



# **Louisiana Department of Education Mentor Teacher Training**

Module 6:  
Mentoring for the Instructional Shifts in ELA

Elementary Cohort  
November 2019

Facilitated by Learning Forward





## Mentor Teacher Training

### Mentor Training Course Goals

#### Mentors will:

- Build strong relationships with mentees.
- Diagnose and prioritize mentee's strengths and areas for growth.
- Design and implement a coaching support plan to develop mentee knowledge and skills.
- Assess and deepen mentor content knowledge and content-specific pedagogy.

#### Module 6 Outcomes:

- Name the three instructional shifts in ELA and describe how they impact teaching and learning.
- Explain the qualities of effective implementation and instruction of close reading and Readers Circles as defined in Guidebooks 2.0.
- Set new goals and determine future plans for intervention.

#### Module 6 Agenda:

##### **Morning (8:30-11:45 a.m.)**

Welcome & Outcomes

Introduction to the ELA Instructional Shifts

Defining Close Reading in the Guidebooks

Lunch

##### **Afternoon (12:30-4:00 p.m.)**

Set New Goals

Connection to Assessments

Wrap-Up

#### Mutual Commitments:

Make the learning meaningful

Engage mentally and physically

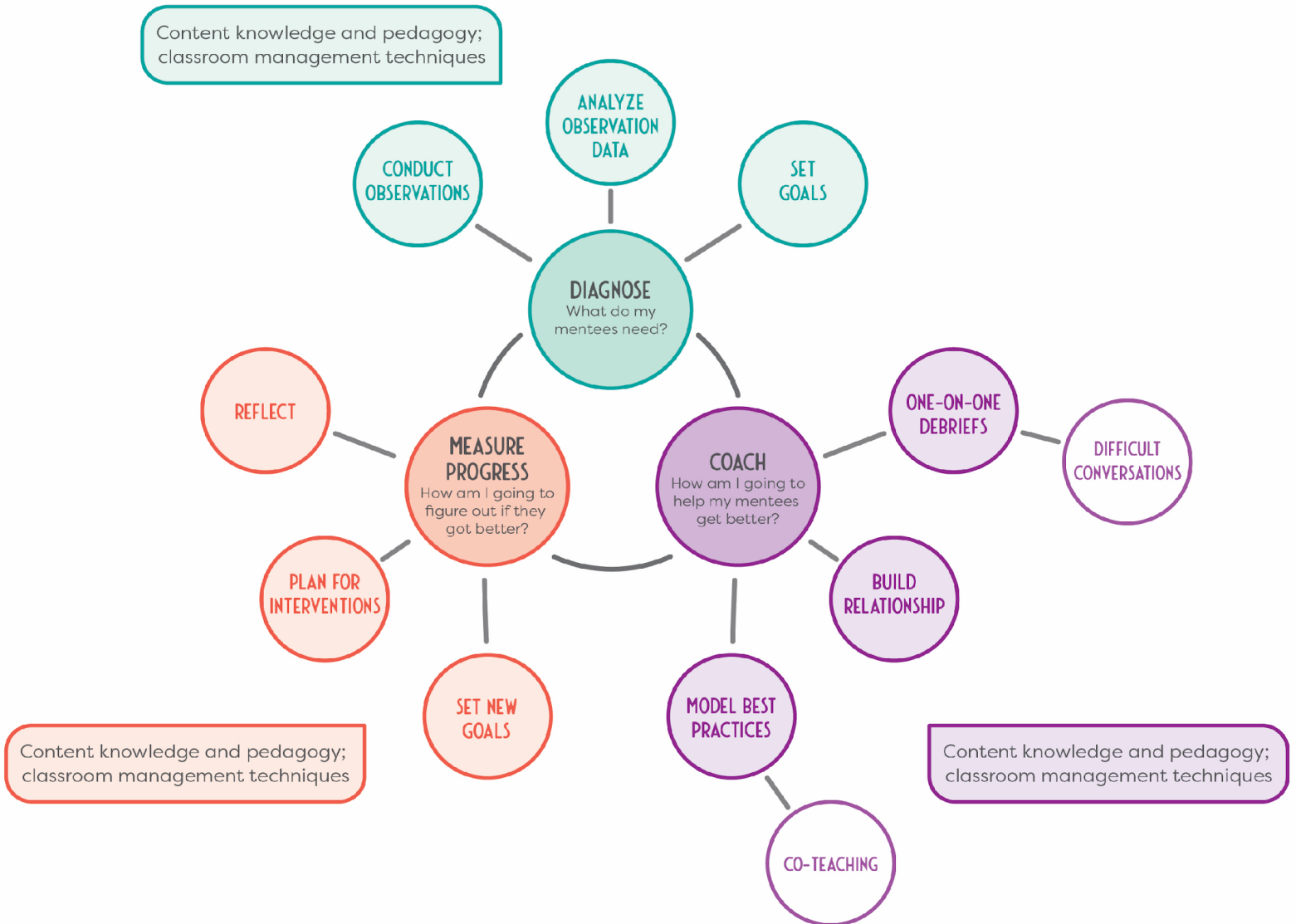
Notice opportunities to support the learning of others

