● **Duration:** 3 min.

● **Facilitator says:** Welcome back to the Mentor Training Course. It is good to see everyone again. We hope your travels were easy and that you enjoyed time with your loved ones over the holidays. We look forward to catching up as we engage in our shared learning today. [Presenters re-introduce themselves and share a brief background if necessary].

● **Facilitator does:** Ensure everyone has signed in, has materials for the day, and is sitting with his or her learning team. Review logistics for training (restrooms, times, breaks, lunch, etc.)
Duration: 1 minute

Facilitator says: Let’s just take a moment to remind ourselves about the overarching goals of the Mentor Training Course and what we have addressed so far. These can be found on page 2 of your handout. In past modules we have focused on classroom management, growth mindset, and communication skills for building strong relationships, which aligns to our first and third goals. We’ve also focused on deepening our understanding of the instructional shifts in disciplinary literacy, which aligns to our fourth goal. In modules 4 and 5 we learned how to conduct an observation, analyze observation data and set SMART goals based on the data, which addressed goal 2. During modules 6 and 7 we shifted our content focus to instructional strategies that scaffold and deepen student engagement with their learning as we continued to deepen mentor content knowledge and content-specific pedagogy (goal 4). We also continued working our way through the mentor cycle, including designing and implementing a coaching plan based on our observation data and SMART goals, which will address goal three. During our time today and tomorrow, we will again explore
● **Duration:** 1 minute

● **Facilitator Says:** Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we’ll be zooming in on aspects of Coach and Measure Progress. By the end of the nine Modules we will have worked through all of the components of the cycle.
**Modules 6 and 7 Assignments**

**Modules 6 and 7 Assignment: Application to mentoring practice**
- A coaching plan that details a plan for intervention with your mentee.
- Implement the coaching plan via delivering interventions (modeling and/or co-teaching) and bring your planning and debrief notes.

**Modules 6 and 7 Assignment: Application to content practice**
- Use the Reader’s Circle framework for either informational text or literary non-fiction to create questions that scaffold access to and understanding of a complex text in your discipline.
- Based on analysis of student work, select and implement a strategy from the Supports Flow Chart to meet the needs of students with IEPs/504s or who are English Learners.

- **Duration:** 3 minutes

- **Facilitator Says:** Let’s do a quick review of the homework assignments from our last time together during modules 6 and 7. Over the next two days, you will use the assignments you’ve brought with you as you work on your micro-credentials.
### Duration: 15 minutes

**Facilitator says:** We are going to use a strategy to help us bring important content and processes from our work together to the front of your minds.

**Facilitator does:**
1. Seat participants in table groups. Have participants list what they can remember from the previous session(s) on p. 3 of their handout. They should complete this individually and know that they will be sharing with a partner from another table (3-5 minutes).
2. Ask participants to list things they did to help themselves remember this information.
3. Facilitate conversation among group members regarding strategies used to remember (e.g., visualize how you learned (what you saw, heard, or did), make connections (patterns and relationships), remember conversations about material, remember emotions connected with the material, etc.)
4. Give table groups 3-5 minutes to share what they have listed and add to their lists. Groups should know they will have the opportunity to earn "points" for items that are different from those shared by a partner from another table - a little healthy competition!
5. Ask individuals to meet with a partner from another table group and share items on their lists (2-3 minutes). Duplicate items should be checked; "points" are scored for unique items.
6. Ask table groups to tally and share totals. Celebrate!

**Facilitator says:** This strategy is very helpful when there has been a gap in time between learning sessions. It provides multiple practices with enough variety to keep engagement high (RVD - Repetition with Variety and Depth of Thought). It also helps individuals who were absent, reinforces important information, and generates the excitement of competition in a supportive environment. This strategy works with adults and students!
● **Duration:** 2 minutes

● **Facilitator says:** During this module, we will focus on two mentoring and two content-oriented outcomes.

The state of Louisiana has invested significantly in the development of Tier 1 curriculum to ensure all educators have access to high quality curriculum and instructional materials. This investment resulted from compelling research on the impact on students when teachers work with HQ curriculum. We are committed to teachers and students having these materials – particularly our newest teachers and our teachers serving our most vulnerable students. Today’s curriculum focus is on direct and indirect vocabulary instruction to support student understanding of complex texts and other tools that support effective content writing in the classroom.

** both outcomes also provide learningsstrategies that will supporting diverse learners**

**Need slide description of coaching outcomes.**

● **Facilitator does:** Reminds participants that the outcomes appear on page 2.
Facilitator says: In modules 6 and 7 we learned different types of interventions a mentor can use to help a mentee work towards their SMART goal - modeling and co-teaching. We also discussed how to conduct difficult or opportunity conversations with mentees. You've now had the opportunity to work with your mentee on a SMART goal. At this point you have likely all had the experience of asking yourself, ‘is my mentee making progress and how do I know?’ Today we'll learn how to look at the mentee’s work and determine “what next?” In addition we will continue focusing on the mentor/mentee relationship piece and how to maintain those strong relationships with your mentees by adopting a growth mindset.

Facilitator does: Reminds participants that the outcomes appear on page 2.
● **Duration**: 1 minute

● **Facilitator says**: Let’s take a look at what we’ll be working on together today. You will see our agenda on p. 2 of your packet. We began with a review activity, will move into structures mentees will use to support student learning and will end our day by applying what we are learning about vocabulary instruction and content writing into the setting of new goals and development of new coaching plans.
● **Duration:** 1 minute

- **Facilitator says:** Let’s take a minute to revisit our agreements that we established at the very beginning of our mentor work together. Make a personal, mental note on which agreement you are going to really focus on during today’s learning.

- **Facilitator does:** Allow participants 1 minute of quiet think time to make their personal commitments.
**Building Knowledge Through Vocabulary Instruction**

- **Duration:** 1 minute - begin at 9:00

**Facilitator says:** Let’s take a closer look at vocabulary instruction, both how it establishes scaffolding for the reading of a content-rich nonfiction text and how state resources can support your work in developing this scaffolding.

**be intentional in teaching AND support mentee**
Do Now

LEAP 2025 Excerpt - Redacted

1. **Read** the passage
2. **Write:** What is the main idea of this passage? Provide at least 2 details from the text to support your thinking.

**Duration:** 3 minutes

**Facilitator does:** Direct participants to the redacted LEAP passage in their handout on p. 4 and the questions on p. 5. After about 1 minute of independent reading time/struggle time, then click and ask "ready to give up?"

**Facilitator says:** Why was this difficult? If you were actually a student on test day, how would you feel right now?

**Facilitator does:** Invite a few participants to share out their reflections with the whole group.

**Look for:**
- Difficult because we didn’t know half the words and have no idea what this text is really about (connect this to vocabulary and knowledge deficits)
- Likely to feel frustrated, defeated, confused
Do we need more practice with main idea?

Should we practice and apply a strategy? Maybe it would help if we made text to self connections!

- Is the problem a lack of skills and strategies? Why or why not?
- What do you need in order to read and understand this text?

Duration: 3 minutes

Facilitator does: Click and read each question (these first two questions are rhetorical and don't require discussion):
- Do we need more practice with main idea?
- Should we practice and apply a strategy? Perhaps it would help if we made self to text connections?

Facilitator does: Click to reveal text in box and pose questions for participants to discuss. Invite participants to share their thinking with the whole group.

Look for: A lack of skill/strategy is not the challenge; it’s a lack of knowledge and vocabulary that's preventing us from reading and understanding this text.

** refer back to Pacific Cod reading experience (Module 4) – experience of starting with a difficult text – lacked content specific vocabulary and not knowing what things meant
-- backed up and provided a text set that built knowledge and vocabulary enabled mentors access the complex text. Images
** refer to Mod 6 and 7 and the Diverse Learner’s guide
### What Does This Mean for Us?

**We owe our students a better experience reading than this.**

We have to help them get the **vocabulary** and **knowledge** of the world they need to be able to read complex text.

**Duration:** 15 seconds

**Facilitator does:** Read slide.
### What Is This Passage Actually About?

<table>
<thead>
<tr>
<th>The Inuit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote place</td>
</tr>
<tr>
<td>Canadian Arctic</td>
</tr>
<tr>
<td>Caribou herds</td>
</tr>
<tr>
<td>Teeming with life</td>
</tr>
<tr>
<td>Adapted</td>
</tr>
<tr>
<td>Inhabit</td>
</tr>
<tr>
<td>Various regions</td>
</tr>
</tbody>
</table>

**Duration:** 30 seconds

**Facilitator says:** This passage was actually about the Inuit – and here are a few of the key vocabulary words that were missing for us.

**Facilitator does:** Reveal what this passage was about and summarize some of the key vocabulary that was missing for us when we read the redacted version.
Better?

In one of the most remote places in the world, the Canadian Arctic, a people have survived over a thousand years. They are the Inuit. For the Inuit, the Arctic is a place teeming with life. Depending on how far north they live, the Inuit find everything from caribou herds and polar bears to beluga whales. The Inuit have adapted themselves to the various regions they inhabit. At one time they were considered to be among the healthiest people in the world. This is no longer the case; the Inuit lifestyle has changed dramatically over the past decades. The arrival of southerners and modern technology resulted in big changes to the Inuit diet and way of life.

