

ELA Guidebooks 3-5 (2022) Pilot Feedback

INTRODUCTION

The goal for students in English language arts (ELA) is to read and understand complex, grade-level texts and express their understanding of those texts through writing and speaking. Students in Louisiana are ready for college or a career if they can read, understand, and express their understanding of complex, grade-level texts. This means students should be able to pick up any text, such as a picture book, newspaper article, or painting, understand what the text means, and be able to speak or write about the ideas they learned or challenge from the text and why.

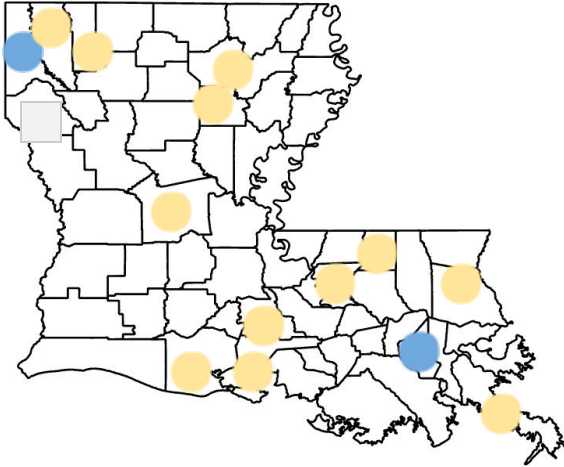
The ELA Guidebooks, housed on the [Louisiana Curriculum Hub](#), are teacher made, classroom-ready daily lessons that ensure all students meet the ELA goal. This work began in spring 2013 and teachers have continued to revise and improve upon the original foundation to provide teachers across the state with an ELA curriculum for whole-class instruction.



ELA Guidebooks 3-5 (2022) resulted from feedback that teachers wanted incorporated writing instruction and more flexibility within the lessons to better read their diverse learning populations. To respond to this feedback, ELA Guidebooks for grades 3-5 created a partnership with The Writing Revolution (TWR) to incorporate strategic writing strategies within the curriculum. Core and Optional activities were also incorporated into the lesson design to provide more support and flexibility for teacher autonomy in meeting the diverse needs of their classrooms. In the interest of continuing to gather feedback, the Louisiana Department of Education (LDOE) engaged in a pilot of three ELA Guidebooks 3-5 (2022) units; *Because of Winn-Dixie*, *The Whipping Boy*, and *The Birchbark House*. Due to the pandemic and impact of Hurricane Ida which impacted systems' ability to participate in the pilot, a materials review option was also available for districts to provide feedback.

The purpose of this report is to identify feedback received from the pilot and LDOE next steps so that school systems can make informed decisions about high-quality curricular materials and associated professional development.

PILOT METHODOLOGY



Two school systems participated in the ELA Guidebooks 3-5 (2022) Pilot: Caddo and St. Charles.

Participating districts at-a-glance:

- 12 schools
- 111 teachers
- 3055 students

The pilot consisted of teachers 1) trying out the pilot units and offering ongoing feedback, 2) being observed implementing these units, and 3) completing a formal feedback survey.

MATERIALS REVIEW METHODOLOGY

Thirteen school systems participated in the ELA Guidebooks 3-5 (2022) Materials Review: Rapides, St. Helena, Bossier, Belle Chasse Academy, Webster, Central Community, St. Tammany, Vermillion, Caldwell, St. Martin, Ouachita, DeSoto, and Iberia.

The materials review consisted of teachers and school system leaders 1) reviewing the pilot materials and offering ongoing feedback, 2) participating in roundtable discussions with participating districts, and 3) completing a formal feedback survey.

GUIDEBOOK OVERVIEW

ELA Guidebooks are based on sets or collections of texts. Each text collection has a shared topic or concept, such as the American Revolution, Cajun folktales, and effective communication. The units use a backwards design model and follow a coherent system of curriculum-embedded assessments:

1. **Monitor:** Monitor students' understanding daily

Each lesson has two lesson look-fors. The lesson look-fors identify the knowledge and skills and/or habits students should build in the lessons so they will be successful on the culminating task.

