ELA Guidebooks
made by teachers FOR TEACHERS

Back to School Professional Learning:
Interactive Supports

DEPARTMENT of EDUCATION
Louisiana Believes

Objectives

By the end of this webinar, you will be able to

- explain the purpose of the Interactive Supports;

- understand how to use the Interactive Supports to ensure outcomes for all students; and

- implement best practices for using the Interactive Supports when planning with your high quality instructional materials (HQIM).
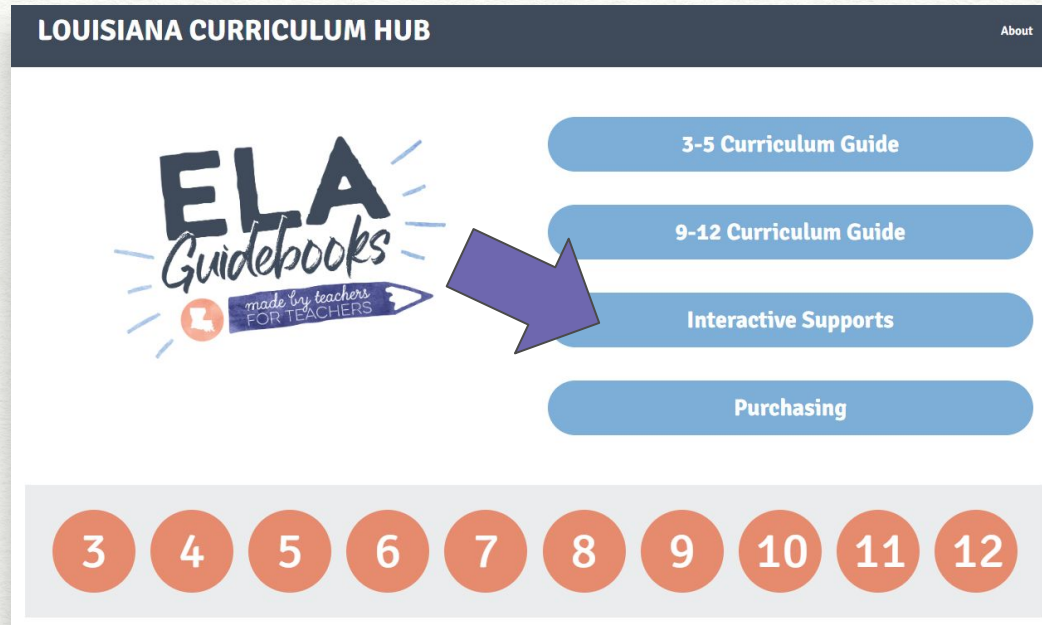
Purpose of Interactive Supports

The [Interactive Supports](#) provide

- information about barriers to student success based on teacher observation,

- guidance on what is possibly causing these barriers, and

- suggestions for instructional supports to use with students during regular classroom instruction or during more intensive intervention time.
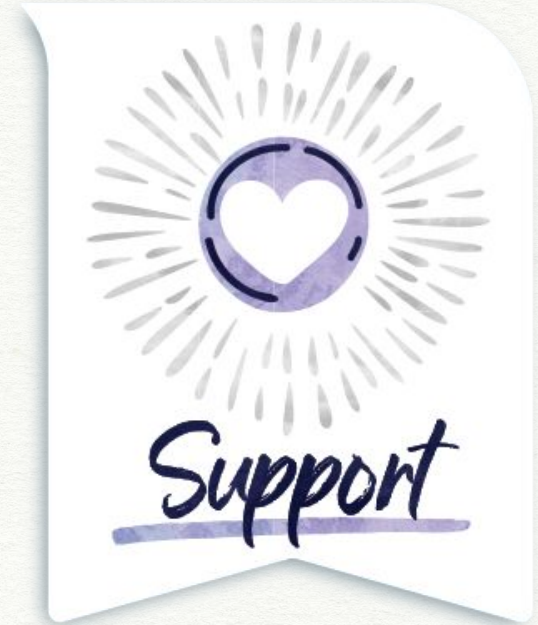
Interactive Supports on Louisiana Curriculum Hub

The Interactive Supports can be found on the main page of Louisiana Curriculum Hub.

Best Practices

In addition to using the optional activities within the ELA Guidebooks curriculum, diverse learners may require additional support outside of classroom instructional time.

To plan for meeting the needs of your diverse learners

- analyze relevant data to identify student needs;
- utilize the Interactive Supports to determine the best approach to support student needs;
- determine which optional activities within the ELA Guidebooks units will support students; and
- plan for when the additional supports will be provided outside of regular classroom instruction.

Interactive Supports In Action

Activity 4

1 2 3 4 5 6 7 8

We will react to **"Dropping the Atomic Bomb"** to establish our initial understanding of the text.

Directions | **Materials**

Student Response

"The article said that after the atomic bomb fell out of the plane, it hit the ground and there was a lot of heat a big mushroom cloud formed."

| Observations	Possible Issues	Possible Supports
☑ Student does not understand the various meanings of words and phrases with layers of meaning (literal and figurative). (Standards: L.5, RL.4, RI.4)	• Limited word knowledge • Lack of strategies for determining meaning	• Engage students in a <u>volume of reading</u>. • Concentrate over the course of the unit on vocabulary important to the unit focus (words listed in the first lesson of each unit) and the meaning of a given text (words listed on the Additional Supports for Diverse Learners). Teach these words using the protocol in the <u>Vocabulary Guide</u>. • Create a word wall with common prefix, suffix, and root words for students to refer to. • Engage students in <u>understanding how words connect</u> in the text to produce meaning.

Next Steps

- Review the Interactive Supports and identify how to utilize the supports when planning for instruction.

- Check the ELA Back to School Professional Learning Overview document regularly to learn when new professional learning has been added.

  - Upcoming topics

    - ELA Guidebooks 9-12 (2020) Mentor Sentence and Vocabulary Activity Updates

    - ELA Guidebooks 3-5 (2022) Let's Set the Context
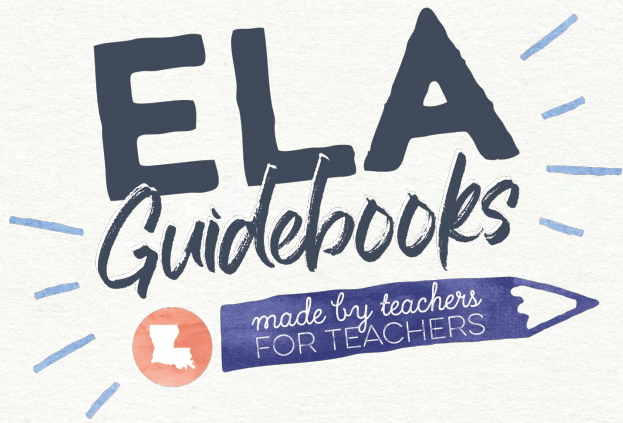
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