ELA Guidebooks: How to Use the Guidebooks

ELA Guidebooks is an English language arts curriculum made up of units focused around a collection of texts. Made by teachers for teachers, the guidebook units ensure all students read, understand, and express their understanding of complex grade-level texts.

This guide supports teachers in implementing the units. Teachers across Louisiana began work on the guidebooks in the spring of 2013 and have continued to improve them based on feedback from other teachers and national experts.

This guide provides:

- An overview of the design and structure of guidebook units and lessons
- An English language arts classroom framework
- Sample lesson timing schedules
- Links to additional guides for implementing the English Language Arts Guidebooks

Before getting started with this implementation guide, access the following overview resources to get a quick overview of the guidebooks and to learn more about how teachers were involved in the development.

- Quick overview of the guidebooks
- Guidebooks in action
- Teacher feedback from the guidebook pilot

Unit Design

The goal for the English Language Arts Guidebook units is to ensure that all students read, understand, and express their understanding of complex, grade-level texts. Research has shown that the key factor in determining students' postsecondary success is their ability to read and understand grade-level texts.[1] Thus, all instruction to meet the standards in reading, writing, speaking and listening, and language in the guidebook units is integrated within the study and analysis of complex, grade-level texts.

The units are organized around a collection of texts. Each text collection has a shared idea, such as the American Revolution, special effects in film, or "the hero's journey" and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.

Each ELA Guidebook unit is divided into sections and lessons and comes with three unit assessments. The unit assessments assess how well students read, understand, and express their understanding of complex, grade-level texts.

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

The units use a backwards design model, so lessons and sections build on each other to build students' knowledge and skill for the three unit assessments aligned to end-of-year expectations. Each section is almost like a mini-unit and often ends with a task that directly prepares students for the unit assessments.

- In a section, students might read the same text multiple times across several lessons or students might read several texts to extract evidence and ideas to complete a task, such as writing an essay, delivering a formal presentation, or engaging in a Socratic seminar.

- In a lesson, students engage with one or more unit texts to build the knowledge and skills they will need for the unit assessments.

Access How to Prepare to Teach a Guidebook Unit in the appendix for a unit preparation checklist. Use this to follow the steps needed to be ready to teach a guidebook unit.

[1] *Reading Between the Lines: What the ACT Reveals about College Readiness in Reading* (Rep.). (2006). Retrieved from http://achievethecore.org/content/upload/act_reading_between_the_lines_research_ela.pdf

Lesson Design

Support is central to the design of ELA Guidebooks. Each ELA Guidebook unit comes with approximately 40 classroom-ready daily lessons on an online platform. Because the lessons include everything you need to teach, you can focus on adjusting the lesson supports so all students meet the lesson and unit assessment goals, instead of spending time creating whole-class lessons to teach. Each lesson follows a common structure, which creates consistency across all grades and lessons. This helps both students and teachers stay on track.

All lessons launch with "Let's Review!" and "Let's Prepare!" and end with an assessment of student learning through "Let's Express Our Understanding!" and "Let's Close!" Within each lesson students build their knowledge and skills through a combination of learning tasks. Each lesson will include at least one or more tasks focused on reading ("Let's Read!"), vocabulary and language ("Let's Work With Words!"), speaking and listening ("Let's Discuss!"), or writing ("Let's Practice!"). The exact tasks and order depends on the texts and standards.

Guidebook slides are student and teacher friendly.

They include:

- A projectable lesson slide
- Teaching notes with:
  - Suggested Pacing
  - Directions
  - Possible Supports During the Lesson
  - Student Look-Fors
- All materials, such as handouts

Access How to Prepare to Teach a Guidebook Lesson in the appendix for a lesson preparation checklist. Use this to follow the steps needed to be ready to teach a guidebook lesson.

English Language Arts Classroom Framework

Effective ELA instruction is structured so that students receive the right amount of support through whole-class instruction, small-group instruction, and independent reading and writing. This blended approach helps students build the skills necessary to increase their reading, writing, and language proficiency while pushing them to explore complex ideas at their grade level. Students must have access to quality texts during whole-class and small-group settings. Meaningful texts, use of standards, and ongoing assessment must be integrated with each component of ELA instruction.

The following English language arts instructional framework illustrates a vision of text- and standards-based classroom instruction.