Take responsibility of your own learning

Own the outcomes

Respect the learning environment, including use of technology

## The Mentoring Cycle



## Let's Make a Date

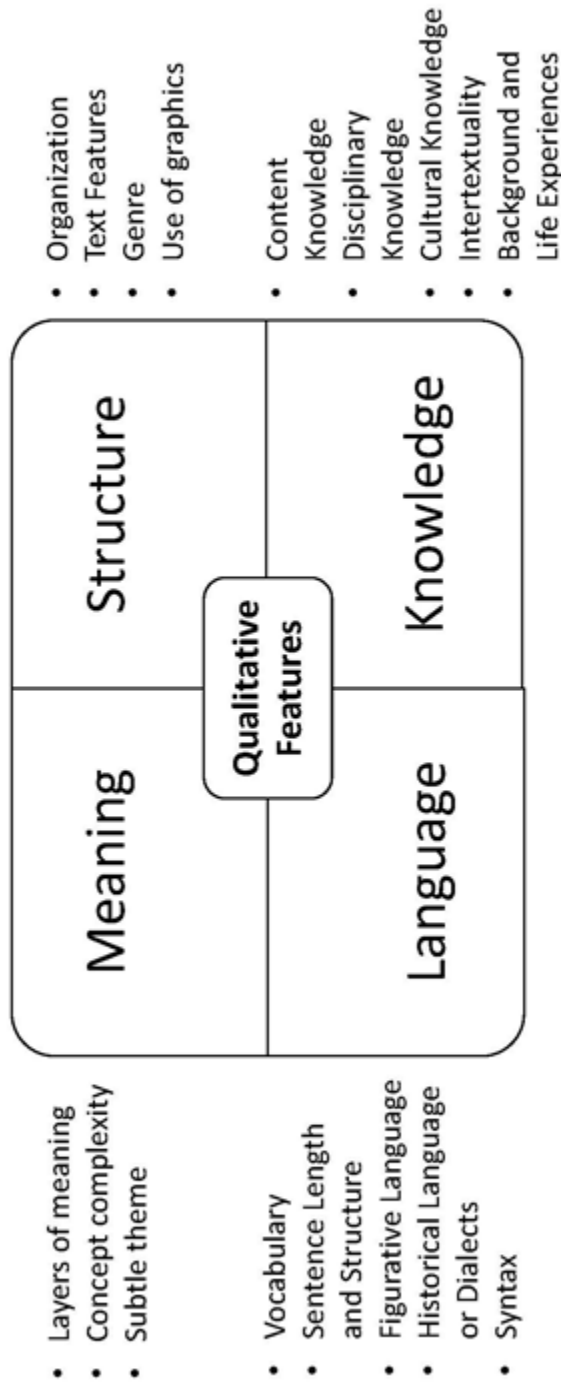


## Instructional Shifts Overview: Literacy

Shift	Description
<p><b>Complexity:</b> Practice regularly with complex text and its academic language</p>	<p>Rather than focusing solely on the skills of reading and writing, college- and career- ready standards like the Louisiana Student Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. These standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as <i>ignite</i> and <i>commit</i>).</p>
<p><b>Evidence:</b> Ground reading, writing, and speaking in evidence from text, both literary and informational</p>	<p>College- and career-ready standards like the Louisiana Student Standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, the standards expect students to answer questions that depend on their having read the text or texts with care. The standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing. Likewise, the reading standards focus on students’ ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.</p>
<p><b>Knowledge:</b> Build knowledge through content-rich nonfiction</p>	<p>Building knowledge through content rich nonfiction plays an essential role in literacy and in the Louisiana Student Standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing. To be clear, the standards require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.</p>

Source: Student Achievement Partners. College- and Career- Ready Shifts in ELA/Literacy. Retrieved from <https://achievethecore.org/page/2727/college-and-career-ready-shifts-in-ela-literacy>

# Qualitative Features of Text Complexity



### Complexity at the Sentence Level

Analyze the qualitative complexity of this sentence from the Prometheus text.

*“Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out: “A new Golden Age shall come, brighter and better by far than the old!”*”

**Text Structure**

**Language Features**

**Meaning**

**Knowledge Demands**



Comparing the Pre- and Post- Shifts Questions	
Pre-Shifts Questions	Post-Shifts Questions
