ENGLISH LANGUAGE ARTS CONTENT MODULES

Note Catcher: Preparing to Analyze Student Work

ELA Content Module 4, Session 1

Grades 6-8

Do Now
Reflect on your experience implementing the text-based discussion you planned in Module 3. • What was successful about the lesson? How do you know? • What was most challenging for you in leading the lesson? • What was most challenging for your students? How do you know?

Session Objectives	Agenda
• Analyze Student Look Fors to define and create an exemplar student response to a Guidebook task • Create an exemplar response for your Inquiry Cycle task	

Time	Task
10 min	Getting Started
30 min	Creating an Exemplar Response in Our Shared Unit
15 min	Creating an Exemplar Response in Your Own Unit
5 min	Reflect and Capture Your Learning

Shared Practice: Analyze an Exemplar Response

Text: The Story of Prometheus I and II (Grade 8, from the *Flowers for Algernon* Unit)

Text-Based Discussion Question: How does the author's choice of words throughout the text affect your understanding of "The Story of Prometheus"? (from Lesson 2)

Student Look Fors:

- Students should understand the author's tone is positive toward the actions of Prometheus and negative toward the actions of the gods. Students should select words or phrases from the text to describe the author's positive, approving tone toward the actions of Prometheus, such as *boldy*, "set his heart," and "brighter and better." Students should select words or phrases from the text to describe the author's negative, disapproving tone toward the actions of Jupiter and the gods, such as "in spite of," "shiver with cold," *puny*, and *beware*. While Prometheus tried to make humankind better and wiser, Jupiter wanted to punish Prometheus and keep humans in terrible conditions. The gods sent Pandora to punish Prometheus and humans, and her actions lead to the introduction of worry and sadness. The author's word choice helps the reader understand the foreboding and cautious tone of the story and the students can use similar words as those listed above to describe the tone. Additionally, the author's word choice helps the reader understand the characters' actions, conflicts, and events of the story which contribute to the overall message the author wants to send about what happens when humans try to control things they don't have control over.

3 Criteria for Strong Student Responses
• Student responds directly to the question asked with a **valid assertion** drawn from the text. • The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). • Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

Student Exemplar Response

Text-Based Question: How does the author's choice of words throughout the text affect your understanding of "The Story of Prometheus"?

The author's word choice helps readers better understand the two main characters: Prometheus and Jupiter. The author uses positive words to describe Prometheus and negative words to describe Jupiter to highlight how different the two characters are. Prometheus is kind and helpful, while Jupiter is cold and cruel.

Evidence	How this evidence supports my thinking
"Soon there was a **cheerful** blaze in every rude home in the land, and men and women gathered round it and were **warm and happy**, and **thankful** to Prometheus for the **wonderful** gift which he had brought to them from the sun."	• "warm and happy" and "thankful" – These words emphasize Prometheus's positive relationship with the humans • "cheerful" and "wonderful – These words show that Prometheus helped improve people's lives
"Well, I will **punish** him in a way that will make him wish I had **shut him up** in the **prison-house** with his kinsfolk. But as for those **puny** men, let them keep their fire. I will make them ten times more **miserable** than they were before they had it."	Jupiter is talking about the revenge he wants to get on Prometheus for defying him. He uses insulting and harsh words (like "punish" and "prison-house") that demonstrate how he wants to use his power make the humans miserable.

Shared Practice: Create an Exemplar Response

Text: The Story of Prometheus I and II (Grade 8, from the *Flowers for Algernon* Unit)

Text-Based Question: What motivates Prometheus to defy Jupiter and what does this reveal about Prometheus's character? (from Lesson 3)

Student Look Fors:

- Students should understand that Prometheus is upset that humankind is in such a bad condition. He remembers what it was like when Saturn was king of the gods, and Jupiter, the tyrant, is ruling in a way that is ruining humankind. Prometheus wants to help humans and return happiness and health to them as it was when Saturn was king. Prometheus wants to leave the world in a better condition--he wants humans to be better and wiser. Prometheus detests the laziness of the gods and that the gods are benefitting from the ignorance of humankind.
- Students can use the following quotations to support their responses:
    - "While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before."
    - "He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"
    - "'If they only had fire,' said Prometheus to himself, 'they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts.'"
    - "'Mankind shall have fire in spite of the tyrant who sits on the mountaintop,' he said."