Today, the Inuit are rediscovering their rich heritage and they are learning to govern themselves in a modern world.

Duration: 1 min

Facilitator says: Let’s now take a look at the passage with the vocabulary included.

Facilitator does: Have a volunteer read the passage aloud or have participants read it independently.
Facilitator says: Our experience in the do now begins to highlight the importance of vocabulary in reading comprehension. Today we’re going to spend our time digging into this concept. We’ll describe the differences between direct and indirect vocabulary instruction and make connections regarding how we can support students to grow vocabulary indirectly.
**Duration:** 30 seconds

**Facilitator says:** Please take a moment independently to review our agenda for this session.

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 min</td>
<td>Getting Started</td>
</tr>
<tr>
<td>18 min</td>
<td>Examine the Research on Vocabulary</td>
</tr>
<tr>
<td>10 min</td>
<td>Direct vs. Indirect Vocabulary Instruction</td>
</tr>
<tr>
<td>20 min</td>
<td>Explore Indirect Vocabulary Instruction Curricular Examples</td>
</tr>
<tr>
<td>5 min</td>
<td>Capture Your Learning</td>
</tr>
</tbody>
</table>
The Importance of Vocabulary

- Nearly a century of research supporting the importance of vocabulary in reading comprehension *(Whipple 1925, NAEP 2013)*

- Vocabulary is the feature of complex text that likely causes greatest difficulty *(Nelson et al. 2012)*

- Not knowing words on the page is debilitating to a reader

**Duration:** 45 seconds

**Facilitator says:** As you remember from our work with the baseball study, research supports the crucial role that vocabulary plays in reading comprehension.

**Facilitator does:** Briefly review the findings on this slide.

**Research Sources:**
Facilitator says: Let's take a closer look at the research – here is a well known study from Hart and Risley. They wanted to see what was happening in children’s earliest years that might account for the drastic differences they saw in rates of vocabulary growth in 4 year olds.

Facilitator does: Orient participants to the table – provide participants a moment to review the data on their own.

Facilitator says:
- What does this study tell us?
- What stands out most to you?

Look for/Emphasize:
- There is a 30+ million word gap between a child whose family is on welfare and a child from a professional/upper class family.

Facilitator does: Click to reveal title of slide. So what impact does this 30 million word gap have?

Additional Context for Facilitators:
- Longitudinal study with 42 families who participated for three years
- Goal of the study: Researchers wanted to see what was happening in children’s earliest years that might account for the drastic differences they saw in rates of vocabulary growth in 4 year olds. Specifically, they wanted to see what was different about the experiences of children growing up in welfare (low SES) households vs. middle and high SES households.
- They observed, recorded and analyzed more than 1300 hours of interactions between parents and children.

Duration: 2 minutes

Facilitator says: This 30 million word gap in # of words heard leads to a gap in the number of words these children know.

Facilitator does: Briefly orient participants to this graph – emphasizing that while the previous table highlighted the # of words heard in these households, this graph highlights the # of words those children know. The red line represents children in welfare families, the green line represents children in working class families and the blue line represents children in professional families.

Facilitator does: Invite participants to share out their reflections on this data set:

- What do you notice? What stands out to you?
- What do you notice is happening over time? What conclusion could we draw? If we extended this graph by another 5 years, another 10 years….what do you think it would look like?

Look for/emphasize:

- # of words heard directly impacts the # of words known
- This gap gets wider over time
- If this graph was extended, the gap in words known between children in professional families and children in welfare families would be drastic

### Our Locus of Control

<table>
<thead>
<tr>
<th>We can’t...</th>
<th>We can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control the number of words a child hears at home between birth and age 4</td>
<td>Ensure they learn an adequate number of vocabulary words each year</td>
</tr>
</tbody>
</table>

**Duration:** 30 seconds

**Facilitator says:** While the Hart and Risley data is sobering, it doesn’t mean we cannot change the outcome for these students!

**Facilitator does:** Click; then read box 1.

**Facilitator does:** Click; then read box 2.
Duration: 30 seconds

Facilitator says: So what is that magic number? If our ultimate goal is to prepare all students for College and Career, how many words do most college educated adults know? A good estimate is between 20,000 – 35,000 words.

What Does That Mean for One School Year?

Students need to learn 2,300-3,000 words per year between Kindergarten – Grade 12

(Hart & Risley, 2003)

**Duration:** 15 seconds

**Facilitator says:** That means...students need to learn 2300-3000 words PER YEAR between Kindergarten – Grade 12 to be prepared for college or career.

Let’s Do the Math

Assuming there are 40 weeks in the school year, how many words would students need to learn each week in order to learn 2,400 words?

**Duration:** 2 minutes

**Facilitator says:** Let’s do the math on this.

**Facilitator does:** Read the question and have participants do the math and share out.

- Answer: 60 words per week.
Duration: 30 seconds

Facilitator does: Read slide. Gauge participant reactions here (i.e. “who is thinking this exact same thing right now? Who is feeling a little stressed or anxious about this? Why?)

Duration: 5 minutes

Facilitator says: Of course not! Luckily, there’s a quicker, easier and more effective way for students to learn vocabulary then by memorizing word lists. Take a moment independently to review these research snapshots in your handout on p. 6.

Facilitator does: Provide a moment for independent review. Then click to reveal discussion questions for participants to discuss with a partner or at their tables. Afterwards, invite participants to share out with the whole group.

Look For: Students acquire vocabulary by reading a volume of texts on a topic.

Facilitator says (emphasize):
• Contrast using the text sets in the Guidebooks to the typical way we teach reading - where we skip around from topic to topic, plants today, tree mammals tomorrow, the colonies the day after. Instead we need to spend time reading several texts within the same topic in order to build knowledge and vocabulary faster. With the huge volume of words and huge bodies of knowledge that students need to learn, we can’t afford to not use the most effective, fastest way to gain this knowledge.
• The research referenced here is what led to the creation of the idea of text sets: a thoughtfully sequenced series of texts designed to build knowledge and vocabulary.

More Information for presenters:
• Cervetti, Wright and Hwang study: They created a text set including about 5 texts on birds and another one with 5 texts on different topics. They then embedded about 10 of the same words in each set and measured how many of the 10 common words were learned in each condition. Students reading the bird set learned much more of the 10 words. **NOTE – the creation of a text set is one of the artifacts**

Sources:
What Does This Tell Us?

Students need to spend time reading several texts within the same topic in order to build knowledge and vocabulary faster.

**Duration:** 30 seconds

**Facilitator does:** Read slide. Emphasize key point below.

Key Point: When we say “same topic” we mean a focused topic, or a conceptually related topic. Reading about a topic that is too broad (i.e. “birds”) doesn’t have the same vocabulary-building benefits as reading about a more focused topic (i.e. biological differences in birds that migrate vs. birds that do not).
Think About It

Why do you think reading a series of texts on the same topic builds vocabulary faster?

**Duration:** 1 minute

**Facilitator does:** Pose question and invite participants to share their thinking with the whole group.

**Important note:** The idea here is to surface what people think is the main reason. They are likely to say repeated exposure to the same word, which is true but only PART of the answer. You will explain the other part of the answer on the next slide.
Facilitator says: Repetition of words is PART of the reason...but I want to point out that students can grow their vocabulary through reading a series of texts on the same topic even when they do not encounter the same word in multiple texts. The second (and most important) aspect of text sets that leads to vocabulary acquisition brings us back to the concept we talked about with the Baseball Study.

Facilitator says: Once students have a schema, they now have something to attach their new learning to. Knowledge builds more knowledge....this makes it easier for students to make connections between new words and their prior knowledge.

Key Point: Most people miss point to so we want to emphasize it strongly here.
- Text sets build knowledge even WITHOUT repetition of the same word, through the power of schemas, aka “mental Velcro.” For more on this element see Marilyn Jager Adams and Landauer and Dumais.

Research Sources:
Duration: 1 minute

Facilitator says: So how does this work? Let’s imagine a scenario. Students have been reading a text set on sea mammals. They may have seen words like “mammal” and “habitat” repeatedly. But then they are reading a new text and come across a word they have NEVER SEEN before. But the students have gained a lot of KNOWLEDGE about sea mammals. For example they know that sea mammals live are defined by breathing above water and then living and eating below water and that they are constantly going up to get air then down to get food.

Facilitator does: Click to reveal image.

Facilitator says: Imagine students have this picture, or this “schema” in their mind when they read about sea mammals. How likely is it that students can then infer the meaning of an unfamiliar word they’ve never seen before?

Image source: Public Domain
**Infer the Meaning**

The dolphin _______ to the surface of the water to breathe.

**Duration:** 45 seconds

**Facilitator says:** In this example, the unfamiliar word is represented by the blank. Without knowing the actual word can you infer the meaning of the word that goes in the blank?

**Facilitator does:** Allow for participants to share their guesses with the group (likely to say “rises”)
Schema Matters

The dolphin **ascends** to the surface of the water to breathe.

