ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Introduction to the Guidebooks

ELA Content Module 1, Session 1

Grades 3-5

Do Now

What must/should a literate person in the 21st century know and be able to do?

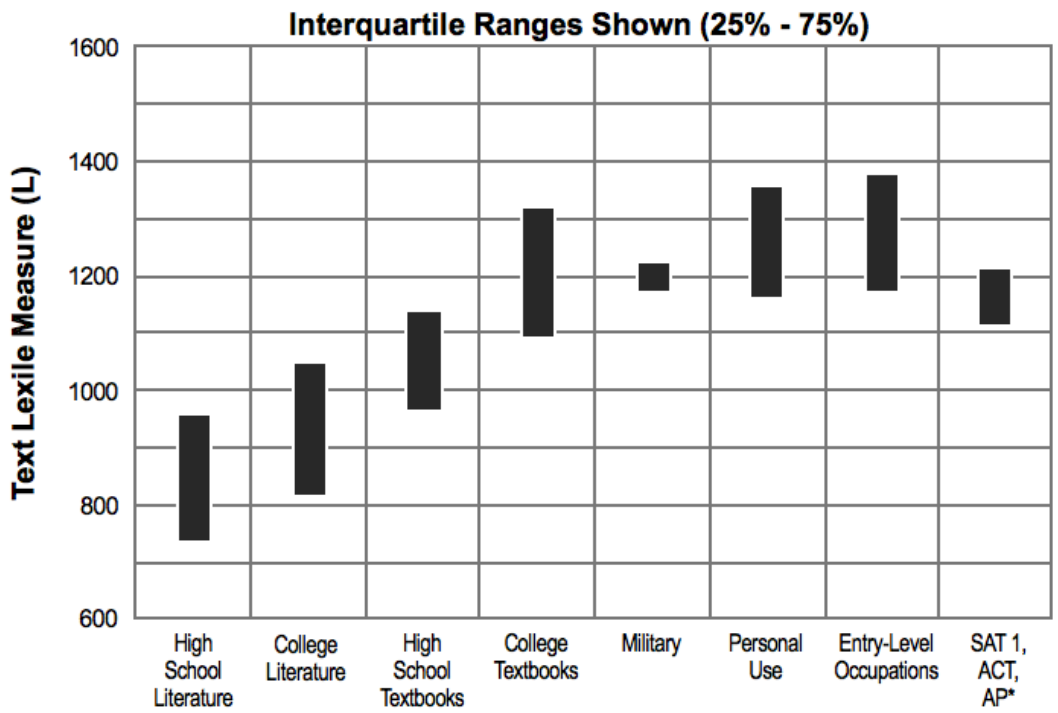
Why are these skills necessary?

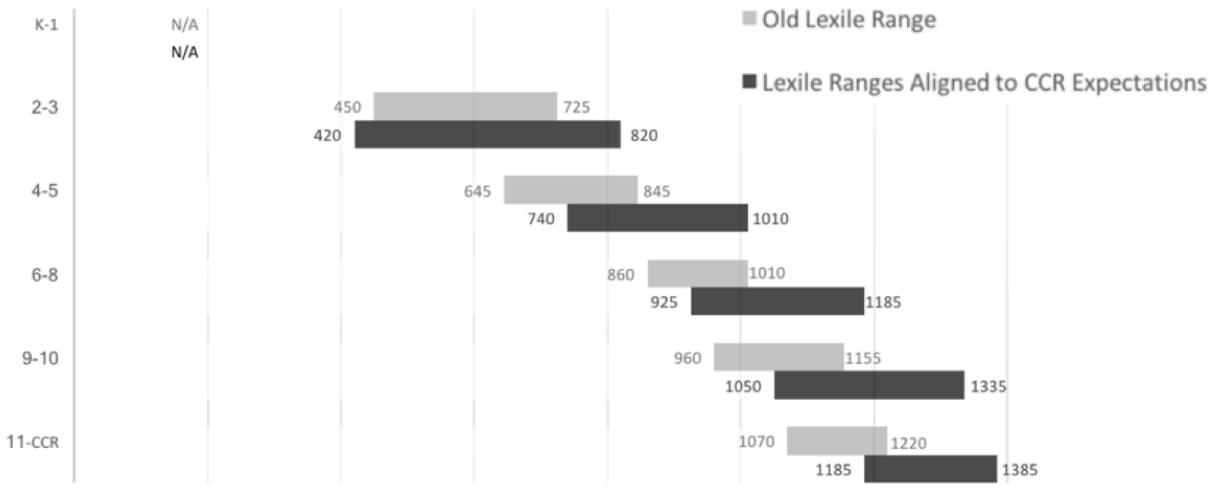
Session Objectives	Agenda
• Deepen understanding of Louisiana's ELA goal and explain why it's important • Connect the ELA goal to the three instructional shifts in literacy. • Explain how the guidebooks reflect the instructional shifts and are designed to support students in achieving the ELA goal.	

