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5. Click “ELA Guidebooks 2.0”

GUIDEBOOKS

2.ELA

made by teachers
FOR TEACHERS

**ELA Guidebooks 2.0:
Focusing on What Matters Most**

Today's Goals:

- Today we will answer two questions:
 - What approach most supports students in being successful? Why?
 - What makes Guidebooks 2.0 different from other curricula?

Agenda

- How can I distinguish between ELA approaches?
- What makes ELA Guidebooks 2.0 different from other curricula?
- What's new in Guidebooks 2.0?
- Reflections

Grade 7 EOY Assessment Prompt

You have read passages from the novels *The Georges and the Jewels* and *Black Beauty: The Autobiography of a Horse*. Both were written in the first person point of view.

Write an essay in which you compare the way the authors use first person point of view to develop the characters.

Be sure to cite specific examples from **both** passages.

Approach One

First reading: Listen to the text read aloud.

Second reading: Paraphrase the text--in your own words, what happens in this text?

Third reading: What words and phrases stand out to you?

Fourth reading: What is the setting of the poem?

Fifth reading: What is the deeper meaning of a key moment in the poem?

Sixth reading: What is a theme of this poem? Why did we read this poem?

Approach One

**“I saw _____ as I listened to
‘Oranges’ being read aloud. What did you see while listening to the
poem being read aloud?”**

Approach One

First reading: Listen to the text read aloud.

Second reading: Paraphrase the text--in your own words, what happens in this text?

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Approach One

ORIGINAL

The first time I walked
With a girl, I was twelve,
Cold, and weighted down
With two oranges in my jacket.
December.

PARAPHRASE

The first time I went on a date
with a girl was when I was twelve.
I was cold and I had
two oranges in my jacket pockets.
It was December.

Approach One

First reading: Listen to the text read aloud.

Second reading: Paraphrase the text--in your own words, what happens in this text?

Third reading: What words and phrases stand out to you?

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Reflection

GUIDEBOOKS 2.0

Reflection Guide

Part One

	Approach One	Approach Two
What is the focus of the approach?		
What kind of support for students is built into the approach?		
How does the approach address the grade-level standards?		

1. What are the differences between the two approaches?

2. Which approach better prepares students to transfer their knowledge and skills to a new task? Why?

3. Why is transfer of knowledge and skills important for student success?

Guidebooks 2.0: Let's Implement!

- **Reflect:** Think about the lessons you just experienced.
- **Respond:** Read and respond to the questions in the first column of the chart.

Approach Two

Figurative Language

Literally: words function exactly as defined

The car is blue.

He caught the football.

Figuratively: you have to figure out what it means

I've got your back.

You're a doll.

^These are **figures** of speech.

Approach Two

Simile

Comparison of two things using “like” or “as.”

Examples

- The metal twisted **like** a ribbon.
- She is **as** sweet **as** candy.

Approach Two

IMPORTANT!

Using “like” or “as” doesn’t make a simile. A **comparison** must be made.

- **Not a Simile:** *I like pizza.*
- **Simile:** *The moon is like a pizza.*

Approach Two

Metaphor

Two things are compared **without** using “*like*” or “*as*.”

Examples

- All the world **is** a stage.
- Men **are** dogs.
- She has a stone heart.

Approach Two

Personification

Giving human traits to objects or ideas.

Examples

- The sunlight danced.
- Water on the lake shivers.
- The streets are calling me.

Approach Two

Hyperbole

Exaggerating to show strong feeling or effect.

Examples

- I will love you forever.
- My house is a million miles from here.
- She'd kill me.

Approach Two

Understatement

Expression with less strength than expected.

The opposite of hyperbole.

Examples

- I'll be there in one second.
- This won't hurt a bit.

Approach Two

From “Oranges” by Gary Soto

We / Entered, the tiny bell Bringing a saleslady / Down a narrow aisle of
goods. / I turned to the candies / Tiered like bleachers, / And asked what
she wanted - / Light in her eyes, a smile / Starting at the corners / Of her
mouth.

Approach Two

Read “Oranges” by Gary Soto.

- Identify the figures of speech and what they mean. Make sure you identify the figures of speech correctly! You may use your notes.
- **Exit slip:** What is a theme of the poem? Identify two pieces of evidence which reveal how that theme is developed.