**Duration:** 45 seconds

**Facilitator says:** If students had this schema in mind they would likely acquire the word “ascend” quickly and effortlessly, often on the FIRST or maybe second exposure. If they didn’t have this knowledge already in which case it might take them 5 or 6 exposures in context (or more) before they were able to figure it out. It’s important to point out that this schema doesn’t just help students figure out the new word “stick” because they have something to connect it to. Knowledge helps acquire new knowledge and vocab *faster* and *easier*, by acting like mental Velcro, so new information “sticks.” With just a little more instruction, students could also easily learn the words, “descend” and “surface” as well.

**Remember our work with the Pacific Cod text set?** Many of you noted how helpful the images in the second article (which would be the first in a classroom setting) were in building your understanding of “bycatch,” a key vocabulary term in the research report we had to decipher in order to complete the culminating activity.

**Photo Source:** Public Domain
Let’s Take a Step Back

How do students learn new vocabulary?

Two Instructional Approaches

- Direct Vocabulary Instruction
- Indirect Vocabulary Instruction

Duration: 30 seconds

Facilitator says: Words can be learned both...

Facilitator does: Click and say “directly. And...”

Facilitator does: Click and say “indirectly”
**Duration:** 1 minute

**Facilitator does:** Have participants review the two descriptions in their handout on p. 7. Then have them summarize with a partner what is meant by indirect and direct vocabulary. Afterwards, invite a participant to share out with the whole group. Clarify as needed:

**Emphasize that direct instruction does not mean arbitrary vocab lists each week** – direct instruction is most effective when it is done with words in context (i.e. vocab words from the text). Also remind participants of the limitation of direct vocabulary (we can’t directly teach the sheer volume of words students need to acquire each year).

**Research Source:** Langenberg, D. et al. (2000) Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction. *National Reading Panel.*

---

### Direct vs. Indirect Vocabulary Instruction

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides <strong>explicit instruction</strong> of <strong>and practice</strong> with vocabulary words <strong>in context</strong> (before, during and after reading), as well as engages students <strong>in word study</strong> (analyzing root words and affixes, etc)</td>
<td></td>
</tr>
<tr>
<td>Students learn vocabulary indirectly when they hear and see words <strong>used</strong> in <strong>many different contexts</strong>. Conversations, read-aloud experiences, and independent reading are essential.</td>
<td></td>
</tr>
</tbody>
</table>

*National Reading Panel, 2000*
**Direct or Indirect?**

The vocabulary guide lists five ways to “speed up vocabulary growth for all students”

- **Review** the list
- **Determine** whether the strategy is an example of direct or indirect vocabulary instruction
- **Label** each approach (D or I)

---

**Duration:** 5 minutes

**Facilitator does:** Review directions and point participants to the excerpt from the vocabulary guide in their handout. Provide time for participants to label each example.

**Facilitator does:** Debrief after independent work time (answer key below).

**Answer key:**
- Read aloud texts that are written at a level above what students can read independently. (I)
- Engage students in studying the language of complex texts through work with mentor sentences. (D)
- Ensure students have an opportunity to read a large volume of texts for interest and pleasure. (I)
- Prompt students to read a series of texts on the same topic. (I)
- Teach words and phrases that demand more teaching time. (D)

**Image Source:** ELA Guidebooks

**Source:** [https://learnzillion.com/resources/81666-english-language-arts-guidebook-units](https://learnzillion.com/resources/81666-english-language-arts-guidebook-units) Copyright © 2017 LearnZillion
Facilitator says: For our purposes now, we are going to focus on indirect vocabulary instruction. We will be exploring direct vocabulary instruction next.
**Speeding Up Vocabulary Growth Indirectly**

- Read aloud texts that are written at a level above what students can read independently.
- Prompt students to read a series of texts on the same topic.
- Ensure students have an opportunity to read a large volume of texts for interest and pleasure.

**Duration:** 45 seconds

**Facilitator says:** These are three primary methods for increasing vocabulary acquisition indirectly that you just identified from the vocabulary guide. While this third strategy (a volume of independent reading for interest and pleasure) takes place outside of whole group instruction and across a student’s day/week, these other two strategies can be built into daily instruction. Students need frequent opportunities for reading aloud complex texts, and there should also be times when teachers have students read a series of texts on the same topic.

**Facilitator does:** Click to reveal red box.

**Facilitator says:** Now let’s take a closer look at how we can leverage these first two strategies for speeding up vocabulary growth indirectly...

** Texts can take a variety of forms – video, articles, blog posts, podcast, etc → these are what build your text sets
How Does Each Example Support Vocabulary Growth?

• **Analyze** each of the 3 curricular samples in your handout.
• **Discuss:**
  • Which **indirect vocabulary strategy** is each one an example of?
  • How does this example support vocabulary growth? Be specific!

**Duration:** 15 minutes

**Facilitator does:** Review the directions. Point participants to the materials in their handouts and have them work with a partner. Circulate during work time. (The note taking guide is on p. 8 and the curriculum samples start on p. 9)

Need handout:

** not about the content of the curriculum sample, but more about the process**
Duration: 6 minutes

Facilitator does: Divide the room into thirds. Assign each section of the room an example to share out about. For instance, the tables in the right side of the room share out about example 1, the tables in the center of the room share out about example 2, the left side of the room share out about example 3. Facilitate debrief around these questions for each example (2 minutes per example).

Look for/Emphasize:

Example 1:
• Approach: Complex text being read aloud
• Builds vocabulary: students are hearing new vocabulary words read accurately by a fluent reader; able to attach these words to their schema on intelligence that’s being built in this unit; learning specific definitions of specific types of Intelligence (which is building their knowledge for the extension task, as well)

Example 2:
• Example of: reading a series of text on the same topic
• How does it support vocabulary growth: all of these texts are related to intelligence; building students schema of intelligence that will help them attach meaning to new words and make connections between new words and existing knowledge

Example 3:
• This is an example of both!
  • Students heard complex text read aloud in “What’s an Inkblot” (they also read this text multiple times (lessons 5-7) and also evidence of students engaging in a text set on a topic
  • Students reread and focused on quotes from the text that specifically built knowledge and vocabulary they would need to complete the culminating discussion question in lesson 8: “How useful are projective tests in determining Charlie’s suitability for the experiment:
  • Important to point out: some evidence of direct vocabulary instruction pointed out in the teaching notes of lesson 5 (“as needed, define these words in context”)
**Why Is Indirect Vocabulary Instruction So Powerful?**

- As we come across and learn new words, we connect them to words that have already been learned.
- As we read more words in different contexts:
  - Our nexus of words grows.
  - The connections between words grows stronger.

*Adams (2009) as cited in Vocabulary Guide*

**Duration:** 1 minute

**Facilitator says:** To summarize...why is indirect vocabulary instruction so powerful?

**Facilitator does:** Read bullet 1, then give example:
- When we read the word “joyful,” we tag it mentally to “joy” and “happy”; we may also mentally tag it to “upset” and “sad.” Knowing that “joyful” is the opposite of “sad,” or that “joyful” and “joy” mean similar things but are in different forms, helps us to know more about the meaning of those words.

**Facilitator says:** As we read more words in different contexts, our nexus of words grows in size and the connections among words grows stronger, allowing us to know the meaning of more words from reading than we can be taught directly (Adams 2009).

**Image Source:** *Louisiana ELA Guidebooks 2.0 Vocabulary Guide*

**Research Sources (as cited in the Vocabulary Guide):**

Facilitator says: Before we wrap up, it’s important that we summarize and capture learning from today’s session. Please take a few moments to reflect on these two questions and record your responses in the space provided in your handout - **need a chart with these questions.** In addition to considering how you will help your mentee, think about how this learning will support your efforts as you prepare and submit for the following assessments: Adapting High Quality Materials to Meet Student Needs and Building Knowledge Through Content-Rich Non-Fiction.

Facilitator does: Direct participants to their handouts on p. 19, where they have space to “capture their learning” from today’s session. Provide time for participants to record their thinking in response to the questions on the slide.

Key Points: Teachers support students in growing their vocabulary indirectly through:
- Read aloud texts that are written at a level above what students can read independently.
  - Students have multiple at bats with these texts (multiple reads)
  - Hearing new vocabulary being read by a fluent reader
  - Engaging in discussions about the text (hearing the new vocabulary used by their peers and having opportunities to use them in their own text-based responses)
- Prompt students to read a series a texts on the same topic.
  - Evidence of text sets, building knowledge in the guidebooks that provide a schema for students to attach new learning and acquire words more quickly
- Engage in a volume of reading (this can and should happen outside of whole group instruction)
BREAK!

- **Duration:** 15 minutes
Do Now

**Reread** “The Story of Prometheus – Part II”

**Highlight** vocabulary words you think may be important to teach within this text

**Discuss:** Which words did you highlight and why?

---

**Duration:** 6 min

**Facilitator does:** Review directions and point participants to the excerpt in their handout on p. 21-22. Provide 4 minutes of independent work time, then click to reveal the discussion prompt and have participants discuss at their tables or with a partner. Don’t do a whole group debrief at this time. Provide framing that we will be revisiting this text and re-thinking our word choice later in this session.

**Facilitator says:** We will be returning to this text and our word choice a little bit later in this session.

**beware of identifying a significant number of words... may not be necessary to attend to them all**
Session Objectives

- Explain what direct vocabulary instruction is.
- Apply a 5-step protocol for explicitly teaching vocabulary.
- Distinguish between words that require relatively more time and attention from those that require relatively less time and attention.