Time	Task
8 min	Getting Started
25 min	ELA Goal + Instructional Shifts
15 min	Explore the Guidebooks
10 min	Reflect + Wrap Up

Louisiana's ELA Goal	
All of Louisiana's students will be able to: • Read complex texts • Understand complex texts • Express their understanding of complex texts	*What do you notice about each component of the ELA goal?*
Video Analysis *What resonates with you? What surprises you? What questions do you have?*	

Text Complexity Graphs





Sources: Williamson, G. L. (2006). Aligning the journey with a destination: A model for K–16 reading standards. Durham, NC: MetaMetrics, Inc.

Sanford-Moore, E. E., & Williamson, G. L. (2012). Bending the text complexity curve to close the gap. (MetaMetrics Research Brief). Durham, NC: MetaMetrics.

Instructional Shifts Overview: ELA/Literacy

Shift	Description
Complexity: Practice regularly with complex text and its academic language	Rather than focusing solely on the skills of reading and writing, college- and career-ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).
Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational	College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.
Knowledge: Build knowledge through content-rich nonfiction	Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

Curriculum Sample Analysis		
Example	**How does this example reflect the instructional shifts?**	**How does this example support students in meeting the ELA goal?**
1		
2		
3		
4		
5		

Capture Your Learning	
Question	**Response**
Name and describe the 3 instructional shifts.	
How do the Guidebooks embody these shifts, and how do they support students in achieving the ELA goal?	

ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: The BIG Picture

ELA Content Module 1, Session 2

Grades 3-5

Do Now

What are all of the components of a strong literacy program?

How do you currently address these components in your classroom?

Session Objectives	Agenda
• Understand the various components of literacy instruction and explain how these components work together in support of our ELA goal • Distinguish between volume of reading and close reading • Explore where and how these components are addressed in the Guidebooks 2.0 curriculum • Become acquainted with Guidebooks 2.0 Approach Guides	

Time	Task
8 min	Getting Started
15 min	Article: “Elements of Success for All”
20 min	Guidebook Approach to Literacy
10 min	Explore Supplemental Guides
7 min	Reflect + Wrap Up

ELEMENTS OF SUCCESS FOR ALL
SECURING THE CORE FOR EACH AND EVERY STUDENT (ELA)

Requires regular support and intensive practice to:

1. **Secure Foundational skills K-3**
2. **Develop Academic Language proficiency through Speaking and Listening**
3. **Grow Academic Vocabulary through word study**
4. **Acquire Reading Fluency**
5. **Hear Complex Text read aloud and engage in text based discussion**
6. **Read Complex Text closely and analytically**
7. **Increase the Volume and Range of Accountable Reading**
8. **Use Evidence to inform, argue and analyze (Writing and Speaking to sources)**

Describing the components of a high achievement ELA program for each and every student:

1. **Secure Foundational Skills in K-3:** Solidifying and strengthening foundational skills of reading, writing, speaking, listening and language. This will provide the platform for independent reading success for every.

2. **Develop Academic Language:** Ensuring that all students are proficient with academic language, including complex sentence structures and academic vocabulary expressed orally and in writing.

3. **Engage in Word Study:** Developing a systematic approach to K-12 word study, going beyond the meaning of words to a close study of their spelling, pronunciation and structure. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite, combine* and *causal*). An effective word study program raises students' awareness of the power and beauty of words.

4. **Reading Fluency:** Ensuring that all students read grade level complex text with appropriate rate, expression and accuracy based on type of text and purpose. This focus must include awareness that fluency can be a possible cause of difficulty at any given grade, not just in the early grades.