Reflection

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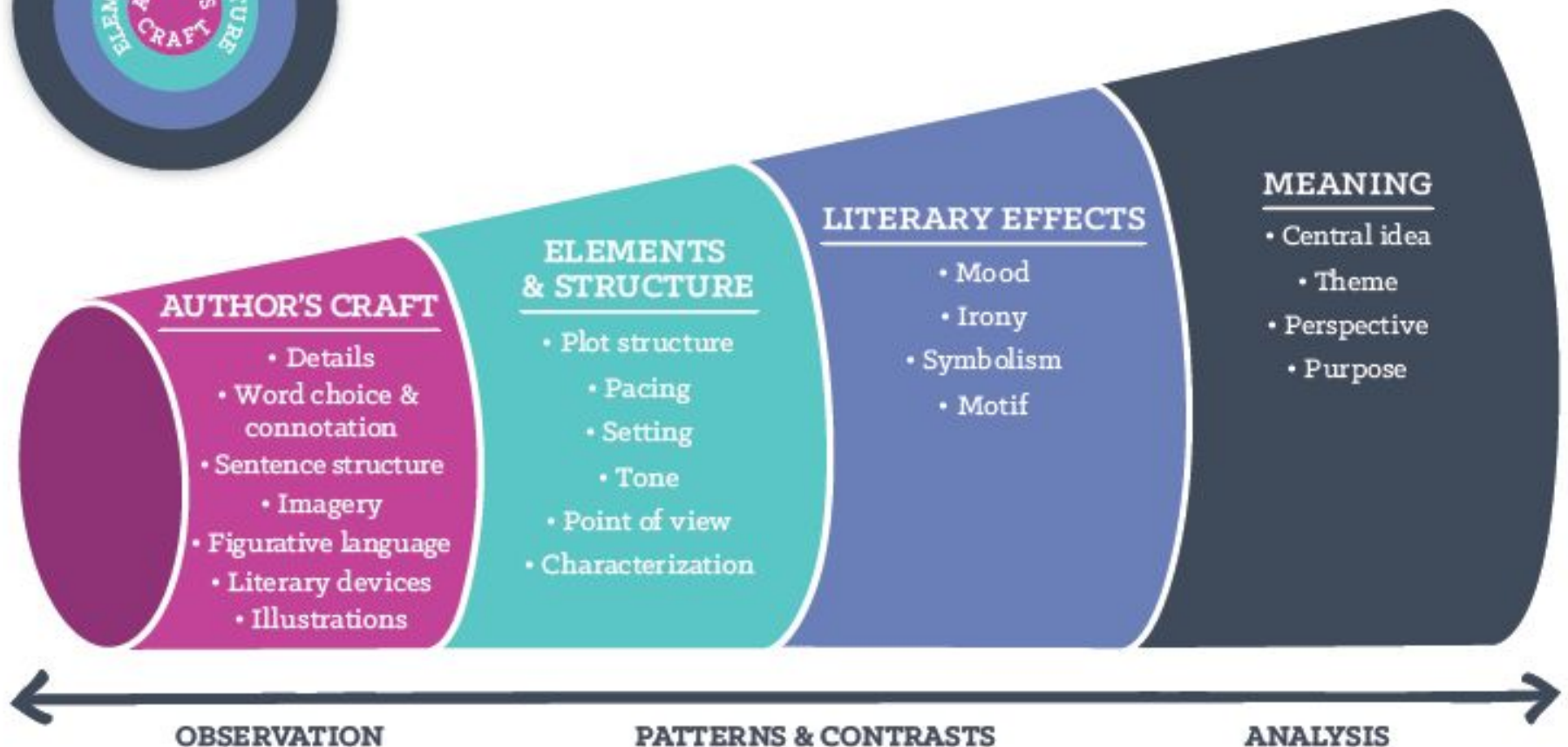
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ELA Goal

- Students will read, understand, and express their understanding of complex, grade-level texts.
- **Read:** Use knowledge (vocabulary, background) and skill (automaticity and fluency) to read the words on the page and know what the text says
- **Understand:** Make meaning of the text**
- **Express Understanding:** Speak or write about the meaning of a text clearly and coherently

