighteenth of April, in Seventy-five;
Hardly a man is now alive
Who remembers that famous day and year. 5

He said to his friend, "If the British march
By land or sea from the town to-night,
Hang a lantern aloft in the belfry arch
Of the North Church tower as a signal light,—
One, if by land, and two, if by sea; 10
And I on the opposite shore will be,
Ready to ride and spread the alarm
Through every Middlesex village and farm,
For the country folk to be up and to arm."

Then he said, "Good night!" and with muffled oar 15
Silently rowed to the Charlestown shore,
Just as the moon rose over the bay,
Where swinging wide at her moorings lay
The Somerset, British man-of-war;
A phantom ship, with each mast and spar 20
Across the moon like a prison bar,
And a huge black hulk, that was magnified
By its own reflection in the tide.

Shifts Overview

Regular practice with complex text and its academic language

Reading, writing and speaking grounded in evidence from text

Building knowledge through content-rich nonfiction

Video: Emily Hoefling, 3rd Grade Literacy Classroom

Ms. Emily Hoefling leads her 3rd students in a close reading of "The Fisherman and His Wife."

- How does this lesson demonstrate evidence of shift 2?
- How does it connect with shift 1?
- How does it compare to your classroom?

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Shift 2 Example

- How does this lesson demonstrate evidence of shift 2?
- How does it connect with shift 1?
- How does it compare to what you've seen at your own school?

LDOE Guidebook Connection with Shift 2

Turn and Talk:

- What connections can you make between Shift 2 and this sample of questions from Lesson 18 of the Grade 4 American Revolution Unit?

Shifts Overview

Regular practice with complex text and its academic language

Reading, writing and speaking grounded in evidence from text

Building knowledge through content-rich nonfiction

LDOE Guidebooks Connection with Shift 3

- How does this text set demonstrate evidence of shift 3? How does it relate to shifts 1 and 2?

Text Title	Author/Source	Type	Use in Unit	ISBN	Retail Price
If You Lived at the Time of the American Revolution	Kay Moore	Informational	Student copy	978-0590674447	$6.99
Katie's Trunk	Ann Turner	Literary	Groups	978-0689810541	$7.99
Liberty! How the Revolutionary War Began	Lucille Recht Penner	Informational	Student copy	978-0375822001	$8.99
Those Rebels, John and Tom	Barbara Kerley	Informational	Student copy	978-0545222686	$17.99
George vs. George: The American Revolution As Seen from Both Sides	Rosalyn Schanzer	Informational	Read aloud	978-1426300424	$6.95
And Then What Happened, Paul Revere?	Jean Fritz	Informational	Student copy	978-0698113510	$6.99
My Brother Sam is Dead (Chapter 1)	James Lincoln Collier and Christopher Collier	Literary	Optional or Extension	978-0439783606	$6.99

The Standards requires 3 shifts in ELA/Literacy

- Regular practice with **complex text** and **its academic language**
- Reading, writing and speaking **grounded in evidence from text**
- **Building knowledge** through **content-rich nonfiction**

What is one thing that deepened your understanding of the shifts during this portion that you want to bring back to others?

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Deep Dive into Shift #1: Text Complexity

Reflection

With a neighbor, discuss the following questions:

- How do you determine if a text is grade level appropriate?
- How do you determine what makes a text “good” or “bad”?

Key Messages

1. We cannot continue to use the texts we have always used without first determining if they are at the right level of complexity.

2. Having a process for determining text complexity will lay the foundation for planning strong literacy instruction.

3. Teachers need support in order to (a) select grade level complex texts, (b) deeply understand what makes texts complex, and (c) use text complexity to inform their planning.

Deep Dive Into Shift #1: Text Complexity

You will:

- Understand why text complexity matters and what it looks like when applied to planning and instruction

- Internalize a process for determining text complexity and consider how it can be used to support teachers in making meaning of curriculum

Incorporating Complex Texts Across All Content Areas

Agenda

Why Text Complexity Really Matters

The Role of Text Complexity in the Reading Standards

Determining Text Complexity

Using Text Complexity to Inform Planning

Next Steps

Why is it so important to increase text complexity?

Activity: Listen to the four statements read at your table. Then, share your answers to these questions.

- What is a big takeaway for you after hearing these statements?
- What implications do these statements have for your students?

Key Point

- We cannot continue to use the texts we have always used without first determining if they are at the right level of complexity.

