

USING PLCs TO **EFFECTIVELY TEACH FROM** *guidebook 2.0*

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WELCOME

On a sticky note, please
write:

- Your name
- What grade you
teach
- How long have you
been an educator

TODAY'S LEARNING TARGET

We are learning to plan effectively to teach ELA Guidebook 2.0 by utilizing our professional learning communities and a backwards design model for planning in order to improve student achievement.

Participants will know they can do this when they can do the following in a PLC:

- Know and be able to identify the components of a unit of study.
- Analyze the culminating writing task, cold read assessment, and extension task as readers and writers..
- Examine the anchor text and supportive text set.
- Plan lessons with clear learning targets that are Louisiana Standards based.
- Live as adult readers and writers in order to analyze and transfer the cognitive demand.



WHAT IS YOUR PROFESSIONAL GOAL TODAY?

Read over today's Learning Targets and Success Criteria. Highlight what your personal professional goal is.



NAVIGATING GUIDEBOOK 2.0

Guidebook 2.0 is a wonderful resource for Louisiana teachers. Each unit is comprised of everything you need to complete a unit of study.



Stories Julian Tells: Get Started

Use these resources to get started with this unit.



Stories Julian Tells: Text Access

Access texts for the Stories Julian Tells unit created by the Louisiana Department of Education in partnership with LearnZillion.



Stories Julian Tells: Assessment Overview

This page provides information about the assessments for this unit.



Stories Julian Tells: Standards Overview

This page provides information about the standards addressed in the Stories Julian Tells unit.

Lessons

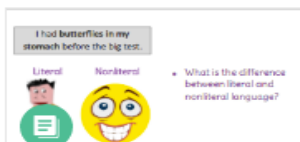
Section 1 (Lessons 1-4):



Lesson 1: The Bee Tree and Semantic Maps

Students are introduced to the story The Bee Tree by listening to the read aloud. Students practice reading aloud fluently and filling out a semantic map. Additional Materials: Julian Text Access Document The Bee Tree Phrase-Cued Text Teacher Exemplar S...

Created By: Louisiana Department of Education



Lesson 2: Literal vs. Nonliteral Meanings and Sequencing Events

Students learn the difference between literal and nonliteral language. They reread The Bee Tree through a read aloud and sequence the story's events. Additional Materials: Julian Text Access Document Literal & Nonliteral Illustrations Graphic ...

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PLANNING WITH THE END IN MIND

To effectively, plan a unit, it is best to start by looking at the culminating writing task. By doing so, you will be able to scaffold your lessons in a manner that will help your students successfully complete the tasks.



PLANNING WITH THE END IN MIND

Looking at the 3rd grade Stories Julian Tells Unit, look over the culminating writing task, what should students be able to know and do in order to complete this task?

PLANNING WITH THE END IN MIND



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.

**BEFORE
2ND PLC
MEETING**

READING IS FUNDAMENTAL

Before you begin a unit or teach a lesson, make sure to read the anchor text and supporting texts beforehand. As you are reading, “read like a professor” and record what you could teach using the text.



READING IS FUNDAMENTAL

Today we will be using *The Fantastic Flying Books of Mr. Morris Lessmore* from the 3rd grade Stories Julian Tells unit.

SHARE
WHAT
YOU FOUND
AT 2ND
PLC

READING IS FUNDAMENTAL

Think-Write-Round Robin:

Think: What skills could you use this text to teach?

Write: Write down your answers.

Round Robin: Go around your table and share what you have written.

**WRITE
LEARNING
TARGETS AT
3RD PLC**

KEEPING YOUR LESSONS ON TARGET

Using learning targets helps not only teachers, but sharing the learning target with students helps them to understand how and why they are learning what is being taught, and what they must be able to do to be successful at it.

KEEPING YOUR LESSONS ON TARGET

A learning target is written with
4 key elements.

- We are learning to _____ (what)
- by _____ (how)
- In order to/so _____ (why)
- We will know we can do this
when _____ (success criteria)



KEEPING YOUR LESSONS ON TARGET

Jim Burke's book, *The Common Core Companion*, is a great tool in helping to create a 4 part learning target.

This book also breaks down each standard, gives ideas on ways to teach the standard, and provides academic vocabulary to use and teach students.



KEEPING YOUR LESSONS ON TARGET

Focusing on Lesson 7, the Standards Overview lists several standards that are used in the lesson, but Lesson 7 is mainly about central message, so RL 3.2 will be our main, or focus standard for this lesson.



KEEPING YOUR LESSONS ON TARGET

Using the standard RL 3.2, and the Jim Burke book, we are going to create a lesson target.



GETTING DOWN TO THE NITTY GRITTY

Teach the lessons with integrity, but be mindful that students may benefit from more modeling than what is set forth in the lesson. Model, model, model! Also don't be afraid to make the lesson more engaging for your learners.

PLANNING WITH PURPOSE RECAP

- 1st: Read and discuss Assessment Overview
Homework: Read anchor text and supporting texts.
- 2nd: Discuss the texts and decide how they can be used to teach the standards.
- 3rd: Begin looking at lessons and find the target standard. Begin writing learning targets.
- 4th: At the end of the unit share student data.

THAT'S WRAP

Take a look back at what you highlighted on today's learning target. Do you feel confident that you could go back and apply this information to your PLC?

Please feel free to ask any questions you may have.

Have a great day!