(continued on next page)

Source: David Liben and Meredith Liben. "Securing the Core for Each and Every Student (ELA)," excerpt from "Elements of Success for All." Retrieved from https://achievethecore.org/page/234/elements-of-success-for-all-with-the-ccss-grades-6-12

5. **Reading aloud complex text to build knowledge:** Systematic and frequent read alouds with texts that are rich and *beyond* grade level in complexity is an imperative in the foundational grades (K-3). Texts read aloud—especially in the early grades—must contain more complex vocabulary and syntax than texts students can read independently. The focus should be on asking text dependent questions and including repeated oral readings of difficult sections in order to develop strong aural comprehension, enhance knowledge, and support learning of academic words and complex syntax.

6. **Close Analytic Reading:** Frequent teacher-led, close reading of rich complex texts must be a regular part of student experience. This means emphasizing questions that can only be determined from the text and which combine focused word study and attention to syntax with writing, listening and speaking about text in order to develop deep understanding. This regular practice in analytic reading will build student capacity to read carefully and independently.

7. **Volume of Accountable Student Reading:** Radically increasing the volume of text students read. In order to develop a rich and essential store of word and background knowledge, students must read more and be held accountable for doing so. The means should include: increasing the amount of reading in the content areas; independent reading programs; literature studies; reading multiple texts of increasing difficulty about one topic; and any other means that increases *accountable* student reading.

8. **Evidence Based Writing and Speaking:** Regular and systematic evidence based writing and speaking from sources integrated across the curriculum. Shifting from an emphasis on narrative writing and speaking about self to placing a premium on students writing and speaking to sources: using evidence from texts to present careful analyses, well-defended claims, and clear information. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

How do these components compare to the components you identified in your Do Now?

Comparison Chart	
Close Reading	**Volume of Reading**
• Complex, grade-level text • Focus on fewer pages at a time • All students read the same text • Teaches students to attend carefully to text • Requires heavy support • Solely instructional • Exposes students to higher-level content • Gives all students access	• Texts at various levels • Read more pages • Student or teacher choice of text • Rapidly builds knowledge and vocabulary • Requires light support • Guided or independent reading • Builds knowledge of words and the world • Builds love of reading
Close Reading Summary Statement	**Volume of Reading Summary Statement**

Capture Your Learning	
Question	**Response**
What are the components of literacy?	
Which components of literacy are addressed in whole group instruction through the Guidebooks?	

Note Catcher: Unpacking the Cold Read Task

ELA Content Module 1, Session 3

Grades 3-5

Do Now

When you prepare to teach a unit from the Guidebooks, what steps do you take?

What successes and challenges have you experienced when preparing to teach a new unit?

Session Objectives	Agenda
• Learn and apply process for unpacking the knowledge and skills students need to be successful on a Cold Read Task • Deepen understanding of the backwards design principle of the ELA Guidebooks	

Time	Task
5 min	Getting Started
35 min	Practice Unpacking the Cold Read Task
20 min	Explore Guidebooks Lessons
5 min	Reflect + Wrap Up

Unpack the Knowledge Demands
What knowledge must students have in order to read and understand these texts independently?

Unpack the Skills Question #1
What must students be able to do in order to answer this question successfully? What skill(s) must they have?

The American Revolution: Review the Lesson Sequence	
What **evidence** do you see of **building the knowledge** needed for this text?	
What **evidence** do you see of the **skills** we unpacked?	
Zoom In: Lesson 4 How does this lesson support students in building specific skills and/or knowledge required on the Cold Read Task?	

Capture Your Learning	
Question	**Response**
What resonated most with you in this session? Why?	
What impact does this learning have on your planning practices?	

Note Catcher: Fluency as a Foundation

ELA Content Module 1, Session 4

Grades 3-5

Do Now: Think of a student who is a fluent reader and another who is disfluent.

For each student: How would you describe their reading? What does it sound like?

What impact does their fluency or lack thereof have on their overall reading ability and attitude towards reading?