<ol style="list-style-type: none"> <li>1. Why did Jupiter decide not to give fire to humans?</li> <li>2. How did Jupiter punish Prometheus?</li> <li>3. How would you have felt if you were Prometheus at the end of the story?</li> <li>4. What do you think Prometheus will do next?</li> <li>5. Whom do you like better, Prometheus or Jupiter?</li> </ol>	<ol style="list-style-type: none"> <li>1. According to the text, the name Prometheus means “forethought”. What does this tell us about the character?</li> <li>2. In paragraph 5, look at the words “wretched” and “shivering”. What do these words tell us about human beings at this time? What other words does the author use to develop this idea about how people are living?</li> <li>3. According to the text, why does Jupiter refuse to give people the gift of fire? What does this tell you about what Jupiter cares most about?</li> <li>4. How does Prometheus respond? What does this tell you about what Prometheus cares most about?</li> <li>5. Think about the name for the gods in this story, the “Mighty Ones.” What does the word “mighty” mean? Why do you think the author names the gods the “Mighty Ones”? Use evidence from the text to support your thinking.</li> <li>6. Think about the differences between Jupiter and Prometheus in this myth. What do you think this tells us about the ancient Greek view of their gods?</li> </ol>

- What did you have to do or think about to answer the questions in the pre-shifts column?
- What did you have to do or think about to answer the questions in the post-shifts column?
- How did this difference affect your understanding of the text?
- How will you help mentees see the difference between questions pre and post-shifts?



### Culminating Writing Task Directions

Consider how Charlie has changed from the beginning of "Flowers for Algernon." How does the surgery improve or worsen his quality of life?

To answer these questions:

- Describe the changes in Charlie over the course of the text as a result of the surgery.
- Examine how the author's choices (e.g., difference in Charlie's point of view and that of the audience (*dramatic irony*) and the structure of the text as a series of journal entries) reveal Charlie's changes.
- Evaluate whether the changes had a positive or negative impact on Charlie.
- Determine how the author's choices impact the way the reader views the changes in Charlie.
- Locate evidence to support your claim and acknowledge evidence that supports an opposing claim.