The lessons in each English Language Arts Guidebook unit are meant to be taught during whole-class instruction. During this time, all students should meet grade-level standards for reading, writing, speaking and listening, and language with complex texts. Even if their skills are not always at grade level, students are capable of thinking at grade level. Thus, whole-class instruction provides a space for students to think about meaningful text, talk with other students to develop and refine their thinking about text, and write about their knowledge and understanding of text.

Each guidebook lesson is designed to be delivered in 45-50 minutes.[2] The remaining time scheduled for the English language arts should be used for small-group instruction and independent reading. Based on each school's schedule and each teacher's classroom, the timing of guidebooks might look a little different. In the appendix, access different examples of lesson timing that could take place in a single teacher's classroom over the course of a school year. Select different timing examples across the year based on the content of each guidebook lesson and your students' needs.

[2] While the pacing suggestions on each lesson total no more than 50 minutes, you will likely find they need to spend more time on some lessons depending on the needs of your students. The suggested pacing is a guide, not a mandate. Thus you should adjust the lesson timing as needed given your school schedule and students' needs. When adjusting the pacing, consider the ratio of time. For example, if the suggested pacing for a slide is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of a 90-minute lesson) should be considered when determining lesson timing.

ADDITIONAL GUIDES FOR IMPLEMENTING ELA GUIDEBOOKS

The following guides provide information about the instructional approaches of the ELA Guidebooks. Review these guides independently, with an instructional coach, or as a professional learning community to learn more about the research and best practices that serve as the foundation for the guidebooks. Ensure you understand the approach and can identify concrete examples in the guidebook units and lessons where that approach is followed.

Diverse Learners Guide

Reading Guide

Reading Fluency Guide

Vocabulary Guide

Conversations Guide

Writing Guide

Grammar Guide

GUIDEBOOK LESSON SLIDE COMPONENTS

Every lesson contains the following elements. Each has a specific purpose to support students in meeting the expectations of the lesson.

- **Suggested Pacing** provides information about how long a slide might take; however, this is a suggestion, not a mandate. The pacing for each lesson totals no more than 50 minutes, but you will likely find you need to spend more time on some lessons depending on the needs of your students. Thus you should adjust the lesson timing as needed given your school schedule and students' needs. When adjusting the pacing, consider the ratio of time. For example, if the suggested pacing for a slide is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of a 90-minute lesson) should be considered when determining lesson timing.

- **Directions** provide step-by-step instructions for how to deliver the slide content with students. These are directed to teachers.

- **Possible Supports During the Lesson** provide additional questions, guidance, and possible student support you can use as you deliver your instruction. These supports are for all students to ensure they meet the expectations of the student look-fors.

- **Student look-fors** are example responses students should provide during the lesson. They set the bar for quality student work and illustrate grade-level expectations. Use these to determine what you should hear and see from students for each slide. Use the directions and possible supports to ensure students provide responses similar to the student look-fors for each slide.

- **Additional Materials/Student Materials** include all lesson handouts (blank and completed), freely available texts, and longer student exemplars, such as essays. These are available for each lesson under Additional Materials and can be downloaded as a full student materials set with one click. These will also include additional supports for diverse learners, which are being added over the course of the 2017-2018 school year.

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.[3] Groups should be flexible and change size and composition often based on students' needs. Form small groups based on evaluation of a wide variety of data (e.g., student test scores, student work, student responses during classroom discussions, and/or observation data from student group work).

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

- Students engage in the "Let's Set the Context!" videos (examples) to build additional 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.
- Students receive targeted reading and writing foundations instruction (e.g., lessons in phonemic awareness) or time to practice their reading fluency.
- Students receive targeted instruction based on gaps in knowledge or skills (e.g., additional vocabulary instruction or grammar instruction).
- Students receive individualized oral feedback on their writing.

Independent Reading

Independent reading time should be used for students to engage in a volume of reading based on their interests. Access the Reading Guide for additional information about a volume of reading.

[3] 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, as students can be classified as "diverse learners" at some point in the instructional process. Thus, you need to keep the English language arts 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 2.0 units.