Session Objectives	Agenda
• Understand what fluency is and why it is important • Understand the core components to support students in becoming more fluent: **repeated reading** and **feedback** • Explore how fluency lives in the Guidebooks • Experience how "Let's Read!" can be an opportunity to support student fluency	

Time	Task
5 min	Getting Started
15 min	What is Fluency and why is it important?
10 min	Strategies to Support Fluency
20 min	Fluency in the Guidebooks
10 min	Role Play

What's Trending on Twitter?	
@Shanahan The National Reading Panel examined 51 studies of oral-reading fluency instruction and found a substantial pattern of evidence supporting the idea that teaching oral fluency improves reading achievement (NICHD, 2000). Fluency instruction improved reading no matter how it was measured. Of course, fluency instruction improved oral reading fluency itself, but it also had a positive impact on children's decoding, word recognition, silent-reading comprehension, and overall reading achievement as measured by group-administered standardized tests. – *Shanahan, 2005* 50% of the variance in reading comprehension was accounted for by fluency measures. (Paige 2011)	**@Colorin_Colorado:** Because fluent readers do not have to slow down in order to concentrate on decoding the individual words in a text, they can focus their attention on the text's meaning. In this way, **fluency acts as a bridge between word recognition and comprehension, and this relationship is reciprocal**. That is, when a student understands the meaning of the text he/she is reading, it is much easier to read that text with expression. – *Ford, 2015*
@Ford_15: Fluency activities support ELLs because as students practice reading English texts fluently, they are "gaining valuable information about the sounds and cadences of spoken English, and they are also developing vocabulary skills." – *Ford, 2015*	**@The4Researchers** The most compelling reason to focus instructional efforts on students becoming fluent readers is **the strong correlation between reading fluency and reading comprehension**. – *Allington, 1983; Johns, 1993; Samuels, 1988, Schreiber, 1980*

Fluency Jigsaw Debrief	
Fluency Strategy	**Key Takeaways**
Choral Reading	
Paired Reading (Buddy Reading)	
Repeated Reading	
Fluency Development Lesson	
Echo Reading	

Let's Practice: Partner Reading
"I bit my hand and prayed, though I was never much good at that. I thought my words might go up to God like bubbles in a pond to the silver top where they would burst. "Please, God, don't let them find me, don't let them hurt us, let me breathe." The footsteps came closer, someone leaned against the trunk. My breath got caught somewhere midst my stomach and chest, and I could not get it back. There wasn't enough air. John Warren said, "Fine dresses and silver here." He pulled up the lid and the sweet air rushed in. I sucked in a breath as a dress was snatched out. The rustlings drowned their words. Another dress went, and a hand touched me. I wanted to bite it, to make him jump and shout, but I stilled myself. Maybe he didn't know. Suddenly, he shouted, "Out! The Tories are coming. Back to the road! Hurry!" He did not close the lid, and footsteps sounded out the door." – Katie's Trunk, Ann Turner

Core Principles of Fluency Instruction:

1. **Students must have sufficient practice with a variety of texts**
2. **Students need to hear fluent reading modeled**
3. **Students need repeated practice reading a text**
4. **Students need feedback on their reading**

Zoom In: Section 3 Analyze Lessons 7-10	
How do you see evidence of the core principles for fluency instruction in the design and sequence of these lessons?	

Fluency Role Play Conversation: Discussion Points	
Why fluency is so important	
How they can support students in improving their fluency	

Role play your conversation with a colleague. Adjust as needed based on feedback.

Note Catcher: Text-Based Experiential: Reader's Circles in Action

ELA Content Module 1, Session 5

Grades 3-5

<table>
<tr><th colspan="2">Do Now</th></tr>
<tr><td colspan="2">Please put your student hat on…and prepare for productive struggle ☺</td></tr>
<tr><th>Session Objectives</th><th>Agenda</th></tr>
<tr><td>

- Experience and reflect on text-based instruction
- Understand the Reader's Circle framework and how this model supports you in developing a deeper understanding of the text
- Understand that the Reader's Circle framework is a core design principle of the Guidebooks 2.0 curriculum

</td><td>

<table>
<tr><th>Time</th><th>Task</th></tr>
<tr><td>45 min</td><td>Text-Based Experiential: "The Road Not Taken"</td></tr>
<tr><td>10 min</td><td>Reader's Circles</td></tr>
<tr><td>5 min</td><td>Wrap Up</td></tr>
</table>