Write an argument in which you state and logically support a claim about the impact of the surgery on Charlie's life and distinguish your claim from opposing claims. Be sure to use proper grammar, conventions, spelling, and grade-appropriate words and phrases. Cite several pieces of relevant textual evidence, including direct quotations with parenthetical citations.

### Excerpt from the Guidebooks Text List

Retrieved from: <http://www.louisianabelieves.com>

Unit Title	Text List	How might these texts build knowledge?
<b>Grade 4:</b>  <b>The Whipping Boy</b>	<ul style="list-style-type: none"> <li>● The Whipping Boy</li> <li>● The Horrible, Miserable, Middle Ages</li> <li>● A Medieval Feast</li> <li>● The Usborne Internet-Linked Medieval World</li> <li>● Magic Tree House Fact Tracker: Knights and Castles</li> <li>● “The Middle Ages”</li> <li>● The Amazing Middle Ages</li> <li>● Interactives: Middle Ages</li> <li>● Middle Ages for Kids: Index</li> <li>● History: Middle Ages Timeline for Kids</li> </ul>	
<b>Grade 5:</b>  <b>The Birchbark House</b>	<ul style="list-style-type: none"> <li>● The Birchbark House</li> <li>● Ice Age (DVD) – select clips</li> <li>● The First Americans: Prehistory-1600 (A History of US, Book 1)</li> <li>● Pedro’s Journal</li> <li>● Before Columbus: The Americas of 1491</li> <li>● Excerpt from “A Letter to the Treasurer of Spain”</li> <li>● “The Columbian Exchange”</li> <li>● “Columbus”</li> <li>● “Images of Christopher Columbus and His Voyages”</li> </ul>	
<b>Grade 6:</b>  <b>If Stones Could Speak</b>	<ul style="list-style-type: none"> <li>● If Stones Could Speak: Unlocking the Secrets of Stonehenge</li> <li>● “The Adventures of Young Indiana Jones, Episode 1: My First Adventure”</li> <li>● “Profiles of Archaeologists” - <i>Intrigue of the Past</i></li> <li>● “Archaeology: Then and Now” – <i>Fundamental Concepts Introduction</i></li> <li>● “Archaeology 101”</li> <li>● “Travel”</li> <li>● “The Excavation Process: How We Excavate” (video)</li> <li>● “What is Archaeology?” (video)</li> </ul>	

<b>Connect the Learning</b>		
How will deepening your understanding of the ELA instructional shifts improve your teaching?	How will deepening your understanding of the ELA instructional shifts increase your impact as a mentor?	What are the most important aspects of these shifts for your mentee to understand and how can you support that understanding?

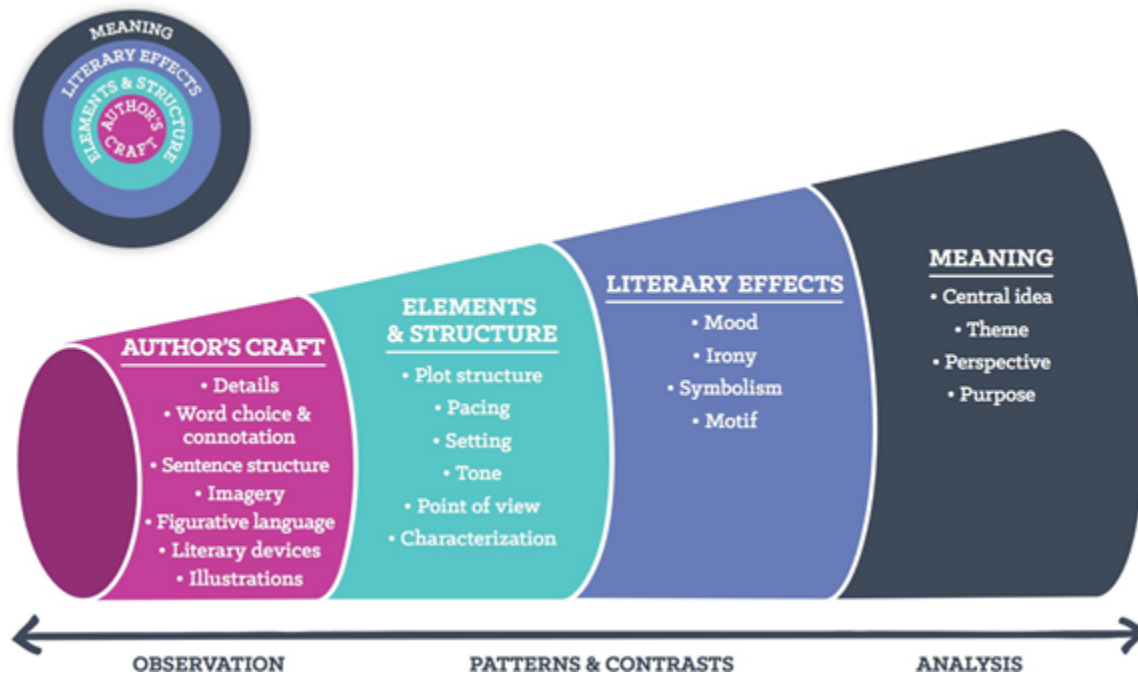
**Introduction to the Shifts: Key Takeaway**