The first lesson look-for identifies the knowledge students should demonstrate by the end of the lesson. The second lesson look-for identifies the skills and/or habits students should demonstrate in the lesson.

2. **Diagnose:** Diagnose student needs in each section

The section diagnostics provide opportunities for students to express their understanding and knowledge of substantive texts and topics in preparation for the culminating task. The core activities in lessons leading up to and following each section diagnostic help students build the necessary knowledge, skills, and habits.

Throughout the ELA Guidebooks unit, students complete the section diagnostics in preparation for the culminating task. Review students' work and/or responses using the section diagnostic checklist and teacher-created exemplar. If students need additional support, include optional activities to give students additional opportunities to build the knowledge, skills, and habits necessary for the culminating task.

3. **Evaluate:** Evaluate student performance at the end of an ELA Guidebooks unit

The culminating task requires students to demonstrate how well they read, understand, and express their understanding and knowledge of substantive texts and topics. The activities, lessons, and sections build the knowledge, skills, and habits students need to be successful on the culminating task.

Students build their learning community through a series of three development units. Students explore additional compelling questions to develop their ability to read, understand, and express their understanding of complex, grade-level texts. Development units are either organized around an anchor text, or topic grounded in a collection of shorter texts. Each grade-level course offers a selection of thematic and topical development units.

PILOT LESSONS LEARNED

1. **ELA Guidebooks 3-5 (2022) units provide flexibility for teachers.** Teachers personalized learning for their unique learning populations by intentionally choosing optional activities to include in their instruction.
2. **The writing integration gave students more opportunities to write about substantive topics.** The Writing Revolution developed a grade level specific writing progression that was used during lesson design. Students used The Writing Revolution activities to build writing skills using knowledge gained from the unit texts. Students were also able to write more complete sentences with structured paragraphs.
3. **As the ELA Guidebooks are revised, they need to continue to account for diverse learners.**

Based on these takeaways and the following feedback, the LDOE plans to engage in these next steps to ensure ELA guidebooks remain a high-quality curricular option for districts:

1. Revise the units to include additional support for diverse learners.
2. Incorporate anticipated responses for discussions and section diagnostics in each unit.
3. Design a development unit for Level 3 to provide additional flexibility and choice to systems.

FEEDBACK SUMMARY

The following is a summary of feedback we received from all pilot and materials review opportunities. In addition to the feedback opportunities listed below, the Department hosted office hours for teachers and districts to participate in for instructional support for the ELA Guidebooks 3-5 (2022) units. Access the forms used and raw data from these engagement opportunities in the appendices.

Pacing: Most classrooms found the pacing for the activities to be appropriate. However, some teachers shared that they needed more time for students to read the texts. Some common solutions were to split the lesson logically over two days or adjust the pacing of the remaining lesson activities. Teachers who did not utilize all of the optional activities had more success staying on the suggested pacing. The following examples of feedback were taken directly from the surveys:

- “It gives me plenty of time to discuss the story and complete the activities. It keeps the kids motivated and moving forward.”
- “Most of the suggested pacing worked okay. The struggle is with the time suggested for reading. Whether it was teacher read alouds or independent, I feel like there was not enough time.”
- “Some of the lesson could have been broken into two lessons. Some of the lessons were very long.”
- “Some of the timing for lessons may be a little fast, but teachers can probably learn to adjust.”
- “Pacing seems to be okay. It may be difficult to complete in one lesson if optional activities are used.”
- “I think it looks good but can be revised if needed, much like with other guidebook units.”
- “The pacing is appropriate and allows teachers time to scaffold and build background knowledge when necessary.”
- “I like how the sections and text have been condensed.”
- “The pacing seems reasonable and fits the activities/lessons.”
- “Some lessons have many more activities than others and I would think could take more than one instructional time period to deliver, especially if you have a group of students that needs scaffolding for writing/speaking/listening.”
- “I love the minute breakdown... I am still worried with so many regular school interruptions, that covering all this material will be difficult.”
- “I thinking pacing is good, however the long breaks between reading the novel makes it difficult for some students to remember what is happening in the story.”
- “Pacing is always an issue. Teachers need instruction on using their time wisely.”
- “Pacing seems to be okay. It may be difficult to complete in one lesson if optional activities are used.”

