



TEACHER LEADERS

ENGAGE. EMPOWER. INSPIRE.



English Language Arts Guidebooks Grades K-2



Objectives

By the end of the presentation, participants will know:

- The importance of meaningful texts and tasks in ELA instruction
- Why we are focusing on these shifts in ELA instruction
- How the ELA guidebooks give teachers the support they need to these changes happen in the classroom



Agenda

- English Language Arts Instructional Focus
 - Texts worth teaching – 1.5 hours
 - Tasks worth completing – 1.5 hours
- Guidebook Overview – 1 hour
- Next Steps and Questions – .5 hours
 - Preparation for July ELA Trainings

ELA Instructional Framework





ELA Goal: Students should be able to read and understand meaningful, grade-level texts and speak and write about those texts to demonstrate understanding.

Texts

Read and understand grade-level texts

Tasks

Express understanding of grade-level texts



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Texts

Why are meaningful, grade-level texts key to student learning?

Where are we now?

- “Students who don’t read proficiently by third grade are four times more likely to leave without a diploma than proficient readers.” (Hernandez, 2011)
- “74 percent of third graders who read poorly are still struggling in ninth grade.” (Fletcher and Lyon, 1998)
- First grade reading scores are a “reliable predictor of later reading scores.” (Juel, 1988)



Texts

Why are meaningful, grade-level texts key to student learning?

- Review the assigned research quotation.
 - What are the implications for ELA instruction?
 - What works well and what doesn't to support student learning?
 - How does this quotation support the use of meaningful texts?



Texts

What makes a text worth teaching?

- Read “All Stories are Anansi’s.”
- (Note: Text is similar to *Why Spider Spins Tales*, retold by Janet Palazzo-Craig)
- Use the Texts Worth Teaching handout: **What makes this text worth teaching?**
- Discuss quietly at your table.
- Send in your responses to the above question. (Directions on the next slide.)



Link for Text

- “All Stories are Anansi’s” (pages 109-112)
 - http://www.engageny.org/sites/default/files/resource/attachments/ckla_g1_d1_anth.pdf (Grade 1, Domain 1 Read-Aloud Anthology)



Texts

What makes a text meaningful and worth teaching?

- Is **complex**
- Has **figurative meaning**
- Has rich **academic vocabulary**
- Students will be interested in **content**
- Builds **knowledge** about a topic
- Offers a **unique perspective**
- Provides opportunities to **meet grade-level standards**



Texts

How do the ELA guidebooks help teachers use meaningful texts?

- Look at the first page of the unit plan.
- Review the other texts in the unit.
- Use the Texts Worth Teaching handout: **How are these texts worth teaching?**
- Discuss quietly at your table.
- Send in your responses to the above question. (Directions on the next slide.)



Texts

How do the ELA guidebooks help teachers use meaningful texts?

Reflection with table partners:

- Why is it important to use **texts worth teaching**?
- How did you use **meaningful, grade-level texts** last year? How are you going to strengthen your process this year?
- How will you share this information with your colleagues?



Texts

Why are texts worth teaching key to student learning?

Meaningful texts support students in:

- Knowing the way words work
- Learning about the world around them
- Making sense of what they read



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Tasks

What makes a task worth completing?

- Read Lesson 1 of the *Spiders* unit plan.
- Determine how students will engage in reading, writing, speaking and listening, vocabulary, grammar, etc. in the lesson.
- Use the Tasks Worth Completing handout: **What makes these tasks worth completing?**
- Discuss quietly at your table.
- Send in your responses to the above question. (Directions on the next slide.)



Tasks

What makes tasks worth completing?

- Tasks **integrate all strands** (reading, writing, speaking, listening, and language)
- Tasks focus on reading, understanding **meaningful texts** and then **expressing understanding** of those texts (ELA goal)
- Tasks include high quality, **text-dependent questions**
- Tasks incorporate **ongoing assessment**
- Tasks **scaffold student knowledge and skill** toward end outcome



Tasks

Why are tasks worth completing key to student learning?



Tasks

How do the ELA guidebooks help teachers use meaningful tasks?

Reflection with table partners:

- How do the guidebook lessons support students in reading, understanding, and express understanding of meaningful texts?
- How did you teach reading, writing, speaking and listening, and language last year? How are you going to strengthen your process this year?
- How will you share this information with your colleagues?



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ELA Guidebook Contents

- How to Read This Guide
- ELA Overview
 - Texts and Text Sets
 - Standards and Shifts
 - Assessment
- Tools for Teaching
 - Units-at-a-Glance
 - Unit Plans
- Appendix