Duration: 30 seconds

Facilitator does: Briefly review the objectives and/or have a volunteer read each objective aloud.
**Duration:** 30 seconds

**Facilitator says:** Take a moment to review our agenda for today’s session.
How do students learn new vocabulary?

Two Instructional Approaches

- Direct Vocabulary Instruction
- Indirect Vocabulary Instruction

**Duration:** 30 seconds

**Facilitator says:** We will be now explore direct vocabulary instruction.
### Revisit Direct vs. Indirect Vocabulary Instruction

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher provides explicit instruction of and practice with vocabulary words in context (before, during and after reading), as well as engages students in word study (analyzing root words and affixes, etc)</td>
<td>Students learn vocabulary indirectly when they hear and see words used in many different contexts. Conversations, read-aloud experiences, and independent reading are essential.</td>
</tr>
</tbody>
</table>

*National Reading Panel, 2000*

**Duration:** 30 seconds

**Facilitator does:** Provide brief overview of direct vocab instruction using the notes on the slide, and explain how it is different from indirect vocabulary instruction.

The main differences include:

- Direct instruction of the word by the teacher
- Students have opportunities to practice using the word/understanding its meaning
- Can include word study (i.e. analyzing root words and affixes)

**Facilitator says:** Now, we are going to focus specifically on direct vocabulary instruction.
Duration: 30 seconds

Facilitator says: Let’s start by examining what direct vocabulary instruction looks and sounds like. It’s important to point out that this might look different depending on the word!

Facilitator does: Click to reveal arrow.

Facilitator says: Direct instruction will look one way for words that require less time and attention. And it will look another way for…

Facilitator does: Click to reveal arrow and text. Read the text.

Facilitator says: In the second half of this session we will explore how exactly to distinguish between words that require more or less attention. For now, we want to focus our attention on what direct instruction looks like for both of these categories of words.
“In the first place, he ordered his **blacksmith** Vulcan, whose **forge** was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman.”

**A blacksmith** is a person who makes objects out of metal and a **forge** in this case is like the blacksmith’s workshop—it’s the large open fire he uses to heat the metal.

**Duration:** 1 minute

**Facilitator says:** For words that require less time and attention, a quick explanation might do!

**Facilitator does:** Read aloud quote from Prometheus Part II. Then click to reveal image and text bubble. Provide quick in the moment definitions for the two bolded words by reading what’s in the text bubble.
Duration: 30 seconds

Facilitator says: In that example you can see how we could provide very quick, in the moment definitions of these two words in context. The teacher simply broke out of their read aloud and provided a quick definition of two very concrete words and then moved back into the read aloud. Sometimes, that’s enough! Other times…

Facilitator does: Click and read text.

Facilitator says: What does it look like to spend more time and attention on words when providing direct vocabulary instruction?

Facilitator does: Click to reveal hat.

Facilitator says: Now put on your student hats and let’s experience it from a student’s perspective!
“If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight the he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope as long as they lived.”

**Duration:** 1.5 minutes

**Facilitator does:** Read aloud the excerpt from Prometheus part II on the slide.

**Facilitator says:** I want to take a moment to talk about this word “foreboding.” Here it is used as a name, and normally we wouldn’t spend so much time focusing on a name or a proper noun – but as we learned in Prometheus Part I – names of characters or creatures in this case are based on key words that describe that character. For instance, we learned that Prometheus was known as forethought, which means to think far ahead.
Go Back Into the Text

- **Re-read** this section of the text
- **Identify** evidence from the text that supports us in understanding what the word “foreboding” means

“If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives...”

**Duration:** 3.5 minutes

**Facilitator says:** So let’s think now about this creature’s name foreboding. What does the word “foreboding” mean as it is used here? Re-read the text and find evidence from the text that helps us understand the meaning of this word.

**Facilitator does:** Have participants turn and talk with a partner to discuss the meaning of the word and identify evidence from the text that supports them in understanding that. Probe as necessary: what would have happened if the creature named Foreboding had been released into the world?

**Look for:**
- Foreboding means knowledge of impending doom/forecasting future evil or harm
- Evidence: “men would have known from childhood just what troubles were going to come to them every day of their lives.”

** did something similar prior module, also with Prometheus text → used a text set to understand “myth” and Greek Myths
Examine the Word Parts

**Foreboding**

Are there any word parts that can help us determine the meaning of this word?

- Foreshadow
- Forefront
- Forecast
- Foresee
- Foreground

**Duration:** 2.5 minutes

**Facilitator says:** If we want to confirm the definition we just inferred from the text or we still aren’t sure we can also look to see if there are any word parts that help us out. Here I see the prefix “fore.” I have seen this prefix a lot! Let’s think of some words that have the prefix “fore.”

**Facilitator does:** Click to reveal words

**Facilitator says:** I want everyone to pick one word up here that is familiar to you and think about what it means.

**Facilitator does:** Invite participants to share out (for at least two different words). As needed probe, for example: “Forecast” I’ve seen that word as in “weather forecast” on the news. What is a weather forecast?

**Facilitator says:** So what does this prefix “fore” mean?

**Facilitator does:** Connect back to the definition we just inferred from the text and confirm that it makes sense based on the prefix "fore"

**Look for:**
- Before or front
Define It

**Foreboding**
A feeling that something bad is about to happen

*As the black clouds began to gather and spin, a sense of foreboding filled me – I knew a tornado was just moments away from touching down.*

**Duration:** 1 minute

**Facilitator says:** So let’s define this word based on what we just identified in the text and in the word itself.

**Facilitator does:** Read definition and click to reveal example sentence to show this word in a different context.
Convey/explain the meaning of the word “foreboding” using your own words and/or pictures
**Make Connections**

**Work with a Partner**

1) Complete the analogy:
   
   **Foreboding** is to _________ as **ecstatic** is to **happy**.

2) Generate as many synonyms for the word foreboding as you can.

**Duration**: 3 minutes

**Facilitator says**: Let’s solidify our understanding of the word foreboding by making connections between this word and other words. Invite participants to work with a partner to generate responses to complete these two tasks in their handouts on p. 23.
Generate a new sentence using the word 
foreboding

My New Sentence

**Duration:** 3.5 minutes

**Facilitator does:** Have participants do this independently on p. 23 then share with their partners or at their tables; if time allows, invite some participants to share out.
Protocol for Direct Vocabulary Instruction

- **Independently Review** the “General Protocol for Explicitly Teaching Vocabulary” that is found in the Guidebooks Vocabulary Guide

- **Discuss:** What specific actions did we take to address the steps outlined in this protocol?

**Duration:** 5.5 minutes

**Facilitator says:** What we just experienced was a protocol for direct vocabulary instruction.

**Facilitator does:** Point participants to the protocol in their handout and review the first direction. Provide one minute of independent review time (**p. 24**)

**Facilitator does:** Click to reveal discussion prompt and encourage participants to think back to the protocol we just experienced and engaged in. Encourage participants to connect specific examples of the actions we took to the language outlined in this protocol.

**Facilitator says:** I want to point out that steps 3-5 **MAY** take place within the same lesson, but they may also happen as homework or over the course of several lessons after the word has initially been introduced. Steps 3-5 do not need to take place in the moment! I also want to point out an important point with steps 4 and 5: There are lots of ways students can make connections between words – they can lists synonyms and antonyms for the words, they can place the word with similar words along a spectrum to show levels of intensity (i.e. content, glad, happy, ecstatic), they can write and complete analogies, etc.

**Diverse Learner’s guide references this protocol**

**Note:** Vocabulary templates in the Guidebooks:
Duration: 8 minutes

Facilitator does: Review directions and point participants to the graphic organizer in their handout on p. 25-26 to record their plans. Note that they will be planning the questions they would ask students for each step, as well as an exemplar student response for each step. There is space in the graphic organizer to do both of these things. Circulate during work time and identify 1-2 exemplars to share with the whole group afterwards.
How do I know which words deserve more time and attention during direct vocabulary instruction?

**Duration:** 30 seconds

**Facilitator says:** Great! Now we have a good understanding of what direct vocabulary instruction is and what it looks like. But now the questions is… how do I distinguish between words that deserve more time and attention from those that require less time and attention?
Read and Discuss

Independently

Read the excerpt from “Which Words Do I Teach and How?”

Discuss:
• Which words merit relatively less time and attention?
• Which words merit relatively more time and attention?

**Note:** The “look fors” for these questions are on the next slide.


**David Liben video in Module __ talking about the shifts in literacy**
### Systematic Approach to Vocabulary Instruction

<table>
<thead>
<tr>
<th>Which words merit relatively less time and attention?</th>
<th>Which words merit relatively more time and attention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concrete Words</td>
<td>• Abstract words</td>
</tr>
<tr>
<td>• Words with single meanings</td>
<td>• Words with multiple meanings</td>
</tr>
<tr>
<td>• Words reflecting meanings are part of students’ experience</td>
<td>• Words reflecting unfamiliar meanings</td>
</tr>
<tr>
<td>• Words unlikely to show up again</td>
<td>• Words that will occur commonly in academic texts</td>
</tr>
<tr>
<td></td>
<td>• Words that are part of a word family</td>
</tr>
</tbody>
</table>

**Duration:** 1 minute

**Facilitator does:** Spend more or less time on this slide depending on what participants shared in the debrief. Use this slide as an opportunity to clarify any questions or misconceptions.
We must address:
Words that are **central to the meaning of the text**!