- “The pacing is appropriate. I am very happy about all of the time allotted for writing in section 7. This provides the opportunity to really nail down the CWT.”
- “Pacing is appropriate from section to section leading up to the Culminating Task.”

Support for diverse learners: The participants in the pilot indicated the optional activities, guiding questions and reference tools were useful. Some concerns were to include more anticipated responses for teachers to refer to during instruction, and time restraints due to normal interruptions in the learning environment which impacted the pacing of lessons. Most participants also asked for more support options to be included for English learners and students receiving Special Education services. The following examples of feedback were taken directly from the surveys:

- “Core and optional activities will provide teachers with the supports they need to provide accurate instruction to their students.”
- “The supports are somewhat adequate, however, I still think that guided questions and answers should be available for the teachers.”
- “I feel like the supports give teacher more tools/ideas to help struggling students.”
- “Those could be more specific to the are of need.”
- “I think the supports provided align with the focus of the lessons. I do like the fully built out diverse learners guide for the current 3-5 guidebooks. I would also like more extension supports for our mastery and advanced students in these early sections.”
- “The guiding questions, sentence stems, and conversation stems throughout the sessions are very helpful. I do feel like there should be links in the teaching notes to those specific documents if they are not posted in the teaching notes.”
- “I don't find there are enough specific support provided nor is there any reference to a specific location for needed supports.”
- “I think more phonics activities for struggling readers should be incorporated.”
- “I think the special education and resource teachers will miss the activities before the lessons and after the lessons. The supports seem to all be embedded during the lessons.”
- “The books are more interesting and challenging along with the activities. The kids seen to really enjoy these units and are more engaged.”
- “They were ok to implement. Our students were lacking a lot of basic language arts foundation so the activities were really above their heads as with the prior version of GB.”
- “Some lessons had too many core and optional activities to complete. Some lessons took more time that the anticipated time listed.”
- “The optional activities were only used as needed with specific students.”

- “Time was a big concern because more time was needed for some core activities. Some optional activities were needed for True understanding of the lesson. I felt some core items only focus on writing skills and missed out on other skills such as building understanding of central message or character traits, etc.”
- “The TWR pages are accessible and the optional activities are great for small groups.”
- “Since I have SPED students, they needed the optional activities to reinforce their learning.”
- “I do think we need to give teachers more front loading to better equip them to make discretionary decisions as it relates to autonomy.”
- “I think most teachers will stay with the core activities but it is nice to have extra if and when needed.”
- “I love that the optional Writing Revolution activities are built in right before The Writing Revolution activities that have Birchbark House content. I think that this gives teachers the opportunity to teach or reteach the skills needed before they complete the activity.”
- “When guiding questions are available, they give the teachers support in scaffolding the material for struggling students.”
- “Supports for diverse learners should be better labeled and due to the influx of ELL students, more specific support should be included.”
- “Easy to use and understand.”
- “The supports are appropriate for these sections. I do like how the optional activities always review the previous learned material prior to applying it to the new or review of the skill.”
- “We love the core and optional activities. Having a little flexibility will better allow teachers to meet the needs of their students.”
- “I like what is there. However, I wish there were more guiding questions and suggestions for support.”