3 Criteria for Strong Student Responses
• Student responds directly to the question asked with a **valid assertion** drawn from the text. • The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficien**t (enough evidence is given to support the assertion). • Is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

Shared Practice: Create an Exemplar Response

Text-Based Question: What motivates Prometheus to defy Jupiter and what does this reveal about Prometheus's character?

Response:

Evidence	How this evidence supports my thinking

Create Your Own Exemplar

Text-Based Question (from your Inquiry Cycle discussion):

Response:

Evidence from the text (quote or write in your own words)	Text/ Page #	How this evidence supports my answer

Capture Your Learning	
Question	**Response**
What are the three criteria for a strong text-based response?	
How do the Guidebooks support teachers in recognizing and encouraging high quality student responses?	

Note Catcher: Evidence of Student Learning

ELA Content Module 4, Session 2

Grades 6-8

Do Now
Think about student responses you heard during the text based discussion you led in your classroom. • What did students share that surprised you? • What did students share that demonstrated they understood the text? • What did students share that demonstrated they were struggling to understand the text?

Session Objectives	Agenda
• Share and reflect on your experiences with the Inquiry Cycle (this will continue throughout the module) • Identify the relationship between the specifics of the reading task, and the rubric used to assess the student work • Understand the purpose of using a combination of a general rubric AND a task-and-grade-level-specific exemplar to analyze student work • Analyze student work using the rubric and the exemplar	

Time	Task
10 min	Getting Started
20 min	Analyzing Student Work
25 min	Use the Rubric to Assess Your Students' Work
5 min	Reflect and Capture Your Learning

Sample Exemplar

Text-Based Question: What motivates Prometheus to defy Jupiter and what does this reveal about Prometheus's character?

Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.

Evidence	How this evidence supports my thinking
"'He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"	When he realized that humans were miserable, he went to live with them and help them.
"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

Tanya's Response

Prometheus is motivated to defy Jupiter because he feels bad for the humans. He sees that they aren't as happy as they used to be and he blames Jupiter for that. Even though Jupiter told Prometheus not to give humans fire, Prometheus did it anyway.

Evidence	How this evidence supports my thinking
"Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that."	It says he didn't like living in the clouds.
"He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it…"	It tells us what he did with the fire after he disobeyed Jupiter.

Rubric for Analyzing Student Responses

Criteria	Exceeds	Proficient	Approaching	Beginning
Does the response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	• Response may not address the question • Response may show lack of understanding or misunderstanding of the text • Response may be too brief to discern what student understands
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

Sample Completed Class Rubric

Criteria	Exceeds	Proficient	Approaching	Beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion KJ NN IU FD JH QW	Responds directly to the question with a valid assertion DI BG NJ DS KN RD HB KL SD UT YH PL	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow GH MJ LA SS	• Response may not address the question • Response may show lack of understanding or misunderstanding of the text • Response may be too brief to discern what student understands GP WE TY
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion KJ NN IU FD JH QW	Evidence is accurate, relevant, and specific to support the assertion DI BG NJ DS KN RD HB KL Evidence provided is sufficient to support the assertion DI BG NJ DS KN RD HB KL	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion SD UT YH PL	Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion GP WE TY
Does the student explain how the evidence supports the assertion?	Connection between evidence and assertion is insightful and nuanced JH QW	Connection between evidence and assertion is clear and valid KJ NN IU FD	Connection between evidence and assertion may be vague or unclear DI BG NJ DS KN RD HB KL	Connection between evidence and assertion may be missing or invalid GP WE TY SD UT YH PL