Example Lesson Timing

Schedule Description	Timing Example One	Timing Example Two	Timing Example Three
Elementary school with daily ELA block for 90 minutes; teaching 3-4 units in a year	**Whole-class instruction:** Teach 1 guidebook lesson for 45-60 minutes **Small-group instruction:** For students who need more direct support, provide additional reading and writing foundations instruction or targeted instruction on guidebook knowledge and skills; engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 30-45 minutes	**Whole-class instruction:** Teach 1-2 guidebook lessons for 90 minutes **Small-group instruction:** None	**Whole-class instruction:** Conduct a review of the previous guidebook lesson's content and/or establish the independent task for the day (e.g., research, essay writing) for 10-15 minutes **Small-group instruction:** For students who need more direct support, provide additional reading and writing foundations instruction or targeted instruction on guidebook knowledge and skills; engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 75-80 minutes
Elementary school with daily ELA block for 120 minutes and 45 minutes for either social studies or science (alternating); teaching 4 units in a year	**Whole-class instruction:** Teach 1 guidebook lesson for 60 minutes and follow-up with either a science or social studies lesson connected to the guidebook content for 30 minutes **Small-group instruction:** For students who need more direct support, provide reading and writing foundations instruction or targeted instruction on guidebook knowledge and skills; engage other students in independent work related to the	**Whole-class instruction:** Teach 2 guidebook lessons for 90 minutes, which include either science or social studies content **Small-group instruction:** For students who need more direct support, provide reading and writing foundations instruction or targeted instruction on guidebook knowledge and skills; engage other students in independent work related to the guidebook (e.g., writing an essay) or independent reading or writing for 30	**Whole-class instruction:** Teach a science or social studies lesson connected to the guidebook content for 30 minutes and then conduct a review of the previous guidebook lesson's content and/or establish the independent task for the day (e.g., cross-content research, completing a cross-content project) for 20-25 minutes **Small-group instruction:** For students who need more direct support, provide reading and writing foundations instruction or

	guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 30 minutes	minutes	targeted instruction on guidebook knowledge and skills; engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 95-100 minutes
Middle school with daily ELA block for 90 minutes; teaching 3-4 units in a year	**Whole-class instruction:** Teach 1 guidebook lesson for 60 minutes **Small-group instruction:** For students who need more direct support, provide targeted instruction on guidebook knowledge and skills or intervention (e.g., fluency practice); engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 30 minutes	**Whole-class instruction:** Teach 1-2 guidebook lessons for 90 minutes **Small-group instruction:** None	**Whole-class instruction:** Conduct a review of the previous guidebook lesson's content and/or establish the independent task for the day (e.g., research, essay writing) for 10-15 minutes **Small-group instruction:** For students who need more direct support, provide targeted instruction on guidebook knowledge and skills or intervention (e.g., fluency practice); engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 75-80 minutes
Middle school with 45 minutes for reading and 45 minutes for English	**Whole-class instruction:** Teach 1 guidebook lesson for 45 minutes in either reading or English/writing **Small-group instruction:** For students who need more direct support, provide targeted instruction on guidebook knowledge and skills or intervention (e.g., fluency practice); engage other students in independent	**Whole-class instruction:** Teach 1 guidebook lesson for 45 minutes in either reading or English/writing and then teach the next guidebook lesson for 45 minutes in the other course (either English/writing or reading)	**Whole-class instruction:** Conduct a review of the previous guidebook lesson's content and/or establish the independent task for the day (e.g., research, essay writing) for 10-15 minutes in either reading or English/writing **Small-group instruction:** For students who need more direct support, provide targeted

	work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 45 minutes in the other course (either English/writing or reading)		instruction on guidebook knowledge and skills or intervention (e.g., fluency practice); engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 30-40 minutes and then for 45 minutes in the other course (either English/writing or reading)
High school with a traditional schedule and 52 minute classes; teaching 3 units in a year	**Whole-class instruction:** Teach 1 guidebook lesson for 50 minutes **Small-group instruction:** None	**Whole-class instruction:** Conduct a review of the previous guidebook lesson's content and/or establish the independent task for the day (e.g., research, essay writing) for 10-15 minutes **Small-group instruction:** For students who need more direct support, provide targeted instruction on guidebook knowledge and skills or intervention (e.g., fluency practice); engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 35-40 minutes	
High school on a 4x4 block schedule with 90 minute classes; teaching 3 units in a semester	**Whole-class instruction:** Teach 2 guidebook lessons for 90 minutes **Small-group instruction:** None	**Whole-class instruction:** Teach 1 guidebook lesson for 45-50 minutes **Small-group instruction:** For students who need more direct support, provide targeted instruction on guidebook knowledge and skills or	

		intervention (e.g., fluency practice); engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 40-45 minutes	
High school on a traditional block schedule with 90 minute classes every other day; teaching 3 units in a year	**Whole-class instruction:** Teach 2 guidebook lessons for 90 minutes **Small-group instruction:** None	**Whole-class instruction:** Teach 1 guidebook lesson for 45-50 minutes **Small-group instruction:** For students who need more direct support, provide targeted instruction on guidebook knowledge and skills or intervention (e.g., fluency practice); engage other students in independent work related to the guidebook (e.g., conducting research, writing an essay) or independent reading or writing for 40-45 minutes	