Materials ease of use: Teachers shared that the use of the Louisiana Curriculum Hub was very different from what they were used to with the bulk download option for ELA Guidebooks 3-5 (2018). The participants also expressed the desire to have editable slides and handouts. Overall, survey participants stated that the design of the ELA Guidebooks handouts as well as the The Writing Revolution (TWR) handouts were student friendly and helped students organize their knowledge. The following examples of feedback were taken directly from the surveys:

- “We don't have many organizers, but TWR practice pages are awesome and helpful. The kids keep saying its so much easier for them to learn.”
- “I like the sequencing of the worksheets and the activities for the students.”
- “I liked that they were provided and they were a bit easier for the students to understand than the previous Guidebook handouts.”
- “The handouts and graphic organizers were user friendly.”
- “We ended up making our own that was more user friendly. The pages were numbered.”
- “I thought that the organizers and workbook pages we had within this unit were much more specific and organized than previous years.”
- “Graphic organizers would be easier if they were editable or electronic.”
- “They were very student friendly.”
- “The graphic organizers helped students organize their evidence.”
- “The handouts were pretty clear and guided the students. They were not as long or boring as the previous curriculum. I would like the students to have more space to write.”
- “The materials are a good guide for the students to keep their thoughts on track.”
- “While the seasons graphic organizer is extremely helpful for students for the culminating writing task. Filling in the organizer throughout the reading becomes very time consuming.”
- “One thing that I found difficult was navigating each lesson and activity when they had the segment bullets at the bottom. When you hit the arrow button, it takes you to the next activity, not the next segment. This was causing me to skip some things within activities because I was unaware that there were more parts to the activity. Possibly putting those segment bullets at the top of the page or saying how many pages are in each activity would be helpful. In addition, linking all handouts, guides, and videos within the lesson and teaching notes would make it much more user friendly.”

Texts: Teachers expressed how well the related texts built student knowledge to better comprehend and analyze the anchor texts. They also indicated that the majority of their students enjoyed the texts. The interest and engagement were so high in the texts that the teachers requested more time for reading and discussions to be included in the lessons' instructional minutes. The following examples of feedback were taken directly from the surveys:

- “The text support the knowledge that the students lack prior and during reading the book.”
- “We are reading WHipping BOy. Students get super upset on days we don't read a new chapter!”
- “The kids really enjoy the text. They are more challenging and offer lots of opportunities with vocabulary.”
- “My students have always enjoyed the Guidebook texts.”
- “I loved the books and the connection between them. My kids and I really enjoyed all of the books in the United.”
- “My students were engaged for the entire unit.”
- “The kids love the books. They are engaging and teach great morals.”
- “The students ABSOLUTELY loved this unit. Because of the design (pilot unit), we used absolute fidelity. However, I believe the students will not only be engaged in the topic, but they will also be immersed in learning with the addition of having the students actually read the chapters. That can be done individually, in partnerships, in literature groups, or at home.”

Grading and Assessments: Generally, there were two main concerns about grading and assessments. First, participants were not sure how to effectively grade the section diagnostics to include it as formal assessments. Second, participants shared the desire for more multiple choice questions and two-part questions for students to practice Leap-like assessment types. Participants also shared that there was an effective correlation between the section diagnostics and the culminating tasks. The following examples of feedback were taken directly from the surveys:

- “These will help school leaders, teachers, and instructional coaches determine next steps and create common assessments.”
- “I think the section diagnostics are helpful to assess student understanding prior to the culminating writing task.”
- “I like the section diagnostics and think they will be helpful in grouping students with like needs. However, I would like to see section quizzes. While the section diagnostics are helpful, the section quizzes help students to become familiar with the format of the LEAP tests and educators can use the results to make instructional decisions.”
- “Section diagnostics relying heavily on writing which is good, but currently the state assessment has many multiple choice items that students need practice analyzing for the best answer.”
- “I like the they are already planned.”
- “Not a lot of extra that the teacher has to do --it flows easily with the sequence of the unit. Teacher friendly from my perspective.”
- “I LOVE the section diagnostics! Teachers are more likely to use materials that are already built. The section diagnostics align with the skills and knowledge necessary to complete the CWT successfully. Some comments from our committee: I like the new way it is worded. It is easier to break apart to help the students understand what is being asked of them.”
- “I believe Part A, Part B questions should be incorporated.”
- “I think it is very beneficial to tie the diagnostics to the CWT. I like the focus that supports the writing piece of the CWT. Additional questions that often appear in Imagine Learning (formerly Learnzillion)are also beneficial and we will use those as well.”
- “My teachers will need support with assigning a grade for discussion/Socratic seminar - the section diagnostic checklist is a good place to start.”
- “I like that the first diagnostic is a discussion. I think that this is a good first step for checking for understanding of the content. There is a lot of content delivered in the first section with the multiple texts, so I like that students express their understanding of this critical information in a discussion.”
- “I wish there were also part A/B questions in the diagnostics.”
- “Provides teachers with information that will support their next steps.”

