GUIDEBOOKS 2.0 ELA

DIVERSE LEARNERS

The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. To ensure that all students, including those who struggle, are able to reach this goal, a teacher must support students throughout the instructional process.

Support is central to the design of English Language Arts Guidebooks 2.0. Student-friendly slides create a consistent structure across all grades and lessons, which help students stay on track and work toward a series of unit assessments aligned to end-of-year expectations. Student look-fors and example responses set the bar for quality student work. Possible supports during the lesson break down the ideas and concepts on the slide and give suggestions for how to help students who need more support within the lesson to meet the lesson outcomes.

THE GUIDEBOOK APPROACH TO SUPPORT

This document describes the design principles of the ELA Guidebooks 2.0 units and the included strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching guidebook lessons, teachers must understand the grade-level standards and and their students' current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts.

Guiding Principles for Diverse Learners[1]

1. All students should regularly engage with rich, authentic grade-appropriate complex texts.
2. All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with "imperfect" developing language.
3. Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports.
4. Instructional supports should not supplant or compromise rigor or content.
5. Specialized instruction should build on and enhance what occurs during regular instruction.
6. The instructional design and language should not get in students' way of accessing lesson content.
7. Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language.
8. Language instruction should be integrated with reading and writing instruction and focused on understanding and communication.

1 From Pimentel, S. (2016, July 13). Keynote Address: Realizing Opportunities for English Language Learners. In *Standards Institute*. Retrieved August 28, 2016, from http://www.standardsinstitutes.org/sites/default/files/realizing_opportunites_for_ells.7.14.16.pptx

ELA CLASSROOM STRUCTURE TO SUPPORT DIVERSE LEARNERS

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

Small-Group Instruction: Across a year, all students may experience 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 guidebook 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. **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.

GUIDEBOOK SUPPORTS DURING WHOLE-CLASS INSTRUCTION

Guidebook units include supports. The following lists identify supports for reading, writing and language, and speaking and listening for all students during whole-class instruction.

Reading

- Texts for guidebook units are **purposefully selected** to support knowledge building. Each unit includes text analyses which identify the knowledge building connections among the units and texts.
- The organization of the guidebooks supports **vocabulary development**. Students read a series of texts on the same topic using common vocabulary. The first lesson of each unit identifies a list of vocabulary important to the unit focus for students to understand and use as they engage in the unit.
- Let's Set the Context! videos (**example**) build quick background knowledge on topics and ideas needed to understand the unit texts but not built in the unit. These 3-5 minute videos are available for teachers to assign to individual or a small group of students to watch in advance of either the unit or reading a specific unit text.
- Teachers are directed to read aloud complex texts on the first readings to model fluent reading and engage students in **choral reading** and **echo reading** to build fluency, self-confidence, and motivation.
- Students engage in **multiple readings of complex texts** with teacher support for different purposes and the multiple readings are organized to make explicit the thinking process strong readers engage in to determine the meaning or purpose of a text.
- Students are prompted to discuss the language of complex texts through word work and the **language tasks**.
- Teachers are directed to check for understanding throughout each lesson via questioning and the use of graphic organizers, exit tickets, etc.

Writing and Language

- **Writing** is used both as a learning tool and as a formal way to express understanding of texts.
- Units are organized so that the writing process begins with development of understanding to ensure students have something meaningful to write about.
- Units are divided into sections and sections are divided into lessons; the tasks in each (e.g., discussions, note taking, completing graphic organizers and smaller writing assignments) build toward the end-of-unit assessments in which students express their understanding of complex texts. This structure supports students as they generate and organize their ideas for writing and research.
- Visuals and graphic organizers included throughout the unit help students make sense of content; often, the same graphic organizer is used across the unit.
- Many writing tasks start with a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before creating a written product.
- Lessons prompt teachers to share the qualities of strong student work, including analyzing models of strong and weak oral and written responses.
- Student look-fors and exemplars illustrate grade-level language use and organization.
- **Sentence stems and answer frames** included throughout the unit support students in organizing their thoughts.
- **Language tasks** engage students in exploring sentence-level meaning and the structures of the English language in the context of the unit texts

Speaking and Listening

- Multiple formats of texts are included, such as songs, videos, and other non-print texts, so students practice their listening skills.
- Various **types of discussions** (e.g., pairs, small groups, whole class) are included in each unit.
- Teachers are prompted to purposefully pair students in various groupings (e.g., homogenous and heterogenous) based on the task outcomes and possible supports.
- Many conversations begin as a pair, move to small group, and then whole class to give students the opportunity to practice before sharing their ideas in front of the whole class.
- Conversation stems and teacher talk moves probe student thinking by asking students to restate their ideas and/or say more and prompt students to engage in more thoughtful oral exchanges.
- Answer and conversation frames included through the unit help students express their thinking in conversations.