Instructional Framework





ELA Guidebook: Terminology

- Anchor text
- Related text
- Unit focus
- Text sequence
- Text use
- Strands

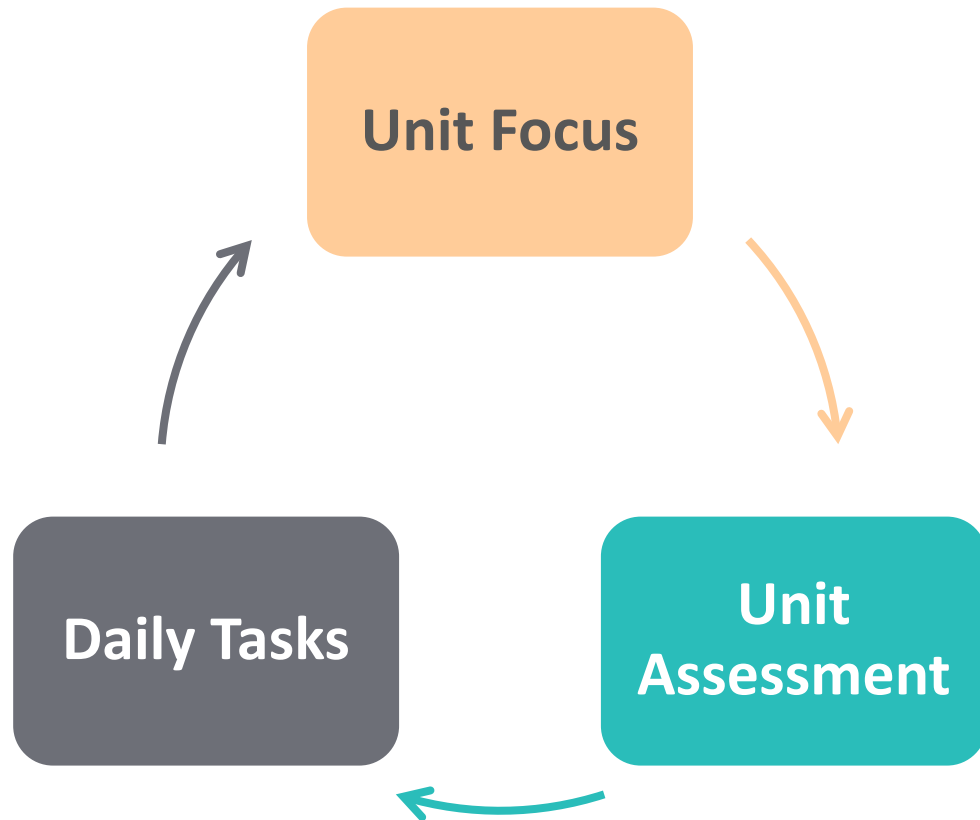


ELA Guidebook: Text Set

- Look at the first page of the unit plan.
 - What is the title of the anchor text?
 - What is the focus of this unit?
 - How do the texts relate to the unit focus?
- Discuss at your table.

ELA Guidebook: Assessments

- Look at the second page of the unit plan.





ELA Guidebook: Assessments

- Open the guidebook to page 37.
- Look at the Culminating Writing Task prompt.
- Have students respond to the following prompt: “Using the Spider Research booklet and class chart, write a report on your group’s assigned topic.
 - Where spiders live
 - What spiders look like
 - How spiders catch their prey
 - A spider’s life cycle
- “The report should include an introductory sentence and information from the Spider Research booklet or class chart. Also include a closing that completes this statement: I think spiders are good and helpful or bad and harmful because _____. Include factual information to support your opinion.”



ELA Guidebook: Assessments

- Review the Cold-Read Task and Extension Task for the unit plan.
 - What do the assessments test?
 - How do the assessments use texts?
 - How do the assessments prepare students for statewide assessments?



ELA Guidebook: Lessons

- Review Lesson 1 of the unit plan.
 - How does Lesson 1 prepare students for the unit assessments?
 - How does Lesson 1 prepare students for future lessons?
- Discuss at your table.



ELA Guidebook: Lessons

- Review Lesson 8 of the unit plan.
 - How does Lesson 8 use texts worth teaching?
 - How does Lesson 8 use tasks worth completing?
- Complete the Texts Worth Teaching and Tasks Worth Completing handout for Lesson 8.
- Discuss at your table.



Link for Text

- “The Spider and the Fly” by Mary Howitt
 - <http://www.ocf.berkeley.edu/~aathavan/poems/The%20Spider%20and%20The%20Fly%20A%20Fable.htm>



ELA Guidebook: Lessons

Reflection with table partners:

- Think about how the lessons are organized (read, understand, and express understanding). How have we engaged in a similar process today?
- Why is it important that students engage with texts worth teaching and tasks worth completing?
- How will you share the guidebook information with your colleagues?



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Reflection

- Review your plans for sharing your new knowledge with your colleagues.
- Commit to one action.
- Declare your commitment. (Directions on the next slide.)

July 2014

Participants are already registered.

Session Region	Grade Band	Date of Training	Location
Lafayette, Louisiana	K-2	July 14 and 15	Evangeline Elementary 610 E Butcher Switch Rd. Lafayette, LA 70507
	3-5	July 16 and 17	
	6-8	July 16 and 17	Ovey Comeaux High School 100 W. Bluebird Drive Lafayette, LA 70508 337-521-7970
	High School	July 14 and 15	
Bossier, Louisiana <i>Participants will know which of the two location options they are at by June 15</i>	K-2	July 23 and 24	Bossier Instructional Center- Library 2719 Airline Drive, Bossier City, LA 71111 AND Greenacres MS 2220 Airline Dr., Bossier City, LA 71111
	3-5	July 21 and 22	
	6-8	July 23 and 24	Benton HS 6136 HWY 3, Benton, LA 71006 AND Benton MS 6140 HWY 3, Benton, LA 7106
	High School	July 21 and 22	



July 2014

Focus: Participants will learn how to implement the first unit of the guidebook.

Note: In grades K-2, there will be additional sessions for implementing the skills strand of the Core Knowledge program. Participants will either participate in the guidebook training or the Core Knowledge training.

Objectives:

Participants will

- Read, understand, and write and speak about complex texts
- Examine how unit lessons build toward the unit assessments
- Develop an initial plan for adapting and implementing a guidebook unit

Note: These sessions build from the session presented today. They are not the same content.