**Duration:** 30 seconds

**Facilitator says:** You may still be thinking there are a lot of words to teach! A key takeaway to keep in mind particularly as you prioritize which words to teach is that **WE MUST** address words that are **central to the meaning of the text**.

In other words, if students do not know the meaning of this word it will impede their ability to understand the text. These words are core to the text and must be explicitly addressed. It’s important to point out that the list of criteria we just examined applies to these core words – it doesn’t mean that because they are core to the central meaning of this text that they need more time and attention.

If it’s a concrete word like “blacksmith” that could still be addressed relatively quickly!
Duration: 6 minutes

Facilitator does: Review directions and have participants work with a partner to add one word to each column of the t-chart in their handout on p. 28. Push participants to think in terms of these “categories” from the previous slide. Encourage participants to be prepared to share their rationale. Afterwards, invite participants to share out with the whole group.

Examples/Look fors:
- **Less time**: kinsfolk, flock, ripening, blacksmith, forge, casket, morrow, bosoms
- **More time**: haste, distress, toiling, gaunt, foreboding

Tier 2 vocabulary – shows up across disciplines
Tier 3 vocabulary – may not spend as much time on
Capture Your Learning

• Name and explain each of the 5 steps outlined in the General Protocol for Explicitly Teaching Vocabulary.

• How do you distinguish between words to spend more or less time on?

• How will you help your mentee understand the importance of and plan for direct vocabulary instruction in his/her context?

**Duration:** 5 minutes

**Facilitator says:** Before we wrap up, it’s important that we summarize and capture learning from today’s session. Please take a few moments to reflect on these two questions and record your responses in the space provided in your handout on p. 29. In addition to considering how you will help your mentee, think about how this learning will support your efforts as you prepare and submit for the following assessments: Adapting High Quality Materials to Meet Student Needs and Building Knowledge Through Content-Rich Non-Fiction.

**Facilitator does:** Direct participants to their handouts, where they have space to “capture their learning” from today’s session. Provide time for participants to record their thinking in response to the questions on the slide.
Informative/Explanatory Writing

- **Duration**: 1 minute
- **Facilitator says**: Now, let’s transition to informative/explanatory writing.
Do Now

Compare a “report” you wrote in elementary school to a research paper you wrote in high school or college.

- How were they similar?
- How were they different?

**Duration**: 5 minutes

**Facilitator does**: Review directions/prompts and have participants think-pair-share. There is space in their handout on p. 30 to record their thinking. If time allows, invite 1-2 participants to share out.
Session Objectives

- Describe the core elements of Informative/Explanatory writing.
- Identify the progression of writing skills in a set of student Informative/Explanatory writing pieces.
- Explore the Writing Progressions Chart in the available in the Guidebooks.

**Duration:** 30 seconds

**Facilitator does:** Briefly review the objectives and/or have a volunteer read each objective aloud.
### Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Getting Started</td>
</tr>
<tr>
<td>5 min</td>
<td>Informative/Explanatory Writing in the Standards</td>
</tr>
<tr>
<td>25 min</td>
<td>How Does Your Garden Grow: Looking at Student Pieces Across Grade Levels</td>
</tr>
<tr>
<td>20 min</td>
<td>Understanding The Writing Progressions</td>
</tr>
<tr>
<td>5 min</td>
<td>Capture Your Learning</td>
</tr>
</tbody>
</table>

**Duration:** 15 seconds

**Facilitator says:** Take a moment to review our agenda for our final content session..
- **Duration:** 15 seconds

- **Facilitator says:** There are 3 types of writing that we ask students to do. To consider how the Standards scaffold, and state resources support, our teaching of writing in the content areas, we’ll zoom in on Informative/Explanatory writing.

- **Facilitator does:** Click to reveal red circle.

**Facilitator says:** Let’s start by taking a closer look at how this type of writing lives in the standards…beginning with the anchor standard.
Anchor Standard W.2

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Our Guiding Questions:

What does informative writing look like across grades K-12?

How does this standard build across the grade levels?

- **Duration:** 1 minute

- **Facilitator says:** Remember that this is the “anchor standard” for informative explanatory. All of the grade specific standards for Informative/Explanatory writing are “anchored” in this high school standard. The standard for informative/explanatory writing at every grade was designed backward from this final goal.

- **Facilitator does:** Read aloud the standard or invite a participant to read it aloud for the group. Then click to reveal the text box and pose the guiding questions that we are going to explore in the next activity.

- **Facilitator says:** We are going to start by looking at student writing and then look at standard progressions to consider how the skills are built.

- **Note:** these guiding questions are just to frame the next section of our learning – they are not meant to be answered on this slide.
How Does Your Garden Grow?

**Purpose:**
- To identify the core elements of informative/explanatory writing.
- To trace a developmental progression in writing.
- To refine and deepen understanding of grade level expectations in the LSS.

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- **Duration:** 30 seconds

- **Facilitator says:** To answer our guiding questions, we are going to engage in an activity called “How Does Your Garden Grow?” In this exercise, you will compare student pieces within a grade cluster and note the similarities and differences in order to deepen your understanding of grade level expectations in the LSS.

- **Image Source:**
  - This image is in the public domain
Facilitator says: The pieces in the grade-level packet have been written to a uniform prompt purposefully designed to produce student pieces in the same writing type, on the same topic, across a range of grade levels. Analyzing these pieces can help you distill the core elements of each writing type and gain a better understanding of expectations at each grade level.

Note: While all students read texts prior to completing this task, it’s important to point out that these are “cold tasks” – students were not guided through the writing process, but engaged in independent writing in response to the task.
Let’s Get Started!

1. **Read sample #1.** What elements of effective writing are evident? Talk with your partner!
2. **Read the next piece.** Record similarities and differences between this piece and the first on your recording sheet.
3. **Repeat.** Be sure to capture your thinking on the record sheet as you work through the samples.
4. **Synthesize** your observations across grade-levels.

- **Duration:** 20 minutes
- **Facilitator says:** Here’s how it’s going to work…
- **Facilitator does:** Review steps.
- **Facilitator says:** For this activity, you need your *How Does Your Garden Grow?* Protocol and Recording Sheet as well as a packet of student work (6-12 set) (protocol is on p. 34; student work samples are on p. 31-33 for 6-12)
- **Facilitator does:** Point participants to all of the materials they will need for this activity. Give participants a moment to review the materials. Pause here to ask if there are any questions about the task before we begin.
- **Facilitator says:** To summarize, you are going to read the student samples, and look for, and record, specific differences as you move up through the grade levels. *The pieces were chosen based on the rhetorical effectiveness of the piece, not on conventions (grammar, punctuation, etc.).* So, when you are looking for differences between pieces, it’s important to focus on what the student has to say and how she says it, *not on conventions like grammar, punctuation and capitalization.*
- **Facilitator says:** You will work with a partner to read each piece and summarize the key differences as you move up through the grade levels on the *How Does Your Garden Grow? Recording sheet.* After a few pieces, you should start to see some similarities as well. These can be noted in the right hand column. At this point, just make your own observations – don’t refer to the standards just yet. That’s coming later!
- **Facilitator does:** Provide 18 minutes of work time and circulate to support as needed.

Let’s Discuss!

What did you notice?

What were the common elements at all grade levels?

- **Duration**: 6 minutes
- **Facilitator does**: Facilitate whole group debrief.
- **Look for**:
  - Commonalities (at all grade levels) should include:
  - 1. A clear “big idea” or focus
  - 2. Supporting evidence
  - 3. Linking words
  - 4. A conclusion
Duration: 3.5 minutes

Facilitator says: Now let’s return to the standards. In this session we are going to look at a different document, called “The Writing Progressions.” This doc is organized a little bit differently than the one we looked at in the previous session, and you may notice that it looks very similar to the chart you just completed in this activity.

Please take 3 minutes to examine the chart before we dive in, jot down observations about how the chart has been organized and note any questions you have about the organization (handout, page 35.)

Facilitator does: Point participants to the document in their handouts. Provide a few minutes of independent review time, then invite participants to share their observations with a partner and/or with the whole group (circulate while they review to see if there are key observations or questions you want to draw out for the whole group).

NOTE – WRITING PROGRESSIONS DOC WILL BE SEPARATE HANDOUT FROM MAIN HANDOUT.

You May Have Noticed...

• Contains one page for each writing type: Opinion/Argument, Informative Explanatory and Narrative
• Identifies the writing skills students should demonstrate proficiency with at each grade level.
• Each grade builds on the previous grade.
• Teachers should reinforce the skills from the earlier grades while focusing on the skills new to the grade level.

- **Duration:** 30 seconds
- **Facilitator says:** Here are some things you may have noticed when reviewing the progression chart...
- **Facilitator does:** Quickly review key points about the progression chart; spend more or less time here depending on what participants shared on the previous slide.
Duration: 1.5 minutes

Facilitator says: Let’s take a closer look at Informative Writing (Standard w.2), in your handout. As you examine it, remember that you wearing two hats: your teaching hat and your mentor hat. So consider how this document informs (or could inform) your own teaching, but also consider how you might use it to help a novice teacher.

