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GUIDEBOOKS

2.ELA

made by teachers
FOR TEACHERS

Climbing the Scaffolds to Success

Today's Goals:

- Today we will answer three questions:
 - How do Guidebook units build student knowledge and skill?
 - What support is included in a Guidebook unit?
 - How do I determine what scaffolds are still needed in a unit?
- Success of this session will be measured by the participants' ability to identify scaffolds and areas where scaffolds are needed in a Guidebooks 2.0 unit.

Agenda

- Introduction and Team Builder
- What scaffolds are built into a Guidebook unit?
- How do I use those scaffolds to drive instruction?
- What scaffolds are in the first unit that you will teach this year? What scaffolds need to be added?
- Reflections

José Guadarrama



10
years



Team Builder: Two Truths and a Lie



Team Builder: Two Truths and a Lie

04:00

01:00

Round 1

Celebrated end of LEAP testing by:

1. Going sky diving
2. Getting a tattoo
3. Going to Morocco

Team Builder: Two Truths and a Lie



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Guidebook Dive



Support features for students

Let's answer these questions:

- What support is included in a Guidebook unit?
- How do I determine what scaffolds are still needed in a unit?

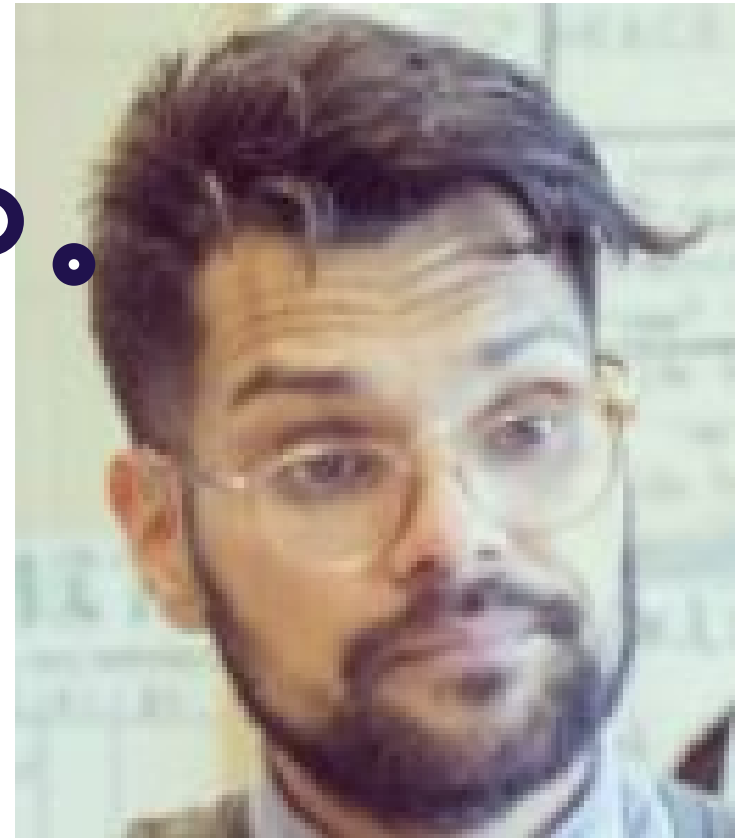
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"I am NOT LIVING
for these students'
responses."

Mr. Guadarrama



I am LIVING for
these students'
responses!

Mr. Guadarrama



What do I do?



1. **Analyze** the culminating task.



2. **Inventory** knowledge and skills needed for task.



3. **Identify** existing guidebook lessons that teach knowledge and skills and related scaffolds.



4. **Ask**, “What will my students need?”

What do I do?



1. **Analyze** the culminating writing task.



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4. **Ask**, “what will my students need?”

What do I do?



1. **Analyze** the culminating writing task.



Culminating Writing Task Directions

What is a central message that is conveyed through Julian, Huey, and Father's actions in *The Stories Julian Tells*?

Write an essay in which you state your opinion in answer to the question and demonstrate an understanding of the text. Support your opinion with reasons and include an example from the text for Julian, Huey, and their father. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

What do I do?

What is a **central message** that is **conveyed** through **Julian, Huey, and Father's actions** in *The Stories Julian Tells*?