HOW TO PREPARE TO TEACH A GUIDEBOOK UNIT

The goal of the English Language Arts Guidebook units is for all students to read, understand, and express their understanding of complex, grade-level texts.

The units use a backwards design model, which means the lessons and sections build students' knowledge and skill in preparation for the unit assessments. The unit assessments are aligned to end-of-year expectations and grade-level standards.

To prepare to teach a unit:

- ❑ Be sure you understand the guidebook approaches for reading, writing, conversations, vocabulary, etc. Note: Use the additional guides for implementing ELA Guidebooks 2.0 to support this process.
- ❑ Access, read, and analyze the unit texts. Use the reader's circles from the Reading Guide to support this process.
- ❑ Review the Assessment Overview page to get an overview of the full range of unit assessments.
- ❑ Read the directions[4] for each unit assessment.
- ❑ Read the exemplar student response[5] for each unit assessment and review the associated rubrics.
- ❑ Identify the grade-level standards which are met through each exemplar and the knowledge and skills students must have to meet each grade-level standard.
- ❑ Review the lesson descriptions for each section.

- ❑ Identify the text(s) taught in each section. Be sure you have access to those texts in the numbers needed for your classroom. Note: Access the Text Access page for the unit to support this process.
- ❑ Create a "road map" for the unit which identifies: (1) What knowledge and skills are built in each lesson? (2) How do those knowledge and skills prepare students for success on the unit assessments?

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[4] Review the cold-read task items for the cold-read task.
[5] Review the answer key for the cold-read task.

Unit Road Map Template Option One

Assessment Knowledge or Skill	Section, Lesson	What are students doing to build this knowledge or skill? What standards are met in the student look-fors? How does each text supports this development?

Unit Road Map Template Option Two

Section No.	Connection to Unit Assessments	Knowledge and Skill Focus Texts Needed
1		
2		
3		
4		
5		
6		
7		
8		
9		

HOW TO PREPARE TO TEACH A GUIDEBOOK LESSON

The goal of the English Language Arts Guidebook units is for all students to read, understand, and express their understanding of complex, grade-level texts.

The units use a backwards design model, which means the lessons and sections build students' knowledge and skill in preparation for the unit assessments. The unit assessments are aligned to end-of-year expectations and grade-level standards.

To prepare to teach a lesson:

- ❏ Reference the unit road map developed when you prepared to teach the unit to ensure you know the purpose of the lesson and its connection to the unit assessments. Be sure to share this information with students as well.
- ❏ Review the lesson slides and the Teaching Notes.
- ❏ Make note of the supports provided in the lesson.
- ❏ Make a decision about lesson timing based on your students' support needs and your school schedule.
- ❏ Annotate the Teaching Notes. Make notes about pacing, revisions or additions to the questions, specific things to watch for with individual students, revisions or additions to the lesson handouts, etc. Note: The Print All icon in the top right corner of the Teaching Notes allow you to print the Teaching Notes for each lesson.
- ❏ Ensure you have the right number of lesson texts.
- ❏ Access the Additional Materials tab or the student materials for the lesson.
- ❏ Ensure you have the right number of copies of the lesson handouts. Note: Possible adjustments include using Google classroom or some other digital platform for students to complete their work digitally and/or having students create their own handouts in their reading logs.
- ❏ Make any anchor charts[6] or additional classroom visuals to support students with the lesson.
- ❏ Prepare any other materials necessary for the lesson, such as writing statements of the board, gaining access to computers for research, etc.
- ❏ Determine and communicate with students (1) how each lesson prepares students for the end-of-unit assessments; (2) the expected learning goals of each lesson; (3) the qualities of a strong response on each lesson's deliverables.

[6] For information about anchor charts, go to https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf or http://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/.