READER'S CIRCLES | LITERARY TEXTS



Quality ELA Instruction

ELA Standards for Reading Literary Texts

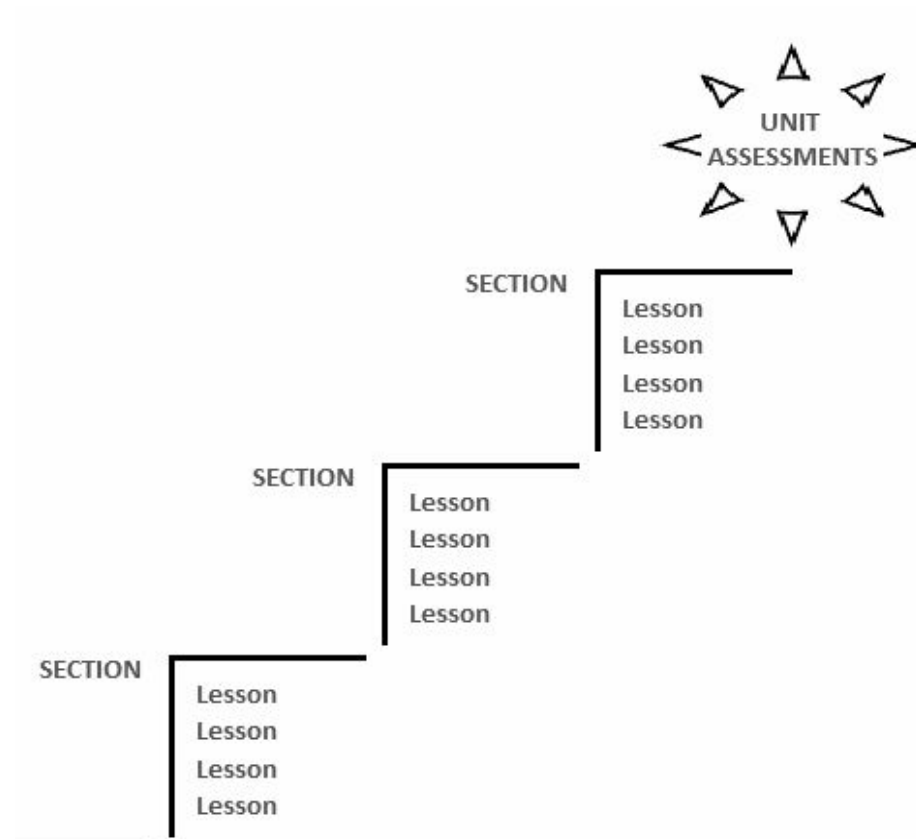
Grade 4: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Grade 5: Describe how a narrator's or speaker's point of view influences how events are described.

Grade 6: Explain how an author develops the point of view of the narrator or speaker in a text.

Grade 7: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Guidebooks 2.0: What's Different?



Reflection

GUIDEBOOKS 2.0

Reflection Guide

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Guidebooks 2.0: Let's Implement!

- **Reflect:** Think about the lessons you just experienced.
- **Respond:** Read and respond to questions 1-3.

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Quality ELA Instruction

LESSON PLAN

Lesson 19: Analyze vivid imagery in "Oranges"

Created by: Louisiana Department of Education

[Quick assign](#)
[Preview assignment](#)

[Save to list](#)
[Actions](#)

[Lesson plan](#) [Additional materials](#) [About this lesson](#)

Card 11 of 17

Let's Work with Words! ▾ [Full screen](#) "weighted down" "burned yellow" "face bright / with rouge" "so bright" "gray of December" Frost cracking/Beneath my steps "Light in her eyes" "Fog hanging like old / Coats" "fire in my hands" **Teaching notes** [Print all](#) **Suggested Pacing:** ~3 minutes **Directions:** - Tell students, "So, now that we've gathered these phrases, let's take a look at what we see." - Ask students, "What patterns do you see in the words, phrases, language and images?" - Instruct students to capture the patterns on the C: Connotations portion of the TP-CASTT handout. **Guiding Questions and Prompts:** - What images seem to repeat? - Which phrases give you the same feeling? **Student Look-Fors:** [Previous](#) [Next](#)

- Let's Take a Tour!
 - [Get Started!](#)
 - Guidance Documents
 - Unit Assessments
 - Lesson Structure
 - Lesson Supports
 - [Language Tasks](#)

Language Tasks

- The [Language Tasks](#) focus on the study of 4 mentor sentences from the unit texts.
- Students are introduced to a sentence from the text, examine the sentence for meaning and structure, and then replicate the sentence structure to respond to a prompt.

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Reflections

- Reflect on the following questions, then share your reflections with a partner.
 - What kind of support will you need to implement a Guidebook 2.0 unit?
 - What questions do you still have about Guidebooks 2.0?