- “The diagnostics are still more of an informal instead of a formal assessment. Odd sections have discussions and even sections have a writing.”
- “I like the section diagnostics, however; I do wish the section diagnostic templates were already completed. Our new to ELA and inexperienced teachers are struggling to learn the material and may not have a good understanding on what knowledge and skills should be assessed.”
- “I like that it gives me another tool to test student understanding of each section.”
- “teacher friendly and kid friendly”
- “Comment from our district committee: The lesson questions and look-fors are more streamlined. The look-fors are directly connected to the CWT. The “Section Diagnostic” always includes a higher order thinking question for assessing student understanding. The diagnostic is oral and/or written responses to a prompt that aligns with a lesson.”
- “The questions around the Socratic seminars really support the CWT. Plus these discussions would indicate if the students really understood the change that took place.”
- “I love how the activities can be used to check for TWR strategies and content knowledge. They are also short so students don't get overwhelmed. My one complaint is that they are nothing like the Leap test, so students are missing that exposure.”
- “Assessments were all based on writing and providing evidence. I wish there were pre-made quizzes for reading comprehension available also.”
- “The assessments dealt more with the written part of the unit, but it didn't cover some of the strategies or tools to use when answering all parts of the writing prompt.”
- “Sometimes, because of the complexity of the Section Diagnostic, it was hard to know if students didn't understand the material or if the format was what tripped them up.”
- “Section diagnostics has a good rubric. We had to add comprehension questions to address those others skills.”
- “The section diagnostics assess the section outcomes well. I think we need more multiple choice comprehension questions as LEAP does.”
- “They need to provide more clarity on expectations and specificity within the rubrics.”
- “AWESOME!! These are great for slowly preparing students for the CWT. This helps learn over a multi-week unit without losing focus of the end goal.”
- “Great resources. Lots of vocabulary questions embedded.”

- “The tests all assess written expression. They do not prepare the students for the LEAP Test at the end of the year. Additional tests that are structured the same way as LEAP (Part A/B questions, vocabulary, inferences) should be incorporated into the unit in order to prepare students for these types of questions.”

Writing Integration: Teachers were generally pleased with the improvement of writing composition throughout the pilot units which includes the integration of the The Writing Revolution (TWR) activities. Survey participants also noted that the scaffolds within the units provide many opportunities to meet the needs of diverse learners. Additionally, the inclusion of sentence level activities built stronger understanding of grade-level appropriate grammar. The following examples of feedback were taken directly from the surveys:

- “This is what has been missing in Guidebooks. Teachers have needed lessons to teach TWR strategies as well as developed lessons to support comprehension and writing with TWR activities.”
- “I think it is very helpful and provides a scaffold approach to writing.”
- “Some of the activities would need explicit teaching and would require more time than allotted in the slide.”
- “I believe it helps students understand the text better by allowing them to interact with specific stories as we are reading them. It also helps build writing fluency.”
- “The Writing Revolution is the BEST content added!”
- “I think this explicit writing instruction TWR provides will help our students become better foundational writers. I think additional extension activities for those natural born writers that might not need as much direct instruction could be built in to foster creativity throughout the sections.”
- “THEY ARE WONDERFUL! It is exactly what our teachers and students need.. an explicit approach to teaching writing and grammar that is specific to their content. Absolutely love it!”
- “We have touched upon many of the strategies this year, but this unit has helped students as well as myself gain knowledge of each strategy and I have seen extreme growth in their writing already!”
- “Great activities that the children are enjoying and understanding.”
- “I appreciate the cohesiveness of writing activities to help prepare for the CWT. It is very beneficial to build a strong foundation and expand the students' learning.”
- “Having TWR activities provided made things easier in that regard. It helped my students with their writing. (SPED)”
- “The Writing Revolution activities helped students organize their writing, and the activities helped the students to prepare to write the end of the unit Culminating Writing task.”
- “TWR has made my students write so much more organized.”
- “The integration made my students stronger writers. The way the skills built up on each other was helpful.”
- “The SPOs were extremely helpful in guiding the students to write the CT.”
- “I did see a growth with my students writing since using TWR.”

- “TWR really helped my students learn and practice improving their sentences.”
- “The students felt empowered to write after repeated practice.”
- “Writing Revolution activities are excellent and really help the students to create a variety of complex sentences.”
- “It helped some students but the constant change in the topic confused some.”
- “I am so glad that we are FINALLY getting explicit writing instruction.”

Appendix A: As the teachers in the pilot taught the units, they had the opportunity to provide immediate feedback on the form below. They could provide general feedback (i.e. typo, grammatical error) or feedback on a certain lesson within the unit (i.e. another text suggestion, another activity suggestion). They could also use the form multiple times as they taught the pilot units. A total of ninety-seven responses were submitted during the pilot. Any errors submitted were corrected quickly since the units are in digital format. Suggested content edits will be considered as the ELA Guidebooks 3-5 (2022) units are updated.

1. Email *

2. Unit Name *

Mark only one oval.

- G3 Stories Julian Tells
- G3 Cajun Folktales
- G3 Because of Winn Dixie
- G3 Treasure
- G3 Louisiana Purchase
- G4 The Whipping Boy
- G4 Hurricanes
- G4 The Lightning Thief
- G4 Pushing Up the Sky
- G4 American Revolution
- G5 The Birchbark House
- G5 Making of a Scientist
- G5 Wonderstruck
- G5 The Lion, the Witch, and the Wardrobe
- G5 Shutting Out the Sky

3. Section # *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

4. Lesson # *

Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

5. Activity # *

Mark only one oval.

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

6. Is this student-facing content or teacher-facing content? *

Check all that apply.

student-facing content

teacher-facing content

7. Describe the suggested edit. *

Appendix B: Thirteen teachers were observed during the pilot. The purpose of the classroom observations was to gather information on the effectiveness of the ELA Guidebooks 3-5 (2022) materials, teaching notes, and lessons. The observations were not used as a form of teacher evaluation.

Observation Form

The purpose of the observation is to gather information on the effectiveness of the materials, teaching notes, and lesson activities found in the ELA Guidebooks 3-5 (2022) updated units. It will not be used for teacher evaluation.

Observer's Comments

<p>Lesson Logistics</p> <ul style="list-style-type: none"> • How did the teacher project information for the students to follow along? • Is there evidence of prior planning? • How does the teacher monitor student understanding? 	
<p>Lesson Content</p> <ul style="list-style-type: none"> • Is the lesson content's sequence effective? • Was the pacing right, or were adjustments made? • What evidence of student learning is demonstrated in the lesson? Does it meet intended expectations of the lesson content? 	
<p>Teacher Implementation</p> <ul style="list-style-type: none"> • How did the teacher use the optional activities? • How did the teacher use possible supports? • How did the teacher incorporate the student directions into the lesson? 	
<p>Student Engagement</p> <ul style="list-style-type: none"> • How were the students engaged in the activities? • How did the students use materials? • What reactions did students have about the materials or the content of the lesson? 	
<p>Note any adjustments made, if any.</p>	

Appendix C

Participants in the materials review attended in focused roundtable discussions to provide feedback on their review of the ELA Guidebooks 3-5 (2022) units. The form was separated into answering questions in regards to sections 1-3, sections 4-5, and sections 6-8 to receive more detailed feedback about the lessons. Direct quotations from the focus groups are included in the feedback summary of this report.