Facilitator does: Direct participants to turn to page 2 of their progression doc.

Facilitator says: Notice that the grade levels run across the top, followed by the writing type: Informative/Explanatory. Right now, let’s focus on this row, which describes the changes in the length and complexity of pieces across grade levels. Take a moment to review this row and look for the changes in both length and complexity across the grade-levels.

Note: Do not debrief on this slide – that happens on the next two slides.

• **Duration:** 1 minute

• **Facilitator says:** What do you notice about the changes in length across the grades?

• **Facilitator does:** Invite participants to share what they observed. Then click to reveal image. Clarify/expand as needed depending on what people shared.

• **Facilitator says:** Notice that the length of the writing expected increases from a paragraph in grade 2 to a multi-paragraph essay in the upper elementary grades to a multi-page essay in middle and high school. Of course, the length of a piece at any grade level will vary based on factors like the purpose of the piece and the time allotted. But this chart shows a general progression on full writing pieces, as students move up through the grade levels.
- **Duration**: 1 minute

- **Facilitator says**: What do you notice about the changes in complexity across the grades?

- **Facilitator does**: Invite participants to share what they observed. Then click to reveal image. Clarify/expand as needed depending on what people shared.
Duration: 6 minutes

Facilitator says: Now let’s bring the progressions to life by going back to the student work we examined earlier. For this exercise, you will select the grade-level writing sample that you’ve already read from your packet. Take a moment to review this sample again and then work with a partner to cross-check this sample with the standard progression document in order to answer this question: How well does this piece match the descriptors in the writing progression for length and complexity of thinking?

Facilitator does: Provide time for participants to discuss and work with a partner, then invite participants to share with the whole group. (handout p. 37)

Sample Look Fors:
• (8th Grade Sample) At 1.5 pages, the piece partially meets the length requirement of a “multipage essay.” The writer selects information evidence and information carefully to convey her point that the Great Depression “crushed” Americans’ “wallets” and “spirit,” “leaving Americans economically and mentally drained.” The writer’s organization of ideas and analysis of the Great Depression’s impact on people using details from two texts matches the descriptor for complexity of thinking.
Duration: 1.5 minutes

Facilitator says: Now let’s move down to the next section of the chart to look at the descriptors of informative/explanatory writing listed under each grade level. Remember that, much like the progression you recorded on the left hand column on your own recording sheet, each column describes only the differences in the standard at each grade level. Each grade builds on the previous grade and teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level.

Facilitator does: Review directions and have participants study the descriptors for the grade-level writing sample they just chose to focus on in the in the previous slide.

**Bringing the Progression to Life**

- **Cross-check** the student writing for that grade with the grade-level descriptors on the progression chart.

- **Discuss and Record**: What evidence do you see of these descriptors in the student’s writing?

- **Duration**: 7 minutes

- **Facilitator says**: Let’s once again try to bring the progressions to life and make connections between what you might see in the classroom and the descriptors in the progression.

- **Facilitator does**: Review the directions and provide work time.

- **Note**: Participants should work with their same partners from the previous activity. If time allows, invite participants to share out specific examples with the whole group (one from the 6-8 band and one from HS)
The Writing Progressions: Key Points

- Each grade builds on the previous grade
- A coherent picture, not isolated skills: An effective writer weaves these components together to make meaning

Facilitator says: As we wrap up this session, I just want to emphasize a few key points about these writing progressions...

Facilitator does: Click to reveal and explain each bullet.

- Each grade builds on the previous grade: This means that teachers should reinforce the skills from the earlier grades while focusing their teaching on the skills new to the grade level. In reality, every child will have mastered these skills to a different degree, and every child needs constant practice in all skills like reading, writing cannot be effectively taught through isolated skill lessons. Each writing task in the Guidebooks offers opportunities for students to bring together the cumulative skills they have learned in order to express understanding of a topic or text. Working within the authentic context of a full writing piece will ensure that students have the opportunity they need to grow, and to strengthen their writing. An effective writer weaves these components together to make meaning.

Facilitator does: Emphasize the components listed for your grade level in the context of a complete, meaningful paragraph or essay. The components of a piece cannot be taught in isolation.
Capture Your Learning

What are the key elements of Informative/Explanatory writing at:

all grade levels?

your grade level?

How will understanding the progressions support a novice teacher in both holding appropriate expectations and understanding how to support students?

Duration: 6 minutes

Facilitator says: Before we wrap up, it’s important that we summarize and capture learning from today’s session. Please take a few moments to reflect on this prompt and record your responses in the space provided in your handout on p. 38.

Facilitator does: Direct participants to their handouts, where they have space to “capture their learning” from today’s session. Provide time for participants to record their thinking in response to the prompt. If time allows, invite people to share.
45 minutes (12:00-12:45)
- **Duration**: 30 seconds

- **Facilitator says**: As we mentioned in the previous modules, while Build Relationships falls in the coaching part of the mentor cycle it is something that you are constantly working on throughout your entire year’s worth of work with your mentees. Building a strong, trusting relationship with your mentees is an ongoing process which is why we continue to touch on it throughout our work together.
● **Duration:** 30 seconds

● **Facilitator says:** So we are going to take a little bit of time this afternoon to revisit Building Relationships with your mentees. And just as a reminder, here is where it falls in our mentor cycle.
### Build Relationship: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence

#### Duration: 5 minutes

**Facilitator Says**: The 3 key components for building strong relationships with your mentees are establishing trust, maintaining that trust, and building confidence. We’ve already discussed different ways for establishing trust with your mentees including developing partnership agreements.

**Facilitator Does**: animate slide to box in establish trust.

**Facilitator Says**: Remember, partnership agreements are mutual agreements, developed and refined by all parties, not just given from one party to another. They help establish the foundation of a trusting and working relationship by defining the parameters, scope, expectations, responsibilities, and roles, of those involved in the partnership. Hopefully by now all of you have had the opportunity to develop partnership agreements with your mentees and may have even had to revisit them throughout the school year to make adjustments or based on a particular situation. Let’s take 2 minutes to share with a shoulder partner something that has been working well with your partnership agreements with your mentees.

**Facilitator Does**: Circulate to listen in on conversations. After 2 minutes, invite a few participants to share out their answers with the whole group.
Build Relationship: 3 Key Components

- Establish trust
- Maintain trust
- Build confidence

- **Duration**: 30 seconds

- **Facilitator Says**: Today as we revisit the building relationship part of the mentor cycle, we are going to focus on the second key component, maintaining that trust with your mentees. **Animate slide.** There are many different ways to maintain trust throughout the school year with your mentees.
Maintaining Trust

- Revisit partnership agreements
- Provide ongoing support in reaching SMART goals
- Celebrate the work
- Embrace and teach about growth mindset

● **Duration:** 2 minutes

**Facilitator says:** One way to maintain trust with your mentees—as we just reviewed—is by revisiting your partnership agreements to make sure everything you all agreed upon at the start of the year is continuing to work and being addressed. As you just shared—changes might need to be made based on specific needs or things that are occurring throughout the year. For example, you might have agreed to meet weekly on a particular day of the week, but because of certain circumstances that day is not working anymore which is apparent by multiple meetings being cancelled. This is something that might need to be revisited and changed.

You will also want to provide ongoing support in addressing the SMART goals you and your mentee established after the classroom observation and one-on-one debrief. We discussed this in great detail during our last two modules—modeling and co-teaching are two great ways to provide support to your mentees in meeting their SMART goals. Providing that support shows your mentee that you are really there for them and care about their goals enough to coach them through the learning process as they work to implement something new into the classroom practice in order to improve and positively impact student achievement.

Another way to maintain trust throughout the school year is to celebrate the work that your mentee is doing. When he or she tries something new in the classroom, take a moment to recognize it with a small note or email or if you believe your mentee would value “public” praise—brag about it—highlight it via twitter, at faculty meetings, or other special avenues. It might seem like something small, but celebrating the work in these ways can have a powerful impact on the mentor-mentee relationship and on your mentee’s attitude about learning and growing. Celebrating their work is an effective way to build your mentee’s confidence—and as they get more confident and see the relationship with you as the source of that confidence, the trust continues to grow.

Lastly, teaching your mentees about growth mindset and embracing a growth mindset for yourself is a powerful way to build and maintain trust resulting in a stronger relationship with your mentee. We have touched on this in our second session earlier this school year and will go deeper in today’s session.
Facilitator says: We are going to read an article (https://www.edutopia.org/discussion/developing-growth-mindset-teachers-and-staff) that gives background information on growth vs. fixed mindset as it relates to students, and then dive into how teachers can model a growth mindset themselves. The article can be found on pages 38-40 of your handout. As you read and highlight or underline new and/or important information to you, please use the key to code your notes: use a checkmark to note something that you agree with, a light bulb next to something you want to try out, and put a question mark by something that makes you think of a question. You will have about 8 minutes to read and tag the article and then we will discuss.