Agenda

Why Text Complexity Matters

The Role of Text Complexity in the Reading Standards

Determining Text Complexity

Using Text Complexity to Inform Planning

Next steps

Text complexity and the reading standards

Key ideas and details

R.1 Read closely to determine what the text says explicitly and make inferences, cite text evidence

R.2 Central ideas/themes and summarize key supporting details/ideas

R.3 How/why individuals/events/ideas develop & interact

Craft and structure

R.4 Interpret words/phrases in a text

R.5 Text structure

R.6 Point of view

Integration of knowledge and ideas

R.7 Integrate/evaluate content from different formats

R.8 Evaluate argument/claims in text

R.9 Analyze 2 or more texts

Range of reading and level of text complexity

R.10 Read and comprehend complex texts

Text Complexity and the Reading Standards

Activity: Working independently, read the excerpt from the Grapes of Wrath.

- What lexile grade level band do you think this text falls within? Why?

Agenda

Why Text Complexity Matters

The Role of Text Complexity in the Reading Standards

Determining Text Complexity

Using Text Complexity to Inform Planning

Next Steps

What is text complexity?

1. Language
2. Knowledge demands
3. Levels of purpose
4. Structure

Figure 1: The Standards' Model of Text Complexity

Lexile measure

1. Word length, frequency
2. Sentence length
3. Readability

1. Reader motivation, knowledge, experience
2. Task difficulty

How to Determine Text Complexity

Use Appendix B

COMMON CORE STATE STANDARDS FOR

English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects

Appendix B: Text Exemplars and
Sample Performance Tasks

"Do it yourself" to determine text complexity

Figure 1: The Standards' Model of Text Complexity

DIY to determine text complexity

PROCESS:

1. Determine the **quantitative** measures of the text.

2. Analyze the **qualitative** elements of the text.

Regardless if you've used Appendix B OR are using a strong CCSS aligned curriculum it is CRITICAL to do a qualitative analysis of the text you are about to teach!

Figure 1: The Standards' Model of Text Complexity

Model: Determining Text Complexity

DIY to Determine Text Complexity

PROCESS:

1. Determine the **quantitative** measures of the text.

2. Analyze the **qualitative** elements of the text.

Figure 1: The Standards' Model of Text Complexity

Quantitative: What is the Lexile measure?

What is it?

A formula that determines a text's complexity based on its *word frequency, text cohesion, and sentence length.*

Why do we use it?

"Quantitative tools exist to help educators assess aspects of text complexity that are better measured by algorithm than by a human reader."

– APPENDIX A, CCSS FOR LITERACY

The Grapes of Wrath
680 Lexile

GRADE BAND	LEXILE RANGES
K–1	N/A
2–3	420–820
4–5	740–1010
6–8	925–1185
9–10	1050–1335
11–CCR	1185–1385

DIY to determine Text Complexity

2 STEP PROCESS:

1. Determine the **quantitative** measures of the text.

2. Analyze the **qualitative** elements of the text.

Figure 1: The Standards' Model of Text Complexity

Qualitative Complexity

Independently read the excerpt on Qualitative Text Features.

Elements of Qualitative Text Complexity

- Layers of meaning
- Purpose
- Concept complexity

- Text features
- Genre
- Organization

- Vocabulary
- Sentence length & structure
- Figurative language
- Regional/historical usage/dialects

- Background
- Experience

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Elements of Qualitative Text Complexity

- Layers of meaning
- Purpose
- Concept complexity

- Text features
- Genre
- Organization

- Vocabulary
- Sentence length & structure
- Figurative language
- Regional/historical usage/dialects

- Background
- Experience

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The Grapes of Wrath: Qualitative Measures

- **Level of Meaning-** very complex: several levels of meaning; theme is implicit/subtle
- **Text Structure-** moderately complex: more than one story line, plot is occasionally difficult to predict
- **Language Features-** largely explicit and easy to understand- some occasions for more complex meaning; mostly conversational vocabulary, simple sentences
- **Knowledge Demands-** explores complex/sophisticated themes

The Grapes of Wrath: Where would you place it?

GRADE BAND
K–1
2–3
4–5
6–8
9–10
11–CCR

Appendix B

The Grapes of Wrath is placed within the grade 9–10 text complexity band.

Figure 1: The Standards' Model of Text Complexity

Grades 9–10 Text Exemplars 101

Stories 101

Homer. *The Odyssey* 101
Ovid. *Metamorphoses* 101
Gogol, Nikolai. "The Nose." 102
De Voltaire, F. A. M. *Candide, Or The Optimist* 103
Turgenev, Ivan. *Fathers and Sons* 104
Henry, O. "The Gift of the Magi." 104
Steinbeck, John. *The Grapes of Wrath* 105
Olsen, Tillie. "I Stand Here Ironing." 106
Achebe, Chinua. *Things Fall Apart* 107
Lee, Harper. *To Kill A Mockingbird* 107
Shaara, Michael. *The Killer Angels* 108
Tan, Amy. *The Joy Luck Club* 108
Álvarez, Julia. *In the Time of the Butterflies* 108
Zusak, Marcus. *The Book Thief* 109

Key Point

- Having a process for determining text complexity will lay the foundation for planning strong literacy instruction.