Rubric for Analyzing Student Responses

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Note Catcher: Diagnosing Students' Needs

ELA Content Module 4, Session 3

Grades 6-8

Do Now
Read the following excerpt from "The Guidebook Approach to Support." This document describes the design principles of the ELA Guidebooks 2.0 units and the included strategies and materials to support all learners, including those diverse learners who learn in a different way and at a different pace than their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching guidebook lessons, teachers must understand the grade-level standards and their students' current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts. **Guiding Principles for Diverse Learners** • All students should regularly engage with rich, authentic grade-appropriate complex texts. • All students should have full access to grade-level classes and engage in academic discourse and meaningful interactions with others around content, even with "imperfect" developing language. • Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports. • Instructional supports should not supplant or compromise rigor or content. • Specialized instruction should build on and enhance what occurs during regular instruction. • The instructional design and language should not get in students' way of accessing lesson content. • Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language. • Language instruction should be integrated with reading and writing instruction and focused on understanding and communication. *Discuss with a partner:* • Based on this excerpt, how do we define "diverse learners"? • What is your key takeaway about the guiding principles for how we support diverse learners?

Diagnosing Students' Needs

ELA Content Module 4, Session 3

<table>
<tr><th>Session Objectives</th><th>Agenda</th></tr>
<tr><td>

- Use the notes you have collected on the rubric to make observations about areas of strength and student needs.
- Begin to explore the Supports Flow Chart as a tool to help address identified student needs.

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Time	Task
10 min	Getting Started
10 min	Analyzing patterns in student responses
15 min	Sharing and reflecting on your observations
20 min	Introduction to the Supports Flow Chart
5 min	Capture Your Learning

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Analyzing Patterns in Student Responses Look at your completed Class Rubric and reflect on the following questions.	
Are there common errors made across the collection of student work? What are the most frequent and fundamental problems students appear to have with the assignment?	
What might the pattern of student responses show about students' understanding of the text? What makes you think so?	
What might the pattern of student responses tell you about the knowledge and skills students have learned and still need to learn? What makes you think so?	

Digging Deeper:
Supports Flow Chart

1) The Supports Flow Chart is organized by:

   Supports for _____

   Supports for_____

   Supports for _____

   Supports for _____

2) What are some possible reasons a student may struggle with standards RL.4/RI.4 and what are some possible supports for addressing this need?

Possible Issues	Possible Supports

3) During a text-based discussion you notice that a student is participating in the discussion, but in a way that is completely disconnected from the conversation his peers are having. He is sharing valid information from the text but he is not building on, connecting to or addressing the ideas shared in the discussion. What might be the core reason for this student's observed behavior? What is one thing you might try to address this issue?

Possible Issue	Possible Support

4) You notice that a fluent reader is struggling to read and understand the complex text in a series of lessons. What do you notice about the issues and supports provided for a student who can read with fluency and accuracy, but is still struggling to demonstrate comprehension of a complex text? What is a likely reason for this issue and how might you address it?

Capture Your Learning	
Question	**Response**
How can analyzing your students' work for patterns be useful for planning next instructional steps?	
What is the Supports Flow Chart?	
How might the Supports Flow Chart be useful to you, considering the sorts of needs that you observed from your student work?	

Note Catcher: Using the Supports Flow Chart

ELA Content Module 4, Session 4

Grades 6-8

Do Now
Think about your struggling readers. Based on what you've observed, what are some reasons why a student may struggle to read and understand complex texts?

Session Objectives	Agenda
• Understand the three main issues preventing students from reading and understanding complex texts • Use the Supports Flow Chart to diagnose students' needs and identify appropriate supports	

Time	Task
8 min	Getting Started
22 min	Using the Supports Flow Chart
25 min	Case Study Analysis
5 min	Reflect and Capture Your Learning

What does it likely mean if students are struggling to meet the first two criteria on the rubric?