Write an essay in which you **state your opinion** in answer to the question and demonstrate an understanding of the text. **Support your idea with reasons and include an example from the text for Julian, Huey, and their father.** Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases.

What knowledge and skills do students need to complete the CWT?

- know the meaning of central message
- be able to identify the central message
- explain how a character's actions, thoughts, feelings convey the central message
- know what an opinion is
- understand how to select relevant evidence to support their idea
- paragraph structure

What do I do?



1. **Analyze** the culminating writing task.



2. **Inventory** knowledge and skills needed for task.



3. **Identify** existing guidebook lessons that teach knowledge and skills and related scaffolds.

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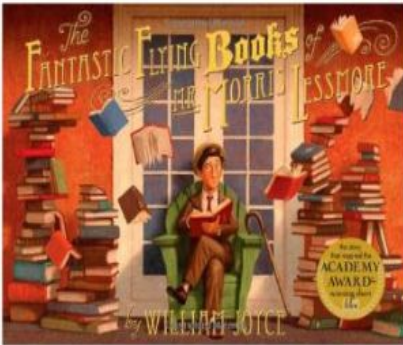
3. **Identify** existing guidebook lessons that teach knowledge and skills and related scaffolds.



4. **Ask**, “What will my students need?”

Additional Scaffold 1:

Additional Questions and Prompts



- Reread the story out loud with your partner.
- As you read, discuss how the characters change throughout the text.

Teaching notes

 [Print all](#)

Suggested Pacing: ~10 minutes

Directions:

- Pair students in partnerships using an established classroom routine.
- Distribute copies of the story to student pairs.
- Instruct students to read the slide.
- Review strategies for reading a text aloud fluently from lesson 1.
- Direct students take turns reading aloud with each new page of text.
- Ask, "What did you notice about how characters in the text changed?"
- Conduct a brief class discussion using an established classroom routine about students' responses.

Additional Scaffold 2:

Written Responses



Directions: Answer the questions using complete sentences. Write the responses in your Reading Notebook.

1. How do the characters change throughout the text?
2. How did Morris behave at the beginning of the text? How did Morris behave at the end of the text?
3. What thoughts, words, or actions showed you that Morris changed?
4. What happened to Morris' books that caused a change in Morris?

Additional Scaffold 3: Preview Vocabulary

What central message
is **conveyed**, or shown,
in “The Bee Tree?”

Central Message

Detail

Detail

Detail

What is a central message?

Teaching notes

 Print all

Suggested Pacing: ~7 minutes

Directions.

- Read the question to students.
- Instruct students to discuss their answers briefly with a partner.
- Elicit answers from students as a class.
- Support students' understanding as necessary by saying, “A central message is something that can be learned from the story. It is the lesson that the author of the book wants us to learn. A central message is always supported by details in a text that point to it.”
 - Say, “One way that we can determine the central message of a story is to look at details that show how characters change throughout a story.”

Additional Scaffold 4: Answer Frame



- What central message does *The Fantastic Flying Books of Mr. Morris Lessmore* teach about reading books?

Teaching notes

 Print all



Suggested Pacing: ~10 minutes

Directions:

- Read the question on the slide.
- Instruct students to write the answer to the question in their reading logs
- With time, conduct a brief class discussion about the central message of the story.

Guiding Questions and Prompts:

- Say, "Remember that the central message connects to how characters change throughout a story."
- Ask, "How did all the characters in the story change?"
- Ask, "What did the characters understand about reading books by the end of the story?"

Additional Scaffold 4: Answer Frame

The central message that the book *The Fantastic Flying Books of Mr. Morris Lessmore* is _____
_____. According to the
text, _____.
This evidence shows _____.

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Work Time

- **Identify** the first unit that you are teaching.
- **Analyze** the culminating writing task:
 - Inventory: What knowledge and skills are needed for students to complete this task?
- **Identify** lessons that teach knowledge and skills and related scaffolds.
- Begin to **determine** what scaffolds are still needed for your students to be successful on the task.

Reflections

- Reflect on the following questions, then share your reflections with a partner.
 - What are my next steps before teaching my unit?
 - What do I still need to know before teaching my next unit?