ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Introduction to the Guidebooks

ELA Content Module 1, Session 1

Grades 6-8

Do Now

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

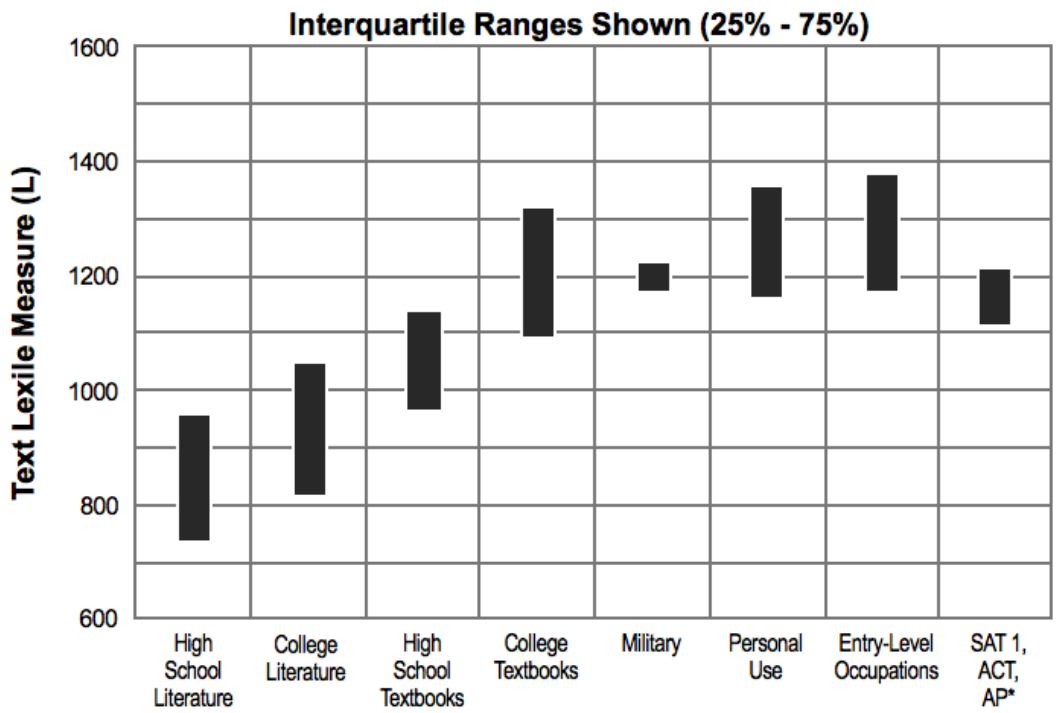
Why are these skills necessary?

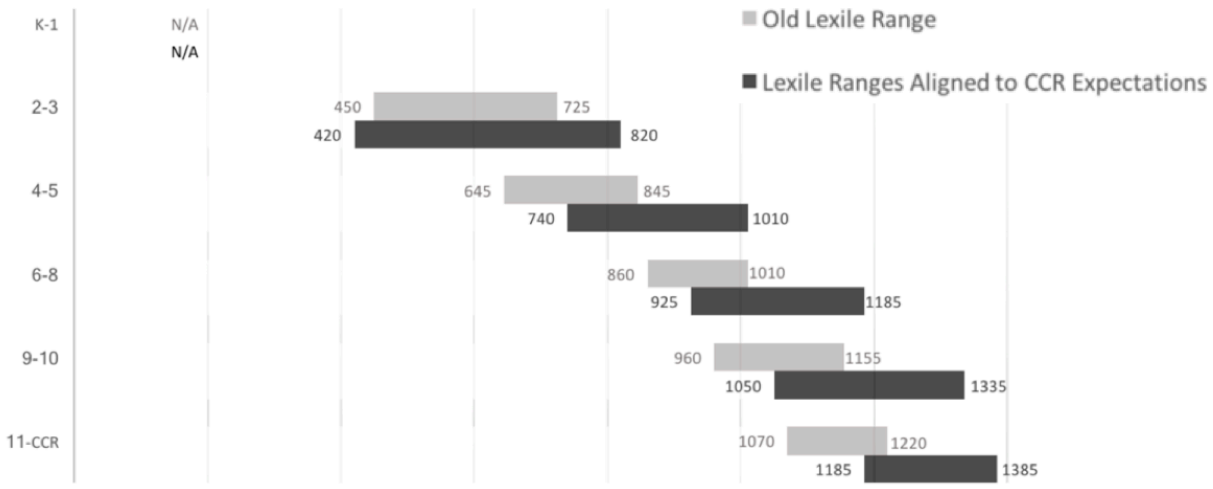
Session Objectives	Agenda
• Deepen understanding of Louisiana's ELA goal that all students will be able to read, understand and express their understanding of complex texts. • Connect the ELA goal to the three instructional shifts in literacy. • Explain how the guidebooks reflect the instructional shifts 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.

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**
What is Louisiana's ELA goal for students? Why is this goal so important?	
How do the Guidebooks embody these shifts, and how do they support students in achieving the ELA goal?	

Note Catcher: The BIG Picture

ELA Content Module 1, Session 2

Grades 6-8

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

- 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

Agenda

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. **Address Fluency for those students who need it**
2. **Support Development of Academic Language proficiency through Speaking and Listening**
3. **Support Development of Academic Language proficiency through attention to syntax and academic vocabulary in complex text**
4. **Grow Academic Vocabulary through word study, close reading and a volume of reading**
5. **Read Complex Text closely and analytically on a regular basis gradually developing students' ability to learn from complex text independently (R.10 grades 2-12)**
6. **Increase the Volume and Range of *Accountable* Reading**
7. **Use Evidence to inform, argue and analyze (write and speak with support from sources)**
8. **Provide opportunities for short focused research on a regular basis**

Why the focus on close reading?