GUIDEBOOK SUPPORTS DURING SMALL-GROUP INSTRUCTION

Despite the supports for whole-class instruction, diverse learners will likely need regular additional support either as individuals or in small groups. Additionally, students who are academically advanced can extend their learning during small-group instruction.

Additional Supports for Diverse Learners

To support diverse learners, teachers must know who, why, what, when, and how:

- Who needs support?
- Why do they need that support?
- What support do they need?
- When will they need that support?
- How will they get that support?

In general, the diagram to the right describes a decision-making process to answer these questions. Selecting the best supports (step four) depends on an understanding of the grade-level standards (step one) and students' current ability (steps two and three).

The guidebook units include resources to support teachers in providing aligned small-group instruction.

- **Additional Supports for Diverse Learners:** These documents for each section of a guidebook unit focus on specifics supports for reading and understanding each text.
- **Supports Flow Chart:** This document provides links to information, guidance, and supports that are general and help students read, understand, and express their understanding of complex texts.

The cycle for providing supports for diverse learners is complicated and dynamic, so while the diagram above provides a process teachers can generally follow, there will always be situations where teachers may need to deviate. Small 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), and review data often to determine where support is working or not working and where more support is needed.

The following example illustrates how the diverse learners cycle of supports could work for a grade 4 teacher.

STEP ONE: The teacher identifies that when grade 4 students write an opinion essay they must create an organization structure in which related ideas are grouped to support their purpose.

STEP TWO: When teaching a grade 4 guidebook unit, the teacher compares multiple samples of students' work to the student look-fors and exemplar responses to identify which students have met the standard and which students have not.

STEP THREE: The teacher identifies which students have not met the writing organization standard and the knowledge and skills those students are missing. For example, the teacher concludes that some students do not understand the concept of a paragraph, others do not have an organizing idea, and others have all the pieces but they are in a random order.

STEP FOUR: Next, the teacher establishes an instructional plan with set outcomes for each group of students who need more support. For example, for students writing in a random order, the teacher establishes the desired outcome: Students will describe how to organize body paragraphs based on an organizing idea. The teacher then selects a few supports to use with those students to reach the desired outcome, using the additional supports for diverse learners and the **Supports Flow Chart** as a starting point for selecting the right supports[2].

STEP FIVE: While other students are writing independently during regular classroom instruction, the teacher pulls together the students who are writing in a random order and presents an organizing idea for the task. The teacher prompts students to describe the focus of each body paragraph based on the organizing idea. Then, during another lesson, the teacher provides students who are writing in a random order with an organizing idea and an **answer frame**, such as the "**Painted Essay™**." The teacher directs students to use the frame as they write body paragraphs to support the organizing idea.

STEP SIX: The teacher reviews those students' newly completed writing to determine how well the supports helped the students meet the grade-level standard. If some of those students still have not met the desired outcome of the support, the teacher continues to provide supports using the same or different supports. If other students have met the grade-level standard, the teacher reduces the supports but continues to check the students' work to ensure they continue to meet the expectations of the grade-level standard.

Other types of instructional tasks that might be conducted during small-group instruction:

- 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.

2 The additional supports for diverse learners and the supports flow chart provide a starting place for supporting students. However, neither document is exclusive or inclusive of all possible supports to help students read, understand, and express their understanding of complex, grade-level texts.

Resources

- *A Framework for Raising Expectations and Instructional Rigor for English Language Learners* (Publication). (2014, August). Retrieved May 10, 2017, from Council of Great City Schools website: **https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf**

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- ¡Colorín colorado!: A Bilingual Site for Educators and Families of English Language Learners: **http://www.colorincolorado.org/**

- Understanding Language Project: **http://ell.stanford.edu/**