Rubric for Analyzing Student Responses

Criteria	Exceeds	Proficient	Approaching	Beginning
Does the response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	• Response may not address the question • Response may show lack of understanding or misunderstanding of the text • Response may be too brief to discern what student understands
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

Student Case Study #1

Brian

Brian is an 8th grade student. His class has just begun the *Flowers for Algernon* unit. In lesson 2, students are rereading the text "The Story of Prometheus" with a partner. The teacher, Mr. Abrams, is circulating to listen in as students read and discuss the text with a partner. He is using a tracker to record notes on individual students. Mr. Abrams stops to listen in to Brian reading aloud the following passage to his partner:

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

Mr. Abrams noted that Brian's reading was very slow and choppy – he was not reading with appropriate rate or expression and was reading one word at a time. He also took note of several words that Brian struggled to read accurately:

"Prometheus did not care to live ~~amid~~ ("am…am…I'd") the clouds

on the mountain top. He was too busy for that. While the Mighty

~~Folk~~ were spending their time in ~~idleness~~ ("ittle-ness"), drinking

~~nectar~~ (sounding out: n-ee-s-tar) and eating ~~ambrosia~~, he was

~~intent "~~(intense") upon plans for making the world wiser and

better than it had ever been before"

Use the Supports Flow Chart to identify a potential support for Brian.	
Potential Support:	
How does this support address the issue?	When and how might you use this support with Brian?

Student Case Study #2
Maria

Maria is in Mr. Abrams' 8th grade class. In lesson 1, students are reading "The Story of Prometheus" for the first time. First, they read the text with a partner, then they use a graphic organizer to create a summary of their assigned section (either Part I or Part II). Mr. Abrams monitors students' partner reading and notes that Maria read her entire portion with appropriate rate, accuracy and expression. This observation matched his other data on Maria, suggesting that she is able to read grade-level texts with fluency. Then, students are assigned a section of the text to create their summary snapshot. Maria and her partner are assigned Part I. Here is Maria's completed graphic organizer:

The Story of Prometheus				
SOMEBODY	**WANTED**	**BUT**	**SO**	**THEN**
Who are the characters? Which characters are the main characters?	**What do the main character(s) want to accomplish?**	**What conflict or problem do the main character(s) encounter?**	**What did the main character(s) do in response to the problem?**	**How did the conflict resolve itself?**
Mighty Ones Titans Prometheus Epimetheus men mankind	Prometheus wants to give people fire, so he asks the planet Jupiter to help make his own planet Earth better for the cave men.	Jupiter doesn't want to give Earth fire	Prometheus travels to the sun and then decides to turn his back on his own land: "turned and hastened back to his own land" The people on Earth join him and he gives them fire from the sun	Prometheus gave people fire, but they were rude to him about it: "Soon there was a…blaze in every rude home in the land" But they were also grateful: "were warm and happy, and thankful to Prometheus"

Write a summary of the text including the details above.

There are "mighty ones" who live on the planet Jupiter. Prometheus doesn't want to live on Jupiter with the mighty ones and remembers how much better it was when they lived on Saturn. But now, he wants to live with the people on Earth. This was back when people didn't have electricity. It seems like the cave man time period because it says the people "were living in caves." Prometheus wants to give the people on Earth fire because they are "cold and shivering." He also wants to help himself because right now he is living in a tent: "he didn't care to live amid the clouds…he was intent…." In this part of the story, Prometheus first travels to Jupiter to ask for fire. He doesn't want to give Prometheus and the people on Earth fire. So then Prometheus travels to the sun to get fire. He thinks the fire will help the people live better, especially the tyrant people who live in the wilderness on the mountaintop: "Mankind shall have fire in spite of the tyrant who sits on the mountaintop."

(Case Study continued on the next page)

Mr. Abrams overhears Maria and her partner discussing and decides to gather more information.

