



TEACHER LEADERS

ENGAGE. EMPOWER. INSPIRE.



English Language Arts Guidebooks Grades 9-12



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 “Learning to Read and Write” by Frederick Douglass.
- 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

- “Learning to Read and Write” by Frederick Douglass
 - http://www.pasadena.edu/files/syllabi/dlbronstein_29682.pdf



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 35 (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 1 on pages 42-46 of the *Fahrenheit 451* 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 487

Instructional Framework





ELA Guidebook: Terminology

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

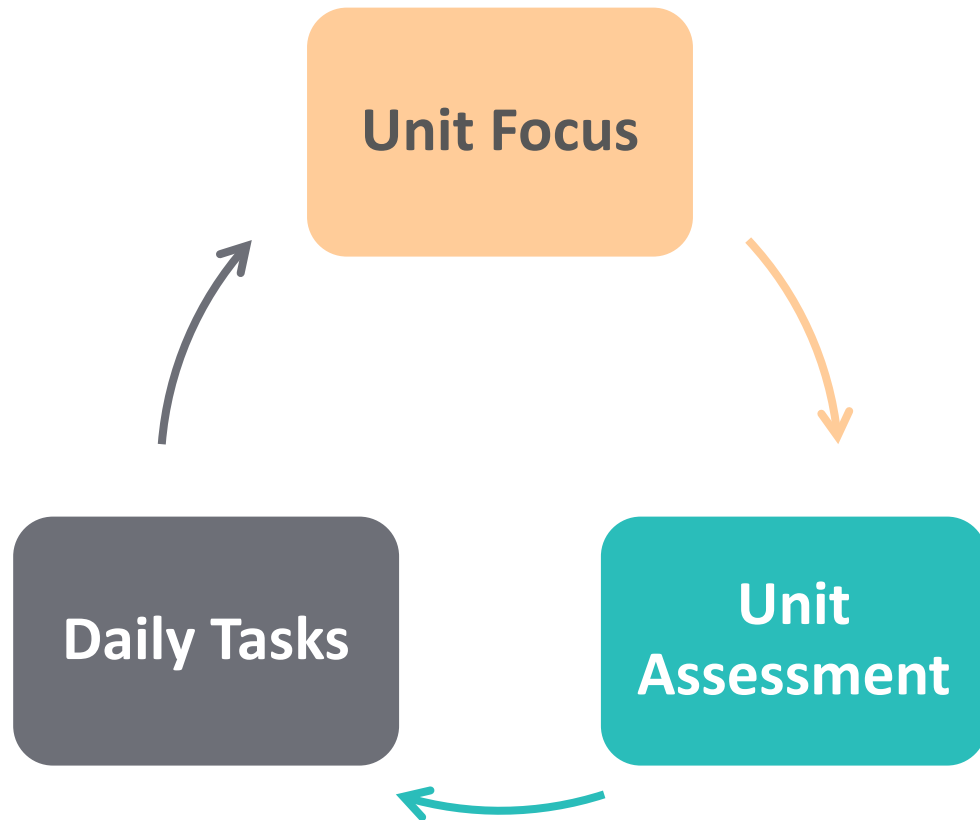


ELA Guidebook: Text Set

- Open the guidebook to page 35 (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 36.





ELA Guidebook: Assessments

- Open the guidebook to page 37.
- Look at the Culminating Writing Task prompt.

Determine and analyze a theme of *Fahrenheit 451*. ([RL.9-10.2](#))
Select the literary element (e.g., characters, setting, conflicts, etc.) or device (e.g., figurative language, symbolism, imagery, etc.) you think most strongly conveys the theme. ([RL.9-10.3](#), [L.9-10.5a-b](#)) How is the theme shaped by the element or device you selected?

Write a multi-paragraph analytical essay that examines how a specific element or device conveys a theme of *Fahrenheit 451*. ([W.9-10.1a-e](#), [W.9-10.4](#), [W.9-10.5](#), [W.9-10.9a](#), [W.9-10.10](#))



ELA Guidebook: Assessments

- Review pages 38-40 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 42 in the guidebook.
 - 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

- Read pages 46-49 (Lesson 2) in the guidebook
 - How does Lesson 2 use texts worth teaching?
 - How does Lesson 2 use tasks worth completing?
- Complete the Texts Worth Teaching and Tasks Worth Completing handout for Lesson 2.
- Discuss at your table.



Link for Text

- “Superman and Me” by Sherman Alexie
 - <http://articles.latimes.com/1998/apr/19/books/bk-42979>



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.