</td></tr>
</table>

"The Road Not Taken"
Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

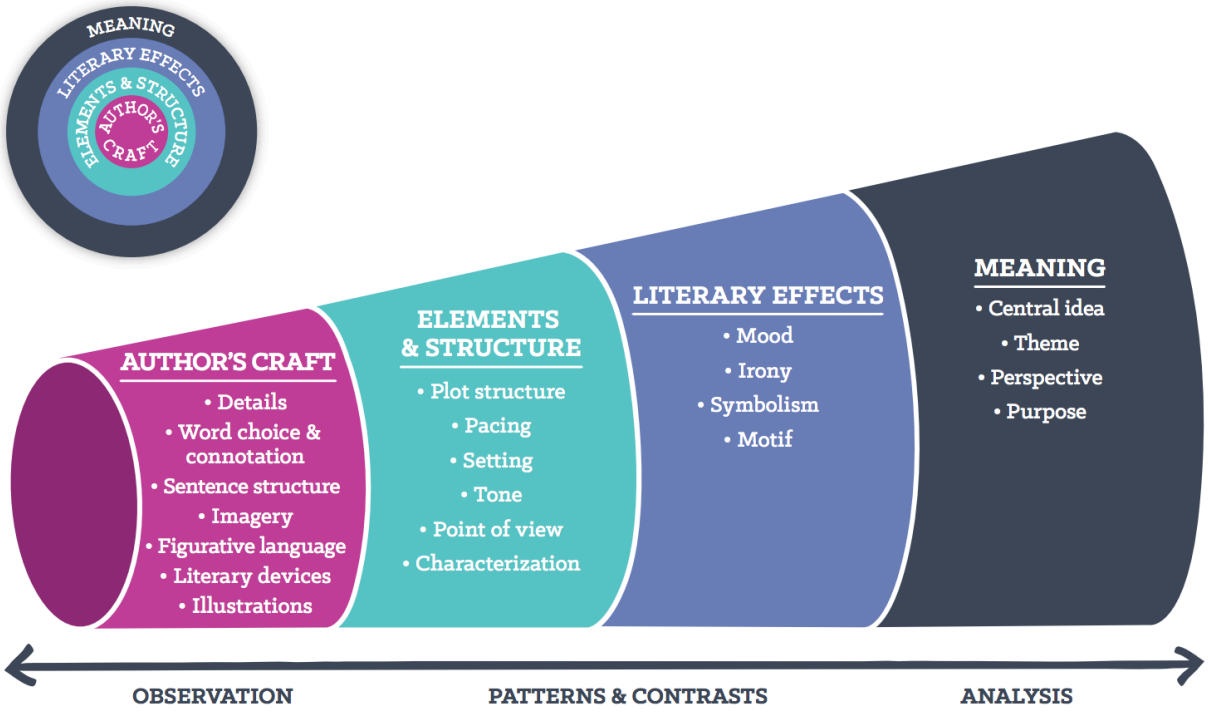
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

What is the gist of this poem?

Reflections	
How did your thinking about this poem change since the first read?	
Share observations: What did you notice about the process we took?	
Reflect: How did this process support you in developing a deeper understanding of the text?	

Reader's Circles

Literary Text



Capture Your Learning	
Question	**Response**
What resonated most with you in this experiential? Why?	
How would you describe Reader's Circles to a colleague?	

Note Catcher: Text-Based vs. Strategies-Based Instruction

ELA Content Module 1, Session 6

Grades 3-5

Do Now	
Reflect on your journey through the Reader's Circles with "The Road Not Taken." Based on this experience, how would you define "text-based instruction?"	Reflect on your experience teaching with the ELA Guidebooks so far. In what ways do you see evidence of this text-based approach in the ELA Guidebooks?

Session Objectives

- Describe text-based instruction and its impact on students using evidence from research.
- Distinguish between text-based and strategies-based instruction
- Deepen understanding of how grade-level standards fit in a text-based instructional model

Agenda

Time	Task
10 min	Getting Started
27 min	Classroom Conversations Research: Text-Based vs. Strategies-Based
13 min	What about Strategies & Standards?
10 min	Reflecting on Module 1

Compare the two questions.	
Question #1	**Question #2**
"As I was reading *And Then What Happened, Paul Revere?* I made an inference about Paul Revere's personality based on his actions on the evening of April 18th. Now go to your independent reading books and make an inference about a character in book you are reading."	"As I was reading *And Then What Happened, Paul Revere?* I made an inference about Paul Revere's personality based on his actions on the evening of April 18th. What else could we infer about Paul Revere, based on his actions that night?"
• What do you notice about these two questions? • How is the strategy of inferencing addressed differently in these two questions?	

