



# TEACHER LEADERS

ENGAGE. EMPOWER. INSPIRE.



## English Language Arts Guidebooks Grades 3-5



# 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 “What is Storytelling?” and “Storytelling Provides a Means of Transmitting Culture, History”
- Use the Texts Worth Teaching handout: **What makes these texts worth teaching?**
- Discuss quietly at your table.
- Send in your responses to the above question. (Directions on the next slide.)



# Links for Texts

- “What is Storytelling?”
  - <http://www.storynet.org/resources/whatisstorytelling.html>
- “Storytelling Provides a Means of Transmitting Culture, History”
  - [http://www.dailytarheel.com/article/2001/04/storytelling\\_provides\\_a\\_means\\_of\\_transmitting\\_culture\\_history](http://www.dailytarheel.com/article/2001/04/storytelling_provides_a_means_of_transmitting_culture_history)



# Texts

What makes a text meaningful and worth teaching?

- Is **grade-level** or **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 page 185 (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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# Texts

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# Tasks

## What makes a task worth completing?

- Read Lesson 2 on pages 195-199 of the *Pushing Up the Sky* 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 – page 6
- ELA Overview – page 8
  - Texts and Text Sets – pages 9-10
  - Standards and Shifts – page 11
  - Assessment – page 13
- Tools for Teaching – page 19
  - Units-at-a-Glance – page 21
  - Unit Plans – page 31
- Appendix – page 449

# Instructional Framework





# ELA Guidebook: Terminology

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



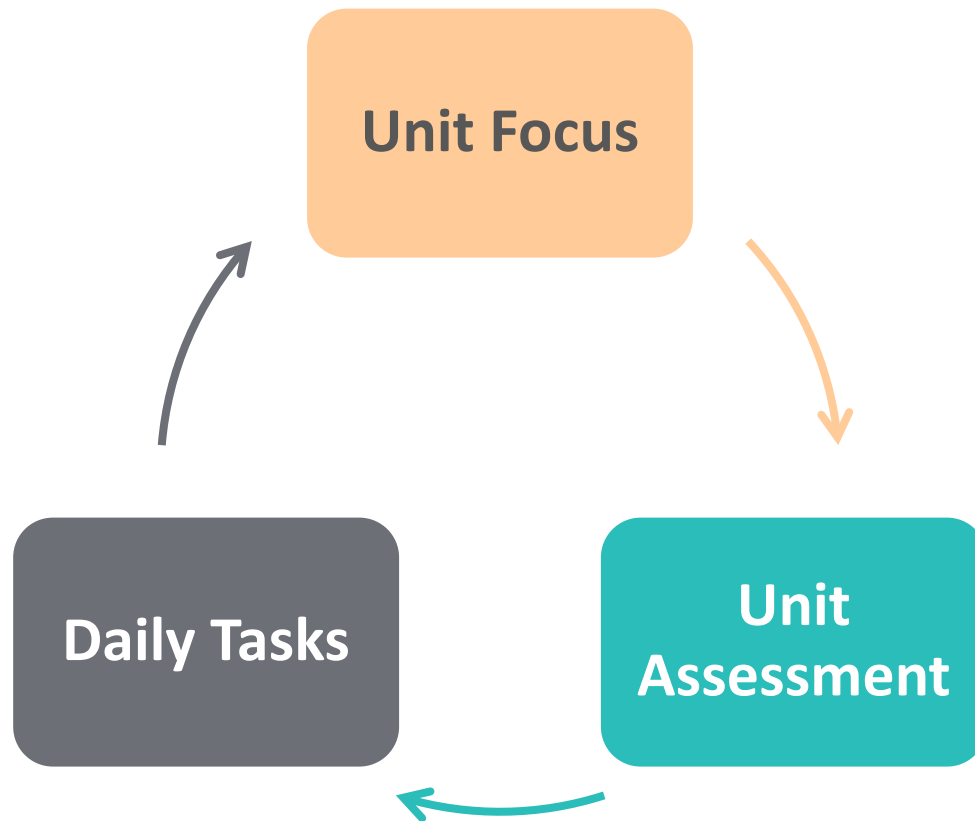


# ELA Guidebook: Text Set

- Open the guidebook to page 185 (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

- Open the guidebook to page 186.





# ELA Guidebook: Assessments

- Open the guidebook to page 187.
- Look at the Culminating Writing Task prompt.

Select a play from *Pushing Up the Sky: Seven Native American Plays for Children* and another folktale we read in the unit.

Write an essay in which you compare and contrast the characters, setting, events, and themes of the two tales.

Conclude the essay by explaining how the two tales share a common story despite difference in culture. Provide specific details from the text to support your answer. ([RL.4.1](#), [RL.4.2](#), [RL.4.3](#), [RL.4.9](#), [W.4.2a-e](#), [W.4.9a](#))



# ELA Guidebook: Assessments

- Review pages 188-190 in the guidebook.
  - What do the assessments test?
  - How do the assessments use texts?
  - How do the assessments prepare students for statewide assessments?



# ELA Guidebook: Lessons

- Turn to page 195 in the guidebook.
  - How does Lesson 2 prepare students for the unit assessments?
  - How does Lesson 1 prepare students for Lesson 2?
  - How does Lesson 2 prepare students for future lessons?
- Discuss at your table.



# ELA Guidebook: Lessons

- Read pages 204-206 (Lesson 5) in the guidebook
  - How does Lesson 5 use texts worth teaching?
  - How does Lesson 5 use tasks worth completing?
- Complete the Texts Worth Teaching and Tasks Worth Completing handout for Lesson 5.
- Discuss at your table.



# Links for Texts

- “How the Camel Got His Hump” by Rudyard Kipling
  - <http://etc.usf.edu/lit2go/79/just-so-stories/>
- “An Introduction to the Role of Storytelling in Native American Tribes” by Mary Rajotte
  - <http://www.brighthubeducation.com/social-studies-help/97047-importance-of-native-american-storytelling/>



# 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
<b>Lafayette, Louisiana</b>	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	
<b>Bossier, Louisiana</b>  <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.*