



# TEACHER LEADERS

ENGAGE. EMPOWER. INSPIRE.



## English Language Arts Guidebooks Grades 6-8



# 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 “Stanford Commencement Address,” “Mindset for Achievement,” and “Overcoming Obstacles”
- 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

- Stanford Commencement Address (2005) by Steve Jobs
  - <http://news.stanford.edu/news/2005/june15/jobs-061505.html>
- “Mindset for Achievement” from *Mindset*
  - <http://mindsetonline.com/howmindsetaffects/mindsetforachievement/index.html>
- “Overcoming Obstacles” by Jody Michael
  - <http://www.chicagotribune.com/chi-special-jodymichael-week4,0,3958722.story>



# 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 98 (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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Meaningful texts support students in:

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- Learning about the world around them
- Making sense of what they read





# Tasks

## What makes a task worth completing?

- Read Lesson 3 on pages 108-110 of the “Steve Jobs’s Stanford Commencement Address” 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 301

# Instructional Framework





# ELA Guidebook: Terminology

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



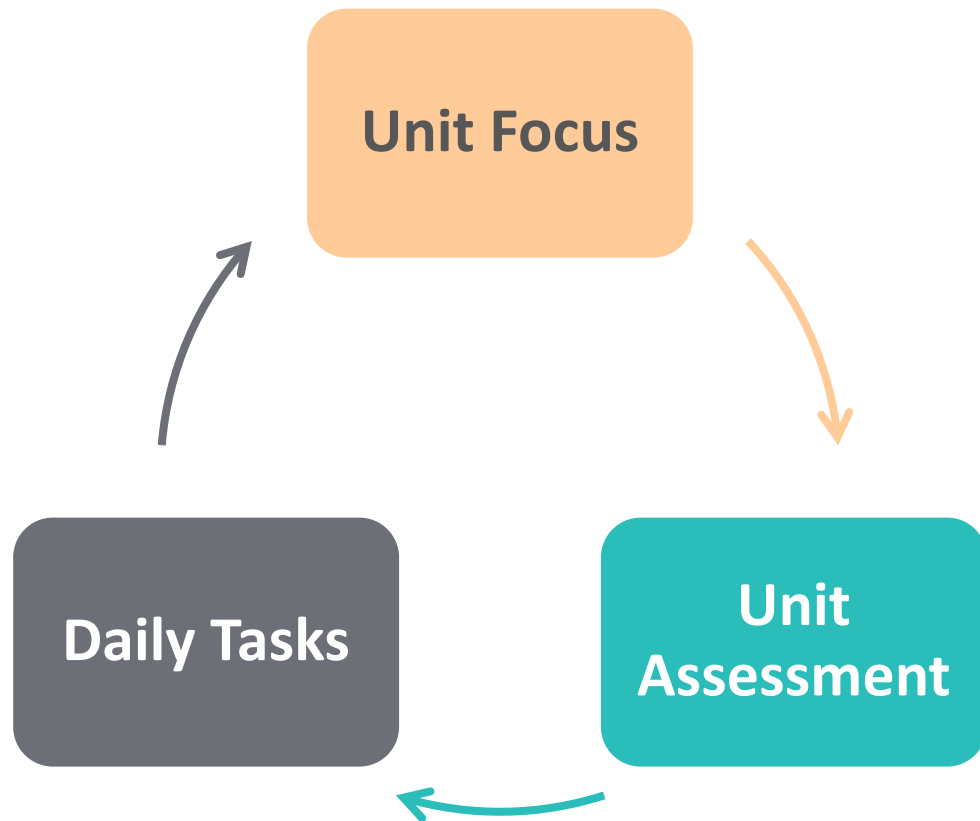


# ELA Guidebook: Text Set

- Open the guidebook to page 98 (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 99.





# ELA Guidebook: Assessments

- Open the guidebook to page 100.
- Look at the Culminating Writing Task prompt.

Determine a central idea of Jobs’s commencement address and explain how it is conveyed through particular details. ([RI.6.6](#), [RI.6.10](#))

Determine a similar central idea of paragraphs 18-22 of “[The Fringe Benefits of Failure, and the Importance of Imagination](#)” by J.K.

Rowling and explain how it is conveyed through particular details.

([RI.6.6](#), [RI.6.10](#))

Write an essay that compares and contrasts how each central idea is introduced and elaborated in each speech, including examples and direct quotations. ([RI.6.1](#), [RI.6.2](#), [RI.6.3](#), [RI.6.9](#), [W.6.2a-b](#), [W.6.9b](#),

[W.6.10](#))



# ELA Guidebook: Assessments

- Review pages 101-103 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 108 in the guidebook.
  - How does Lesson 3 prepare students for the unit assessments?
  - How do previous lessons prepare students for Lesson 3?
  - How does Lesson 3 prepare students for future lessons?
- Discuss at your table.



# ELA Guidebook: Lessons

- Read pages 111-113 (Lesson 6) in the guidebook
  - How does Lesson 6 use texts worth teaching?
  - How does Lesson 6 use tasks worth completing?
- Complete the Texts Worth Teaching and Tasks Worth Completing handout for Lesson 6.
- Discuss at your table.



# Links for Texts

- Stanford Commencement Address (2005) by Steve Jobs
  - <http://news.stanford.edu/news/2005/june15/jobs-061505.html>
- “What It Takes to Be Great” by Geoffrey Colvin
  - [http://money.cnn.com/magazines/fortune/fortune\\_archive/2006/10/30/8391794/index.htm](http://money.cnn.com/magazines/fortune/fortune_archive/2006/10/30/8391794/index.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
<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.*