Pause Point: Let's Reflect!	
Question	**Response**
What has resonated with you most? Why?	
How does this learning connect to what you are already doing in your classroom?	
What might you do differently as a result of this learning?	

Grade 4 Standard	Question from *If You Lived at the Time of the American Revolution*
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	What were some of the causes of the Revolutionary War? Base your answers on the text *If You Lived at the Time of the American Revolution.*

Capture Your Learning
Create a sentence beginning with each word:
1) Strategies 2) Standards 3) Text

Let's Reflect!		
Session 1: Intro to the Guidebooks	Session 2: Components of Literacy Instruction	Session 3: Unpacking the Cold Read Task
Session 4: Fluency	Session 5: Reader's Circles Experiential	Session 6: Text-Based vs. Strategies Based Instruction

ELA Content Module 1 Bibliography

December, 2018

This bibliography is organized in the order that citations appear in this Content Module.

All Sessions:

1. English Language Arts LearnZillion Guidebooks 2.0 Unit: American Revolution. (2017). Retrieved from https://learnzillion.com/resources/58544-american-revolution/
2. English Language Arts LearnZillion Guidebooks. (2017). Retrieved from https://learnzillion.com/resources/81666-english-language-arts-guidebook-units

Session 1: Introduction to the Guidebooks

1. Louisiana Department of Education. (2016). K-12 Louisiana Student Standards for English Language Arts. Retrieved from http://www.louisianabelieves.com/docs/default-source/teacher-toolbox-resources/k-12-ela-standards.pdf?sfvrsn=36
2. Carnevale, A., Smith, N., and Strohl, J. (2013). *Recovery Report: Job Growth and Education Requirements through 2020.* Washington, DC: Georgetown University Public Policy Institute, Center on Education and the Workforce. The quote is made available under a Creative Commons Attribution Noncommercial license.
3. ACT. (2006). Reading between the lines: What the ACT reveals about college readiness in reading. Iowa City, IA: Author.
4. Student Achievement Partners. Research Supporting the Common Core ELA/Literacy Shifts and Standards. Retrieved from https://achievethecore.org/content/upload/Research%20Supporting%20the%20ELA%20Standards%20and%20Shifts%20Final.pdf
5. Scholastic Teacher Appreciation Day: David Liben and Meredith Liben. (2013, August 19). Putting the Pieces of the CCSS Together [Video File]. Retrieved from https://www.youtube.com/watch?v=anYa7Dkz-V4
6. Moore, K., & O'Leary, D. (2006). *If You Lived at the Time of the American Revolution*. New York: Scholastic.
7. Williamson, G. L. (2006). Aligning the journey with a destination: A model for K–16 reading standards. Durham, NC: MetaMetrics, Inc.
8. Sanford-Moore, E. E., & Williamson, G. L. (2012). Bending the text complexity curve to close the gap. (MetaMetrics Research Brief). Durham, NC: MetaMetrics.
9. Student Achievement Partners. Research Supporting the Common Core ELA/Literacy Shifts and Standards. Retrieved from https://achievethecore.org/content/upload/Research%20Supporting%20the%20ELA%20Standards%20and%20Shifts%20Final.pdf
10. Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy

11. Erdrich, L. (2002). *The Birchbark House*. New York: Hyperion Paperbacks for Children.
12. Riordan, R. (2006). *The Lightning Thief*. New York: Miramax Books.
13. Cameron, A. (1981). *The Stories Julian Tells*. New York: A Bullseye Book - Random House.
14. Fleischman, S., & Sis, P. (2003). *The Whipping Boy*. New York: Greenwillow Books.
15. DiCamillo, K. (2001). *Because of Winn-Dixie*. Somerville, MA: Candlewick Press.
16. Chingos, M. and Whitehurst, G. (2012). *Choosing Blindly: Instructional Materials, Teacher Effectiveness, and the Common Core.* The Brookings Institution: Brown Center on Education Policy.
17. Longfellow, H. W. (1861). "Paul Revere's Ride." Retrieved from https://www.poetryfoundation.org/poems/44637/the-landlords-tale-paul-reveres-ride
18. Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-