Mr. Abrams: Maria, I heard you say that the "mighty ones" live on the planet Jupiter. Is that correct?

Maria nods.

Mr. Abrams: What in the text makes you think so?

Maria: Umm…here, at the bottom of the first page. It says, "Then he went boldly to Jupiter and begged him to give fire to men." So it says Prometheus traveled to Jupiter.

Mr. Abrams: Interesting – can you say more about that? What are you thinking is happening in this part of the story?

Maria: I think that some planets are more powerful than others in this story. First, it was the planet Saturn that used to be the best. Here it says "during the golden days when Saturn was King." So it's kind of like a science fiction story with the planets being kings of the galaxy, which they call their kingdom. And Prometheus wants to make his own planet better, which is Earth. He is kind of shocked by how people live on Earth because it's not like it is on Jupiter or Saturn and he says the men are "like beasts."

What are Maria's strengths?	What does Maria likely need support with?

Make a Plan to Support Maria

Planning Step	Guiding Questions
Use the **Supports Flow Chart** to help you diagnose Maria's need or issue.	What specific need did you identify? What did you see in Maria's work (the case study) that helped you to identify this need? Be specific.
Use the **Supports Flow Chart** to identify a potential support for Maria.	What are the possible supports that might help address Maria's issue? Select **one** support that you think will best help address Maria's issue, and briefly explain your rationale.

Capture Your Learning	
Question	**Response**
What are the three main "culprits" in preventing students from reading and understanding complex texts?	
What is one thing you can do to support a student with limited word knowledge?	
What is one thing you can do to support a student with limited background knowledge?	

Note Catcher: Using the Supports Flow Chart to Support Students in Using Evidence

ELA Content Module 4, Session 5

Grades 6-8

Do Now
Reflect on how your students talk about and write about texts. What do you notice about how students generally use evidence from the text? • How well do they select relevant evidence? • How well do they explain how their evidence supports their thinking?

Session Objectives	Agenda
• Explore three supports built in to the Guidebooks to support students in using evidence from the text • Based on your student data, make a plan for how you might leverage these strategies to support students in using evidence from the text	

Time	Task
10 min	Getting Started
30 min	Guidebooks Supports for Evidence
15 min	Make a Plan
5 min	Capture Your Learning

What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus's character?	
Student Response 1	Student Response 2
Prometheus is motivated to defy Jupiter because he wants to help people. This reveals Prometheus is nice.	Prometheus wants to defy Jupiter because he wants to make the world better. I know this because the text states "the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia."

With a partner, discuss:

- How do these responses compare to the exemplar response (below)?
- Use the rubric (on the next page) to evaluate each student's response against criteria 2 and 3.

Exemplar Response:

Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.

Evidence	How this evidence supports my thinking
"'He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy…"	When he realized that humans were miserable, he went to live with them and help them.
"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

Rubric for Analyzing Student Responses

Criteria	Exceeds	Proficient	Approaching	Beginning
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Evidence Chart

Claim: _____

_____

_____

Text Title	Evidence (direct quotation)	How does this evidence SUPPORT your claim?

Grade 8: Flowers for Algernon

The Basics

What? Marking a text for main ideas, key details, meaning, and questions

When? As students read a text

Why? To promote engagement with and comprehension of complex texts

Student Outcomes

This strategy helps students refine their understanding of texts to meet reading expectations and prepare for writing about texts.

How to Implement

1. Choose a short text or a short, complex portion of a text for students to read.
2. Develop questions based on the text for students to answer after annotating and reading.
3. Establish a system of text symbols that students will use to mark the text. There are many different ways to annotate a text. Samples of annotating legends are included in the "Resources for Additional Information."
4. Ask students to read the text, marking the text with the established symbols as they read. If the text cannot be marked, use sticky notes.
5. After students have annotated, ask them to respond to text-based questions and answer any questions they have raised while reading. This can be done independently or in groups.
6. Promote comprehension by providing an opportunity for students to discuss both the questions they raised and the teacher-developed questions. This can be done as a whole class or in groups/pairs.