Close Analytic Reading integrates and further develops many of the elements that are needed to support *each* student in meeting the standards. This capacity for incorporating so many of the other strands in one set of activities makes close analytic reading essential.

Close Analytic reading incorporates:

Academic Language: Close attention to words, sentences and language use within the context of the text's unfolding ideas initiates students into the academic language essential to becoming an educated person. This close attention is vital for ensuring success of EL and struggling readers. *(continued on the 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

Word Study: Careful attention to word choice provides teachers the opportunity to highlight not only the semantic but the grammatical, structural and orthographic components essential to successful word study. Students will develop the habit of noticing words and seeing how and why they work together.

Fluency: Rereading and hearing rich text read aloud develops fluency. At the same time, it brings struggling readers and EL students into the discussion on an equal footing rather than segregating them with simpler and too often, lesser, texts.

Learning from Text Independently: Close analytic reading integrates support and teacher guidance with tasks and culminating assignments done by students in small groups and independently. Analytic reading cultivates the habits of mind that develop students into strong independent readers.

> *Note on Volume of Student Reading: Close reading itself cannot provide the volume of reading needed to acquire the lexicon of academic words and the background knowledge essential for all students to achieve academic success. What it does is change the way students read by providing the tools and developing the habits of mind that will allow all students to learn independently from the texts they read. This will allow all students to successfully read the quantity of text needed to become fully college and career ready*

Evidence Based Speaking and Writing: In addition to listening and reading: analytic reading lessons consistently integrate discussion of the text under consideration as well as multiple opportunities for writing using text evidence. The lesson always culminates in a writing assignment that calls on the students to demonstrate understanding of the text under consideration.

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 6-8

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?

Flowers for Algernon: 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 8 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 6-8

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
"She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth."

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 5-7	
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 6-8

<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

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<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>
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"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.

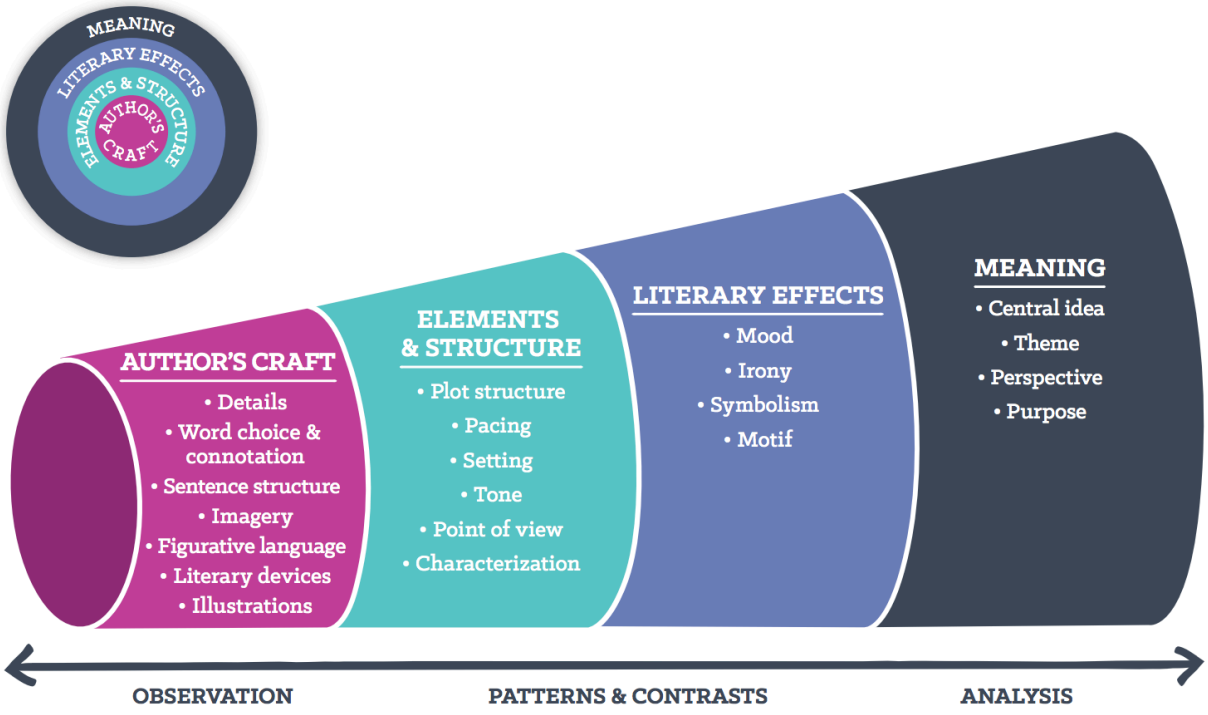
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

What is the gist of this poem?

Reflections	
How did your thinking about this poem change since the first read?	
What did you notice about the process we took?	
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 6-8

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	**Agenda**
• 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	

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 *Flowers for Algernon* I made an inference about how Charlie was feeling. Now go to your independent reading books and make an inference about a character in book you are reading."	"As I was reading *Flowers for Algernon* I made an inference about how Charlie was feeling. What else could we infer about Charlie, based on his interaction with the doctor?"
• 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 8 Standard	Question from *Flowers for Algernon*
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	Who is Charlie Gordon? Identify 2-3 quotations which reveal aspects of Charlie's character and explain what they reveal.

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

October, 2018

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

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Session 3: Unpacking the Cold Read Task

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