ENGLISH LANGUAGE ARTS CONTENT MODULES

ELA Content Module 1
Title: Unpacking the ELA Guidebooks
Grades 6 – 8

Module Overview *What are the overarching goals of this module? Why are those goals important? How do they connect to what's come before and what will come after?*	
Content Module 1 is designed to build participants' understanding of the ELA instructional shifts (complexity, evidence, and knowledge) and key components of high-quality literacy instruction. Throughout the module, participants will learn how these instructional shifts and components of literacy live within the ELA Guidebooks curriculum. This understanding of the ELA instructional shifts, the Guidebook's design principles, and how both connect to Louisiana's ELA goal is an essential foundation for future modules. At the beginning of Module 1, participants will develop a normed understanding of what Louisiana's ELA goal is (that all students will be able to read, understand, and express their understanding of complex texts) and why it is critically important. Subsequent content in the module emphasizes how the ELA instructional shifts (complexity, evidence, and knowledge) and the design of the Guidebooks curriculum (including but not limited to text selection, assessments, the backwards-design of lesson sequences, and the "Reader's Circles" model for close reading) support students in meeting this ELA goal. In this way, Module 1 lays the groundwork for professional learning throughout the year.	
Key Understandings *What are the 2-4* most *important takeaways from this module?*	**Products** *What will participants produce during this module?*
• We must make the following "instructional shifts" in order to reach Louisiana's ELA goal: 1. Give students regular practice with **complex** text 2. Ground all reading, writing, and speaking in textual **evidence** 3. Build **knowledge** through content-rich nonfiction • There are many interconnected components of literacy instruction that our students must receive in order to reach the ELA goal and to succeed in college and careers. The Guidebooks are designed to address most of these components. • Every Guidebooks lesson is intentionally designed and sequenced to build the essential knowledge and skills required throughout the unit. Therefore, implementing them consistently and with integrity is necessary for student success. • A "text-based approach" to literacy instruction begins with a complex text, and then uses standards in service of understanding that text's deeper meaning. The ELA Guidebooks were designed with research around the effectiveness of text-based instruction in mind, so questions/tasks are text-dependent and aligned to the Louisiana Student Standards.	• **During the Module:** ○ Analyze curriculum samples to determine how the instructional shifts and components of literacy live in the Guidebooks ○ Unpack a unit assessment (Cold Read Task) to explore the backwards design of the Guidebooks ○ Develop an understanding of fluency and five strategies to support it in the classroom ○ Experience the "Reader's Circles" model for close reading ○ Determine the difference between text-based and strategies-based instruction, and learn the research behind their effectiveness • **Following the Module:** ○ n/a

Facilitation Recommendations	
Module Length	6, hour-long sessions
Time of Year	Ideally will be delivered as early as possible in the school year (between July – August)
Audience Size	Designed for a maximum of 30 participants, but activities may be adjusted as needed to accommodate significantly larger or smaller group sizes
Session Pairing Options	These 6 sessions can be delivered separately or all together as a full day of learning. You may also choose to combine two or more sessions into a two- or three-hour long block.

Preparing to Facilitate

What materials and supplies are needed to facilitate this module? What must the facilitator do to prep for the actual session?

Materials Printing Instructions

The materials for this Content Module include page numbers for participant reference and blank pages to support ease of use and organization after printing. Our recommendations for printing and use of these materials are:

- Print all handouts double sided for participants
- Review facilitator notes in your PPT to identify printing instructions for specific handouts
- Print copies of the PPT slides for participants (6 per age)

Additional Supplies Needed:

- Projector
- Speakers (for the video)
- PPT Presentation Clicker
- Cardstock for name tents
- Sticky chart paper
- Chart markers
- Clear tape
- Highlighters
- Sticky notes

Facilitator Pre-Work and Prep:

- Internalize the PowerPoint session slides and facilitator notes
- Familiarize yourself with session handouts and make enough copies for each participant
- Rehearse this session

Handouts and Materials Table of Contents *This zip file contains 1 combined file of all note catchers in this Content Module and additional files that should be printed separately and handed out to participants for use during the module.*			
Session #	**Session**	**Handout**	**Location**
1	Introduction to the Guidebooks	Session 1 Note Catcher	Y2_CM1_6-8_Combined Note Catchers, Page 1
		Session 1 Curriculum Samples	Y2_CM1S1_6-8_Curriculum Samples Packet
2	The BIG Picture	Session 2 Note Catcher	Y2_CM1_6-8_Combined Note Catchers, Page 7
		Session 2 Gallery Walk	Y2_CM1S2_6-8_Gallery Walk Charts
3	Unpacking the Cold Read Task	Session 3 Note Catcher	Y2_CM1_6-8_Combined Note Catchers, Page 13
		Cold Read Task Analysis Materials	Y2_CM1S3_6-8_Cold Read Task and Texts
4	Fluency as a Foundation	Session 4 Note Catcher	Y2_CM1_6-8_Combined Note Catchers, Page 17
		Fluency Supports	Y2_CM1S4_6-8_Fluency Activities
5	Text-Based Experiential: Reader's Circles in Action	Session 5 Note Catcher	Y2_CM1_6-8_Combined Note Catchers, Page 23
6	Text-Based vs. Strategies-Based Instruction	Session 6 Note Catcher	Y2_CM1_6-8_Combined Note Catchers, Page 29
		Research Study	Y2_CM1S6_6-8_Conversation Research

Text Access Overview *How can I access the texts needed for this Content Module?*			
To access the texts used in this Content Module: ● Purchase the Flowers for Algernon Unit Reader for each teacher, and ● Download and print the Content Module materials for each teacher. The table below lists texts required for each session and access instructions for these texts if they are not available in the attached Content Module materials.			
Session #	**Text**	**Author/Source**	**Access Instructions**
1	What's in an Inkblot? Some Say, Not Much (Excerpt)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
1	New and Emerging Theories of Intelligence (Excerpt)	intelltheory	In Content Module Materials
1	Does IQ Test Really Measure Intelligence? (Excerpt)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
1	IQ tests are 'meaningless and too simplistic' claim researchers (Excerpt)	Flowers for Algernon Unit (Grade 8)	In Content Module Materials
3	Does IQ Test Really Measure Intelligence? (Full Text)	Flowers for Algernon Unit (Grade 8)	Flowers for Algernon Unit Reader
3	IQ tests are 'meaningless and too simplistic' claim researchers (Full Text)	Flowers for Algernon Unit (Grade 8)	Flowers for Algernon Unit Reader
5	The Road Not Taken (Full Text)	Poetry Foundation	In Content Module Materials
6	The Fun They Had (Excerpt)	Isaac Asimov	In Content Module Materials

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

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