Roundtable Feedback Form

3-5 ELA Guidebooks (2022) Round Table Discussion

Please answer the following questions according to your personal experience with reviewing the updated units.

* Required

1. Email *

2. What district do you work for? *

3. What grade level(s) do you work with? *

Mark only one oval.

3

4

5

multiple grade levels

4. What unit are you providing feedback on? *

Mark only one oval.

Because of Winn Dixie

The Whipping Boy

The Birchbark House

9. How well are the selected texts integrated throughout these sections? *

Mark only one oval.

	1	2	3	4	5	
not integrated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very integrated

10. How well do the lessons build knowledge toward the Culminating Task? *

Mark only one oval.

	1	2	3	4	5	
not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very well

11. How well do The Writing Revolution activities prepare students to write the culminating task? *

Mark only one oval.

	1	2	3	4	5	
not prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	well prepared

12. What are your thoughts about the suggested pacing in these sections?

13. What are your thoughts about the section diagnostics?

14. What are your thoughts about the support provided for diverse learners in the core and optional activities?

15. Please provide additional comments about sections 1-3.

Appendix D

Pilot teachers were asked to complete a final survey at the end of the pilot. Results from the survey were generally positive. For example:

- 73% of the teachers found the platform easy or very easy to use.
- 65% of the teachers found that the teacher notes were easy or very easy to use.
- 73% of the teachers found the graphic organizers easy or very easy to use.
- 50% of the teachers found that diverse learner opportunities were incorporated well or very well into the lessons.
- 62% of the teachers found that the assessments measured student learning accurately.
- 70% of the teachers shared that their students were engaged or very engaged during instruction.
- 88% of the teachers shared that their students were interested or very interested in the texts selected for the units.
- 65% of the teachers shared that their students understood or completely understood the unit texts based on knowledge built within the unit lessons.
- 81% of the teachers found that the TWR activities prepared their students for the Culminating Task.
- Results from the open-ended questions are incorporated into the feedback summary of this report.

Survey Questions

3-5 ELA Guidebooks (2022) Pilot Feedback

Please answer the following questions according to your personal experience with implementing or reviewing the updated units.

* Required

1. Email *

2. What district do you work for? *

3. What grade level(s) do you work with? *

Mark only one oval.

3

4

5

multiple grade levels

4. What unit are you providing feedback on? *

Mark only one oval.

Because of Winn Dixie

The Whipping Boy

The Birchbark House

5. How easy was the platform to use? *

Mark only one oval.

	1	2	3	4	5	
not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very easy

6. How useful were the teaching notes for classroom instruction? *

Mark only one oval.

	1	2	3	4	5	
not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very easy

7. How useful were the handouts and graphic organizers in this unit? *

Mark only one oval.

	1	2	3	4	5	
not easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very easy

8. Tell us more about the handouts and graphic organizers.

9. How well are diverse learner opportunities incorporated in the unit? *

Mark only one oval.

	1	2	3	4	5	
not at all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	very well

10. Tell us more about implementing the core and optional activities.

11. How well did the assessments measure students' understanding? *

Mark only one oval.

	1	2	3	4	5	
did not measure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	measured accurately

12. Tell us more about the assessments included in the unit.

17. How well did The Writing Revolution activities prepare students to write the culminating task? *

Mark only one oval.

1	2	3	4	5		
not prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	well prepared

18. Tell us more about the integration of The Writing Revolution activities.

19. Tell us about the suggested pacing throughout the unit.

20. Tell us what else you would want to see in this unit.

21. Tell us what was not needed in this unit.

22. What was your greatest success teaching this unit?

23. What was your biggest concern teaching this unit?

24. Please provide additional comments here.