Facilitator does: Gives participants 8 minutes to read the article and annotate according to the key given on the slide. After the 8 minutes, ask participants to share their thoughts about the article with a shoulder partner for 2 minutes. Invite selected participants to share one checkmark, one light bulb, and one question out with the whole group to summarize the article for the group (5 minutes).
**Planning for Growth Mindset**

- As a table group:
  - **Create a T-Chart** on your chart paper
  - **Left side** - ideas for introducing growth mindset to mentees
  - **Right side** - ideas for practicing growth mindset with mentees
- **Gallery Walk to “capture” new ideas**

**Duration:** 10 minutes

**Facilitator says:** Now that we’ve generated some good conversation around applying growth mindset for teachers and students. Let’s think about growth mindset in the context of our mentees. Each table group will be given a piece of chart paper. On the chart paper you will draw a T-Chart. The left side is going to be for your group to brainstorm ideas for introducing this concept of growth mindset to mentees. An example of this might be sharing the article we just read with your mentees and having a discussion about how it connects to the work you are doing together. The right side is to brainstorm ideas for practicing growth mindset with your mentees. An example of this may be one of the ideas from the article regarding self-reflection. For example, after engaging in a part of the mentor cycle together, asking your mentees to reflect on the experience by journaling and you as the mentor doing the same to show how you are also engaging in self-reflection. After about 7 minutes, we will hang up your posters on the wall, and then do a gallery walk so you can gather additional ideas for implementing this concept with your mentees as you continue to build a trusting relationship.

**Facilitator does:** Give participants 7 minutes to make their posters. After 7 minutes, ask them to hang them up around the room. Allow 3 minutes for all groups to conduct a free-roaming gallery walk to “steal” ideas from each other using the handout on page 42. Encourage participants to take pictures of each other’s posters so they can refer back to the different implementation ideas when they return to their home campuses.

**Facilitator does:** Before transitioning to the next slide promoting reflection, select a few strong ideas from the posters to reinforce with the entire group.
● **Duration**: 5 minutes

● **Facilitator says**: Now that you’ve gathered hopefully lots of ideas on how to engage your mentee in the concept of growth mindset, take 2 minutes on your own to reflect on how you personally plan on introducing and practicing this concept with your mentee(s). You may use page 43 of your handout to jot down your ideas.

● **Facilitator does**: After 2 minutes ask a few participants to share out their ideas with the whole group.
Build Relationships: Key Takeaway

Using a growth mindset will strengthen the mentor/mentee relationship.

Discuss: What are other benefits of having a growth mindset?

- **Duration:** 1 minute

**Facilitator says:** As we bring this section to a close, the key takeaway is, Strong mentee-mentor relationships are based on a growth mindset and a shared focus on learning. (Pose the following question to the group) In addition to strengthening the relationship, what are other benefits of having a growth mindset? (Invite a few participants to share out thoughts with the whole group.) (Pose the next question) Why is it important for a mentor to have a growth mindset? (Invite a few participants to share out thoughts with the whole group then share some final thoughts) As a person supporting another person’s growth and development we should be modeling our own commitment to ongoing learning and improvement.
**Duration**: 15 minutes
● **Duration**: 30 seconds

**Facilitator says**: We are moving along in our mentor cycle to the measure progress section. In modules 6 and 7 we discussed planning for two types of interventions - model teaching and co-teaching - as two ways to support your mentees in meeting their SMART goals. The next step in this process is Setting new goals. During this segment we will focus on how you determine if it is time to set new goals.
The Mentoring Cycle

- **Duration:** 30 seconds
- **Facilitator says:** Here is where Set New Goals falls in our mentor cycle visual - it is part of the measure progress section and helps us answer the question, “How am I going to figure out if they got better?”
Set New Goals: 3 Key Components

- Examine new data
- Identify progress
- Determine next steps

- **Duration:** 30 seconds

- **Facilitator says:** The three key components for setting new goals include examine new data, identify progress, and determine next steps. This part of cycle should feel very familiar to the work you did in diagnose and coach. Once again we are going to analyze data, debrief with the mentee, and write a revised or new coaching plan. The difference is that now, you are not starting out fresh. You have work with your mentee under your belt, which provides you with data and progress to build off of. This also means that you will be using multiple sources of data collected throughout your work together, not just data from one observation. *animate* Let’s examine new data in more detail.
Facilitator says: This first component to setting new goals is not a new skill. We have analyzed data many times during our mentor cycle. However, we may have been focusing solely on one piece of data such as the initial observation data or debrief notes. During set new goals you look at the whole picture of your work with your mentee. Imagine that at this point in the cycle you have been working for several weeks or months with your mentee on their SMART goal. You will "check in" with your mentees on progress toward meeting their goals. Prior to that check in, you will want to look at all the data you've collected since that initial observation. This new data could include any or all of the following.

Facilitator does: Read through the different types of data listed on the slide. After reviewing the slide, pose the question to participants if there are any other data sources they could see using at this point and share those ideas out with the whole group.

Facilitator says: To practice this part of the mentor cycle we are going to divide the room in half and look at two separate scenarios. These scenarios will support our work throughout all three components of the Set New Goals part of the mentor cycle. You will be given some sample data sets to work with as we work our way through the Set New Goals part of the mentor cycle.
● **Duration:** 2 minutes

**Facilitator says:** We are going to divide the room in half. One side of the room will be working through scenario 1 and the data that goes with it and the other half of the room will work through scenario 2 and the data that goes with it. Since we have analyzed data in previous modules we will not be modeling a full example, we will talk through the process, then give you all time to practice and circulate to provide support as you work with your table groups. For each scenario we’ve provided you with the SMART goal that the particular teacher established with their mentor at the beginning of their work together. For each scenario we’ve included multiple data sources including, but not limited to initial observation notes, the one-on-one debrief planning document, a coaching plan that was develop with the mentee, model or co-teaching feedback notes, some student data, and additional observation and feedback notes. You will have time to look through all of the data for your scenario and begin to draw some conclusions. The tool you will use to analyze the multiple sources of data shown on this slide can be found on pages 43-45 of your handouts. You will utilize all pieces of data provided as you go through and discuss each of the guiding questions included on the template. Make sure to jot down your findings in the analysis notes column. Some questions may be more applicable to your situation than others, but do take the time to consider each question in your discussions.
● **Duration:** 20 minutes

**from Scenario 1 slide**

**Facilitator says:** This half of the room (indicate as appropriate) will be working on scenario 1 that is shown here. The other half of the room (indicate as appropriate) will be working on scenario 2 which will be on the next slide. As you can see in scenario 1 on p. 46, the teacher’s SMART goal reads as follows, “All students will engage in text-based discussions and feel comfortable to share their ideas and thoughts as demonstrated by a balance of student participation and measured by teacher observations during class discussions.” Remember that the goal was created based on this mentee’s initial observation and one-on-one debrief. The data that you all will have to analyze for this teacher includes… (read information on slide). This data can be found on a separate handout on your table; it’s called the “Cajun Folktales Unit.” Your job will be to use the analysis tool we just looked at to analyze the multiple data sources and start to draw some conclusions on how you think this teacher is progressing toward meeting their SMART goal. You will use the guiding questions to help you analyze the data and jot down notes as you begin to draw those conclusions.

**Facilitator says:** Here is the information for the other half of the room and all of your data and SMART goal can be found on your table. It’s the “Shutting Out the Sky” unit. As you can see in scenario 2 the teacher’s SMART goal reads as follows, “Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another’s ideas as measured by teacher observations during class discussions.” Remember that the goal was created based on this mentee’s initial observation and one-on-one debrief. Everyone now has 15 minutes to dig into all of the data provided and using the guiding questions on the analysis template to examine the different data sources and begin to draw some conclusions on this mentee’s work. Be ready to share out your findings with the whole group.

**Facilitator does:** Allow 15 minutes for participants to work on this first step: “examine new data”. Circulate to provide support with the process.
Practice: Whole Group Share

Scenario:
SMART Goal: Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another’s ideas as measured by teacher observations during class discussions.

What were some of your findings as you analyzed the data sources?

- **Duration:** 8 minutes
- **Facilitator does:** Invite participants who worked on scenario 2 to share out with the whole group. Remind scenario 1 participants of scenario 2’s SMART goal. Use the guiding questions from the template to invite answers from participants as they share their findings.
● **Duration**: 30 seconds

● **Facilitator says**: Now that we’ve examined new data *animate* the next step is to draw conclusions and identify if any progress was made toward the SMART goal.
Facilitator says: Now that you’ve had a chance to analyze different data collected while working with a mentee, it’s time to decide if based on what you are seeing, if your mentee has made progress toward the SMART goal. You will need to do some pre work before you discuss your analysis with your mentee, this is similar to the pre-planning you did for that initial one-on-one debrief you conducted after the initial observation. This will make it much easier to guide your discussion with your mentee.