Resources for Additional Information

- Brief video from TeachingChannel.org that shows text annotation use in the classroom
- Sample daily instruction from ReadWriteThink.org for teaching annotation to students
- Video that demonstrates different ways to annotate a text, including an annotating legend
- Directions for annotating a text
- Examples of how to use in lessons: Grades 3-5, Grades 6-8, Grades 9-12
- Reading mini-lessons, organized by grade level

Video Analysis	
Look Fors	**Notes**
Why are these particular annotations helpful to students?	
How does annotating support students in using evidence from the text?	
Why do you think the teacher started the lesson by inviting students to share their questions first? What impact did this have?	

Teacher Talk Moves[1]

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

Goal One: Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about ____?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

Goal Two: Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said ____.
- I heard you say ____. Is that correct?
- Put another way, you're saying ____.
- Say more about ____.
- I'm confused when you say ____. Say more about that.
- Give me an example.
- Who can rephrase what ____ said?

Goal Three: Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

Goal Four: Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard ____(summarize the conversation so far)____, what are you thinking? What are you still wondering about?

Wait time is useful for meeting each conversation goal. Allow enough time after asking a question for students to think through their responses and before responding to student responses to encourage students to add more information.

[1] Adapted from https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf.

Case Study: Teacher Talk Moves
The teacher has pulled a small group of students to discuss the characterization of Prometheus and Jupiter. Below is an excerpt from the classroom conversation transcript. **Teacher:** Our goal for today is to analyze the characterization of Prometheus and Jupiter. Let's start by thinking about Jupiter. Why does Jupiter refuse to give the humans fire? **Ashley:** Jupiter is just a really mean guy! **Brandi:** Yeah, he obviously is wrapped up in himself and selfish. He doesn't care about the humans at all. **Teacher:** What in the text makes you think that? *Ashley and Brandi look back at their stories and reread a section from Part I.* **Brandi:** Here it says, "Let them shiver with cold, and let them live like the beasts." **Ashley:** Jupiter also says, "It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy." **Teacher:** How do those quotes support your thinking about Jupiter? **Brandi:** Well, it shows that he's used to living the great life and doesn't want to share any of the things he has with the humans. He's totally fine just sitting back and letting them be cold and hungry, while he enjoys a happy life up in the clouds with the other Mighty Ones. **Ashley:** Exactly - only a mean and selfish person would act that way! **Teacher:** Joshua, what do Jupiter's actions here reveal about his character? **Joshua:** I also think Jupiter doesn't want the humans to take his power. He's seems to really like being in control because he takes advantage of people and he doesn't want to lose that. **Teacher:** That's an interesting point. Can you explain how you came to your idea? *Joshua goes back to the text and independently rereads a section he'd previously annotated.* **Joshua:** Here! When Prometheus first asks Jupiter to give the people fire, Jupiter says no. His reason is "if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom." This shows he wanted to keep the people down so they wouldn't be able to steal his power.

Make a Plan

Supporting Students with Evidence

Step 1: Review your class rubric and identify students who need support with evidence.

Write the students' names here:

Step 2: Select the tool that you think would best support these students with evidence.

☐ Evidence Chart ☐ Annotation ☐ Talk Moves

Consider: What specifically do these students need support with? Do they struggle to *select* evidence that is relevant, or do they struggle to *explain* how that evidence supports their thinking?

Briefly explain your rationale for choosing this tool:

Step 3: Brainstorm when/how you might use this tool to support students with evidence

When might you use this tool with students? *(i.e. when we discuss Chapter X on Friday, during small group instruction, etc.)*	
How might you use this tool with students? *(i.e. to help students collect evidence for an upcoming writing task)*	

Note Catcher: Inquiry Cycle Stages 1-5

ELA Content Module 4, Session 6

Grades 6-8

Do Now
What have you found to be most illuminating in this Arc of learning (Modules 3-4)? What impact does this learning have on your planning and instruction?