Stop and Jot:

- How might this type of analysis inform how a teacher uses Grapes of Wrath in their classroom?

Text Complexity Considerations in Action

Video: Erin Oliver, Academy Director at Success Preparatory in New Orleans, discusses the value of deep text analysis in literacy planning.

Turn and Talk :
According to Erin, how does deep text analysis impact instruction?

Text Complexity Considerations in Action

Video: Sarah Fakhoury, 6th Grade Literacy Teacher at Alain Locke Middle School in Illinois teaches a 4 day close reading of *The Great Fire* by Jim Murphy.

Turn and Talk :
What evidence do we see of the teacher using text complexity to inform her instruction?

Focus Question:
Murphy calls Chicago a "highly combustible knot." Why does he make this comparison? What is he specifically referring to? Give evidence for your reasoning.

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Practice: Qualitative Analysis and Key Understandings

Read “The New Colossus” closely.

Mark up the poem with annotations as you read.

Practice

- What are the key understandings of the text that students should take away?

- What qualitative aspects would make comprehending these key understandings challenging?
  - Specifically, what about the 1) meaning, 2) structure, 3) language, and 4) knowledge will students potentially struggle with?

Practice

- What are the key understandings of the text that students should take away?

Key Understanding: The "New Colossus" (Statue of Liberty) was a symbol of welcome and freedom for newcomers to the United States.

Reference:

- Layers of meaning
- Purpose
- Concept complexity

- Text features
- Genre
- Organization

- Vocabulary
- Sentence length & structure
- Figurative language
- Regional/historical usage/dialects

- Background
- Experience

Example:

Key Understanding: The "New Colossus" (Statue of Liberty) was a symbol of welcome and freedom for newcomers to the United States.

Meaning	• Multiple levels of meaning.
	  • The author doesn't state that the poem is about The Statue of Liberty (must be inferred from text and connected to background knowledge)
	  • Located in NY Harbor but never directly stated
	• Purpose of the statue's message being one of welcome/freedom is not stated explicitly

Structure	• Poem: long sentences; two stanzas
Language	• Stanza two is spoken by the Statue of Liberty (personified) • Old fashioned and complex vocabulary *(examples "brazen giant of Greek fame", "conquering limbs astride", "imprisoned lighting", "Mother of Exiles", "beacon hand", "storied pomp", "huddled masses yearning to beak free" , "wretched refuse", "tempest tost")*
Knowledge	• Some background about the immigrant experience (many entered via NY Harbor) • Visual of what the Statute of Liberty looks like could be helpful • Less important for key understandings: Greek references from mythology

Instructional Implications for the LDOE Guidebooks

Turn and Talk:

- How might this type of qualitative analysis inform and improve the quality instruction?
- How might this type of analysis help you more deeply understand how to support students?

Instructional Implications

Levels of Meaning:
The novel has a multiple levels of meaning. Literally, the story centers around Katniss, who lives in the not-too-distant future in the remains of what was once North America. As her home district's representative to the annual Hunger games, she competes for survival. The book is also a social commentary on reality television and social issues.

Structure:
A simple structure told by a first person narrator with foreshadowing and flashback, the book does require the reader to picture a future world with event and customs that may be unfamiliar.

Language Conventionality and Clarity:
Vivid description, figurative language and imagery is used to help the reader picture this world in the not-too-distant future. The voice of the narrator is conversational, familiar, and contemporary.

Knowledge Demands:
Higher level themes of moral dilemma, social criticism, government control, war and hunger. Events of the novel are unique to Katniss's world of the future and require a deeper level of thinking on the part of the reader.

Understanding text complexity helps us determine the challenges to comprehension, which, in turn, drives the questions we are asking! (and no curriculum is perfect!)

Incorporating Complex Texts Across All Content Areas

Reflect

- How does this approach compare to how your select and analyze texts you will be teaching?

Key Messages

1. We cannot continue to use the texts we have always used without first determining if they are at the right level of complexity.

2. Having a process for determining text complexity will lay the foundation for planning strong literacy instruction.

3. Teachers need support in order to (a) select grade level complex texts, (b) deeply understand what makes texts complex, and (c) use text complexity to inform their planning.

Agenda

Overview of the ELA Shifts/Standards

Deep Dive into Shift #1: Text Complexity

Lunch

Planning Protocol using the Guidebooks

Connections between Guidebooks and ELA Shifts/Standards

LUNCH

Agenda

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Planning Protocol Using the Guidebooks

Create a Learn Zillion Account

If you have not done so already please create a FREE **learn zillion account.**

To do so, visit the following website:
www.learnzillion.com

* You will need a laptop/tablet for the rest of the session, so if you have one, please have it out

Unit planning

A. BIG IDEAS

B. FINAL PRODUCTS

C. TRAJECTORY OF LEARNING

Text First Approach to Planning

For today we will complete an abbreviated agenda:

1. Unit Level: Orient to the Unit
2. Culminating Task Level: Determine Final Products
3. Section Level: Determine "Arc" of Sections
4. Text Level: Engage in "Text Talk"
5. Calendar Level: Draft a Backwards Plan

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LDOE Guidebooks

Orientation of the LDOE Guidebooks

Materials Overview:

- Unit At a Glance
- Text List with Links
- Assessment Overview
- Standards Overview
- ELA Guidebook Grammar Guide
- 38+ lessons complete with slides, teacher notes and blank/completed student handouts.