Let’s continue working through the analysis template on p. 44-46 in your handout. This template and process should feel very similar to the one we used during the initial observation analysis, however instead of analyzing strengths and weaknesses to set an initial goal, we are analyzing to determine progress and decide if the initial goal has been met and the mentee is ready to move on to a new goal. It is difficult to define exact characteristics of what adequate or necessary progress toward a mentee’s SMART goal will look like. This is where you may need to use your professional judgement. After analyzing the data and using the guiding questions in step two, how will you determine if your mentee has or hasn’t made progress? It might be very obvious based on the student data collected that the teacher has improved in their desired area of focus. A goal might be 80% achieved and in your eyes this is enough for the teacher to move on to a new goal. You might determine based on your analysis that progress has been really slow and perhaps this is not the right goal or process for achieving it and therefore a new goal should be set. Your mentee may be asking for more direction and support and therefore continued support on this specific goal is necessary. Or your mentee may be asking for more direction and support that is not addressed by their current SMART goal and therefore it makes most sense to set a new goal. These of course are not an exhaustive list of examples, but hopefully will help guide your thinking during this next part of the process.

Step two on the handout includes some guiding questions to guide your thinking and analysis during this component. You’ve already had some time to dig into the data, now you will have an additional 10 minutes to identify progress or lack there of with your table groups. Discuss the questions in step 2 with your tablemates, jot down your notes and thinking and be ready to share out with the whole group your findings.

Photo credit:
https://www.google.com/search?q=person+thinking&rlz=1C5MACD_enUS622US623&source=lnms&tbm=isch&sa=X&ved=0ahUKEwix5svgnpnfAhUEwix5svgnpnfAhUEb60KHTqOCRkQ_AUIDigB&biw=1416&bih=683#imgrc=C6yy25meqr-LVM:
**Practice: Scenario**

**Guiding Questions:**

- Has the teacher made progress toward the SMART goal?
  - What evidence exists to support that?
- What additional evidence, if any, is necessary to show adequate progress toward the goal?
- Does enough evidence exist to support that the teacher has adequately met their goal?
  - Describe the evidence.
- Could the teacher benefit from continued work on this goal?

- **Duration:** 10 minutes

- **Facilitator does:** Invite participants who worked on scenario 2 to share out findings with the whole group. Ask participants to share whether they believe the mentee in their scenario has made adequate progress toward their SMART goal and whether or not they feel the mentee is ready to move on to setting a new goal. Also ask them what evidence or lack of evidence they have that supports their decision.
Set New Goals: 3 Key Components

- Examine new data
- Identify progress
- Determine next steps

- **Duration**: 30 seconds

- **Facilitator says**: After examining the new data, and identifying if progress was made or not made, *animate* we now determine next steps with our mentees in our work together and what that will look like moving forward.
Facilitator says: Now that you've examined all of the new data and identified progress toward their SMART goal it is time to determine next steps in your work with this mentee. Again, this is all pre-planning on your end so when you do have that conversation with your mentee you already have these ideas in mind to help guide your conversation. First on your own, you will decide what you think are the best next steps for your mentee. Should they continue working toward this SMART goal, or have they made progress and are ready to move on to working on another, different instructional practice? Once you have prepared and determined next steps on your own, go ahead and schedule a “check in” with your mentee. Explain that during this conversation you will look at your work together so far, that they should bring any student work that will support them in meeting their SMART goal and any other notes they think could contribute to the conversation. During the check in conversation you will once again go through these same three steps with your mentee in an abbreviated way since you’ve already gone through them on your own - review the new data, identify progress or lack of, and determine next steps in your work together. This conversation is very similar to debrief conversations you’ve already learned about in previous modules, just with different guiding questions to keep this conversation focused on setting new goals. Let’s look at step 3 in the template we’ve been using to look at this process in more detail on page 45 of your handouts.
Duration: 20 minutes

Facilitator says: Much like the template used for the initial one-on-one debrief, there is a column that includes suggested guiding questions, but remember you may not always ask every single question listed, a column for you to plan out your thinking because you’ve already done your pre-planning prior to the conversation with your mentee, and a third column for you to take notes during the conversation with your mentee. The first two sections of the template are shorter versions of the questions we used earlier to analyze the data and identify progress. You are going to talk through these steps more briefly during your conversation with your mentee. The third section, includes questions to determine next steps with your mentee in your work together. Together you will determine next steps. If you determine that the mentee has not met their SMART goal and there is more work to be done in order to meet it, what next steps need to happen to continue working on this goal? This could be scheduling another model or co-teach activity or even an additional observation where you can provide some specific feedback on the mentee’s instruction. If you both agree that the SMART goal has been met based on the evidence in the data collected, there may be one of two ways to move forward in your work together. You and your mentee may already have another instructional practice or skill in mind that has naturally come up in conversation or your work together that they want to focus on next. If this is the case, you and the mentee can create the new SMART goal together during your conversation and work your way back through the mentor cycle as needed. Otherwise it would be reasonable to conduct another classroom observation with a new focus area to help guide development of the next SMART goal and embark on a new mentoring cycle.

Out of these three different possible scenarios, two of them will require you to write a new coaching plan following the conversation with your mentee. *animate* If you and your mentee develop a new SMART goal or decide to keep working on the same goal, but need to try some new interventions, then you will want to complete a coaching plan based on the outcomes from your conversation. If you and your mentee decide to conduct another observation and one-on-one debrief to help determine a new area of focus, then the coaching plan will be written according to its placement in the mentoring cycle.

You will now have 15 minutes to do your “pre-planning” for this check in with your “mentee” based on your particular scenario. You will use your notes from steps 1 and 2 to help you complete column 2 in step 3 and prepare for your conversation. You may work on this independently or with a shoulder partner at your table.

Facilitator Does: Circulate while participants are working on their pre-planning.
Whole Group Share: Scenario 2

### SMART Goal: Students will demonstrate a deep understanding of the text during text-based discussions by providing and citing evidence from the text and building on one another’s ideas as measured by teacher observations during class discussions.

- **Examine New Data**
- **Identify Progress**
- **Determine Next Steps**

**Duration:** 15 minutes

**Facilitator says:** Moving onto scenario 2. As a reminder to those who worked on scenario 1, the mentee in scenario 2 had a SMART goal that stated...(read goal). Can I have a few participants who worked on scenario 2 summarize what came out of your discussions during just examine new data *animate*.

**Facilitator does:** Invites 2-3 participants to share out regarding examine new data.

**Facilitator says:** Now after you all examined the data, you had to use the guiding questions to identify progress or lack of. Can we have a few people share out your findings from this step? *animate*

**Facilitator does:** Invites 2-3 participants to share out regarding identify progress.

**Facilitator says:** And finally you were asked to do a little pre-planning in how you would facilitate a conversation in determining next steps in your work with this practice mentee. Can we have a few participants share out their thoughts on what they feel like the best next steps would be for this particular mentee based on the information provided? *animate*

**Facilitator does:** Invites 2-3 participants to share out regarding determine next steps.
The Coaching Plan

- **Duration**: 20 minutes

**Facilitator says**: As you can see there are a variety of outcomes that could come out of the practice scenarios we have just talked through. (Feel free to touch on a few specific examples that stood out during the whole group share out) But as I said earlier, two out of the three potential outcomes from determining next steps with your mentee will result in you writing a new coaching plan. For the sake of some additional practice, if you have been working with scenario 1, we are going to pretend that the mentee did not make adequate progress toward their original SMART goal and therefore you have decided to keep working on the same SMART goal and determined some appropriate interventions to try out such as an additional model lesson. You will practice writing a coaching plan using the template on page 49 of your handout that has the same SMART goal already inserted. If you have been working with scenario 2, we are going to pretend that you and the mentee agreed that he made progress on the original SMART goal and is ready to work on a new goal that naturally came up in your conversation. This new goal is filled in on the coaching plan template on page 49 of your handout and you can start to brainstorm sample ideas that could support this mentee in the new goal based on what you already know about him. You may work independently or with a shoulder partner at your table. You will have 10 minutes to work on these coaching plans.

**Facilitator does**: Allow 10 minutes for participants to work on their coaching plans. After 10 minutes invite a few scenario 1 participants and a few scenario 2 participants to share out with the whole group some information they decided to include in their coaching plan.
Set New Goals: Key Takeaway

Mentors monitor data on mentee progress toward SMART goals to determine when it is appropriate to set new goals.

- **Duration**: 30 seconds
- **Facilitator does**: Read slide
Module 8 Outcomes

- Describe the difference between direct and indirect vocabulary instruction, and determine when to apply strategies for each to increase student understanding of complex texts within your discipline.
- Use the Writing Progressions Chart to understand grade level content writing expectations and to focus instruction.
- Build strong relationships with mentee based on a dual commitment to growth mindset.
- Set new goals and determine future plans for intervention.

- **Duration:** 1 minute
- **Facilitator says:** Congratulations - today we accomplished these outcomes!
Module 8: Key Takeaway

Mentors can most effectively support mentees through ongoing, repeated mentoring cycles that base goals and success on observable data.

- **Duration**: 1 minute
- **Facilitator says**: As we wrap up our day together, remember...
- **Facilitator does**: Read slide
Exit card

Use an index card on your table. Write an exit slip.

- 3 points that are essential for mentors to remember about the content studied today
- 2 actions you will take as a mentor related to the content studied
- 1 question you have about your responsibilities as a mentor related to the content studied

● **Duration:** 3 minutes

● **Facilitator says:** Please complete the exit slip and leave it on the chair by the door. You may leave your completed exit card on your tables when you leave. As a reminder, please clean up your workspace.

● Throw away your trash, straighten the supplies so that they are in the center of the table, and place your name plates and tags inside your team folder.