Session Objectives	Agenda
• Summarize your own Cycle of Inquiry and decide on next steps using the Supports Flow Chart or other resources in the Guidebooks. • Review the approaches and resources introduced in Arc 2 and plan to apply what you have learned to classroom instruction.	

Time	Task
8 min	Getting Started
40 min	Reflecting on Your Cycle of Inquiry
12 min	Reflecting on Arc II and Closing

Improving Student Learning in Your Classroom: Reflecting on Your Inquiry Cycle

Our Inquiry Cycle Question		
Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?		
To answer this inquiry cycle question I… (Summarize what you tried in your classroom)		
Evidence of Student Learning (Summarize major trends in the data you collected)		
Common areas of strength across student work	**Common areas of weakness across student work**	**How do you plan to address this weakness with the whole class?**

Make an Action Plan: Small-Group Instruction

Responding to Your Inquiry Cycle Data

Planning Step	Guiding Questions
Step 1: Revisit your class rubric, and select a small group of students who seem to have a common need.	List student name(s) here:
Step 2: Review these students' work samples. Use the Supports Flow Chart to help you identify the students' need or issue.	What specific need will you focus on? What did you see in the student work that helped you to identify this need? Be specific.

Step 3: Use the Supports Flow Chart to help you diagnose the issue.	Why do you think students are struggling with this?
Step 4: Use the Supports Flow Chart (or other Guidebooks Resources we've discussed today) to identify a potential support.	Which tools and/or resources might help address the need you have identified? Select a tool/resource to try first, and briefly explain your rationale:

Step 5: Make an action plan to support students.	How will you address your students' need using the tool or resource you selected? When and where will you insert these supports? How will you continue to monitor students' progress and provide ongoing support around this need? ' What additional resources/supports do you need in order to implement your plan?

ENGLISH LANGUAGE ARTS CONTENT MODULES

ELA Content Module 4 Bibliography

November, 2018

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

All Sessions:

1. English Language Arts LearnZillion Guidebooks 2.0 Unit: Flowers for Algernon. (2017). Retrieved from https://learnzillion.com/resources/78764-flowers-for-algernon
2. English Language Arts LearnZillion Guidebooks. (2017). Retrieved from https://learnzillion.com/resources/81666-english-language-arts-guidebook-units

Session 1: Preparing to Analyze Student Work

1. National Governors Association Center for Best Practices, Council of Chief State School

Session 2: Evidence of Student Learning

1. N/A

Session 3: Diagnosing Students' Needs

1. N/A

Session 4: Using the Supports Flow Chart

1. Nelson, R. J., & Vadasy, P. F. (2012). *Vocabulary Instruction for Struggling Students*. New York: Guilford Press.
2. Recht, D. R., & Leslie, L. (1988). Effect of Prior Knowledge on Good and Poor Readers' Memory of Text. *Journal of Educational Psychology, 80*(1), 16-20.

Session 5: Using the Supports Flow Chart to Support Students in Using Evidence

1. English Language Arts LearnZillion Guidebooks Evidence Chart. (2017). Retrieved from https://learnzillion.com/resources/91102?card_id=109828
2. English Language Arts LearnZillion Guidebooks Whole Class Instructional Strategy. (2017). Retrieved from https://learnzillion.com/resources/116803
3. Teaching Channel. (n.d.). Thinking Notes: A Strategy to Encourage Close Reading. Retrieved from https://www.teachingchannel.org/videos/student-annotated-reading-strategy
4. English Language Arts LearnZillion Guidebooks Teacher Talk Handout. (2017). Retrieved from https://learnzillion.com/resources/117079

Session 6: Inquiry Cycle Stages 1-5

1. N/A

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