Session 2: The BIG Picture

1. David Liben and Meredith Liben. "Securing the Core for Each and Every Student (ELA)," excerpt from "Elements of Success for All." Retrieved from https://achievethecore.org/page/234/elements-of-success-for-all-with-the-ccss-grades-6-12

Session 3: Unpacking the Cold Read Task

1. ReadWorks. (2012). *Colonization & Revolutionary War - The Declaration of Independence.* Retrieved from https://www.readworks.org/sites/default/files/passages/810_war_the_declaration_of_independence.pdf

Session 4: Fluency as a Foundation

1. Paige, D. D. (2011). Engaging struggling readers through situational interest: A model proposing the relationships among extrinsic motivation, oral reading fluency, comprehension, and academic achievement. Reading Psychology, 32(5), 395-425.
2. Rasinski, Timothy. (2005). *Is reading fluency a key for successful high school reading?* Journal of Adolescent & Adult Literacy.
3. Bottem, D., Lee, M., and Sanvik, M. *Strategies for Special Intervention: Echo Reading.* Retrieved from http://strategiesforspecialinterventions.weebly.com/echo-reading.html
4. Liben, D. and Paige, D. D. (2016). *Building Reading Fluency: Four classroom strategies that can help build fluent readers.* Retrieved from https://achievethecore.org/aligned/building-reading-fluency/

5. Paige, D. D. (2011). "That Sounded Good!": Using Whole-Class Choral Reading to Improve Fluency. *The Reading Teacher, 64(6),* pp. 435-438. DOI:10.1598/RT.64.6.5 Retrieved from https://crmsliteracy.wikispaces.com/file/view/That+Sounded+Good-Whole+Class+Chorale+Reading.pdf
6. Simon, C. A. *ReadWriteThink Strategy Guide: Using Paired Reading to Increase Fluency and Peer Cooperation.* Retrieved from http://www.readwritethink.org/professional-development/strategy-guides/using-paired-reading-increase-30952.html
7. Student Achievement Partners. (2016). *Fluency Packet for 6-8 Grade Band.* Retrieved from https://achievethecore.org/page/887/fluency-packet-for-the-6-8-grade-band
8. Turner, A. W. (1997). *Katie's Trunk*. New York, NY: Aladdin Paperbacks.
9. Liben, D. and Paige, D. D. (2016, October 28). *Building Reading Fluency: Four classroom strategies that can help build fluent readers.* Retrieved from https://achievethecore.org/aligned/building-reading-fluency/

Session 5: Reader's Circles Experiential

1. Lynch, S. (2015). The famous Robert Frost poem we've read wrong forever. *The New York Post.* Retrieved from http://nypost.com/2015/08/16/the-famous-robert-frost-poem-weve-read-wrong-forever/
2. Orr, D. (2015). The Most Misread Poem in America. *The Paris Review.* Retrieved from https://www.theparisreview.org/blog/2015/09/11/the-most-misread-poem-in-america/
3. Frost, R. (1916). "The Road Not Taken." Retrieved from https://www.poetryfoundation.org/poems/44272/the-road-not-taken

Session 6: Text-Based vs. Strategies-Based Instruction

1. Beck, I., Blake, R., and McKeown, M. (2009). Rethinking Reading Comprehension Instruction: A Comparison of Instruction for Strategies and Content Approaches. University of Pittsburgh, Pennsylvania, USA: International Reading Association.
2. Asimov, I. (1973). "The Fun They Had." In *The Best Science Fiction of Isaac Asimov*. New York: Doubleday.
3. Moore, K., & O'Leary, D. (2006). *If You Lived at the Time of the American Revolution*. New York: Scholastic.

(c) 2018 SchoolKit, LLC. Except as otherwise noted, this document is available under the Creative Commons CC-BY Attribution 4.0 International License. This document includes third party content, which is marked and attributed to others where appropriate. Such third party content is not available under the CC-BY license.

Questions or comments about these materials? Please email ELAContentLeaders@schoolkitgroup.com.