Let's get started!

Prepare for Planning:
Unit Materials: • Please go to www.learnzillion.com and click on English Language Arts in the blue banner • Scroll down and click on English Language Arts Guidebook Units • Click on 4th Grade ELA Guidebook Units • Click on American Revolution • or simply click on: American Revolution Unit

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1. Unit Level- Orient to the Unit

At the end you should be prepared to answer the following:

1. What is the big picture of this unit?

2. What will students be learning?

Look at the following materials:

- Unit Overview
- Assessment Overview
- Text Access
- Standards Overview

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2. Culminating Task: Determine Final Products

1. What knowledge will students need by the end of the unit?

2. What skills will students need by the end of the unit? (Reading, Writing, Listening, Speaking)

Look at the following materials: (paper copies)

- Cold Read Task
- Writing Task

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Stop and Reflect

1. What are the potential consequences of NOT doing steps 1 and 2 of the protocol?

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3. Section Level: Determine the “Arc of sections”

Jigsaw Directions:

1. Pass out the note cards

2. Each person reads through the sections looking for the following information:

- What are the reading, writing and content goals?

Section 3 (Lessons 7-12):

Lesson 7: Learn about Patriots and Loyalists

Students read additional sections of ...If You Lived at the Time of the American Revolution to learn more
side of the conflict in the American Revolution.

Created By: Louisiana Department of Education

Lesson 8: George vs. George

Students listen to George vs. George read aloud and discuss the meaning of the text, focusing on the ac
vocabulary.

Created By: Louisiana Department of Education

Share Out

Starting with Section 1- go around the table and share out your findings:

What are the reading, writing and content goals of your section(s)?

Share Out

Based on what you have learned now, how does the unit scaffold student learning towards the cold read task, culminating writing task and the student debate?

Stop and Reflect

1. What might be challenging about step 3?

2. Why is “determining the arc” of the sections important?

3. How frequently are you doing this now at your school?

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4. Text Level: Engage in a "Text Talk"

Text Talk Protocol-Section 5- a Closer Look
Paul Revere's Ride

- What is the text about? What did you learn about it?
- What is surprising, intriguing, or puzzling about the information in the text?
- As an adult reader, what did you notice and/or appreciate about this author's craft?
- What do you think will engage students about this text? Where might they struggle?

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Extra Step- Deep Dive into Section #5 Presenter

- Compare three texts: *Paul Revere's Ride*, *One if by Land*, *Two if by Sea* and *And Then What Happened, Paul Revere*.
- Deep dive: Determine the theme of *Paul Revere's Ride*
- Writing Task: Answer the following question: How are the events of Paul Revere's ride portrayed similarly and differently in the three texts?

Stop and Reflect

1. What's the purpose of reading the text first and engaging in a text talk?

2. What impact will engaging in a text talk have on instruction?

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Text First Approach to Planning from Guidebooks

For today we will complete an abbreviated agenda:

1. Unit Level: Orient to the Unit
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Text First Approach to Planning from Guidebooks

30 mins	**CALENDAR LEVEL: Draft a Backwards Plan** **Complete the following steps using the calendar below.** 1) Block out non-instructional days 2) Determine how many instructional days can be dedicated to the Unit 3) Calendar culminating writing, extension task, and cold read. 4) Plot which lessons and learning targets will be taught each day.	

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Unit Planning

A. BIG IDEAS

B. FINAL PRODUCTS

C. TRAJECTORY OF LEARNING

Key Message

ELA Planning is hard.

Teachers need time and support to better understand the overarching reading, writing, and content focus of each unit

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Connections between Guidebooks as the ELA Shifts

Connections between Guidebooks and the ELA Shifts/Standards

1. Define Strengths.
2. Where do you see the shifts in this unit?
3. Where do you see the use of complex text?
4. What will teachers and students like about engaging with texts and writing in this way?
5. What challenges do you anticipate?

Work Time/Reflection

1. How can you make use of the ELA planning protocol back at your school?

2. What part of the guidebooks are you excited to bring back to your school?

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“Nothing works unless teachers understand and believe in it.”

- David Liben

For more information, contact:

Kristen Parker

Director of School Support, Louisiana

kparker@achievementnetwork.org

@AchievementNet

www.achievementnetwork.org

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