Having a strong understanding of the instructional shifts in ELA increases the mentor’s ability to coach their mentee’s ELA instruction.

## Defining Close Reading in the Guidebooks

Do Now	
<p><b>Text:</b></p> <p>Twas the night before Christmas, and all through the house Not a creature was stirring, not even a mouse</p> <p>The stockings were hung by the chimney with care In hopes that St. Nicholas soon would be there.</p>	<p><b>Questions:</b></p> <p>1. When and where does the poem take place? What evidence from the text makes you think so?</p> <p>2. What tone does the poem have? What words and phrases in the text make you think so?</p>
<p><b>How do these text-based questions work together?</b></p> <p><b>How does the second question build from the first one?</b></p>	

## Reader's Circles



How would you describe Reader's Circles?

## The Story of Prometheus: I. How Fire Was Given to Men from *Old Greek Stories*

James Baldwin

In those old, old times, there lived two brothers who were not like other men, nor yet like those Mighty Ones who lived upon the mountain top. They were the sons of one of those Titans who had fought against Jupiter<sup>1</sup> and been sent in chains to the strong prison-house of the Lower World. (1)

The name of the elder of these brothers was Prometheus, or Forethought; for he was always thinking of the future and making things ready for what might happen tomorrow, or next week, or next year, or it may be in a hundred years to come. The younger was called Epimetheus, or Afterthought; for he was always so busy thinking of yesterday, or last year, or a hundred years ago, that he had no care at all for what might come to pass after a while.

For some cause Jupiter had not sent these brothers to prison with the rest of the Titans.

Prometheus did not care to live amid the clouds on the mountain top. He was too busy for that. While the Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia, he was intent upon plans for making the world wiser and better than it had ever been before.

He went out amongst men to live with them and help them; for his heart was filled with sadness when he found that they were no longer happy as they had been during the golden days when Saturn<sup>2</sup> was king. Ah, how very poor and wretched they were! He found them living in caves and in holes of the earth, shivering with the cold because there was no fire, dying of starvation, hunted by wild beasts and by one another--the most miserable of all living creatures. (5)

"If they only had fire," said Prometheus to himself, "they could at least warm themselves and cook their food; and after a while they could learn to make tools and build themselves houses. Without fire, they are worse off than the beasts."

Then he went boldly to Jupiter and begged him to give fire to men, so that they might have a little comfort through the long, dreary months of winter.

"Not a spark will I give," said Jupiter. "No, indeed! Why, if men had fire they might become strong and wise like ourselves, and after a while they would drive us out of our kingdom. Let them shiver with cold, and let them live like the beasts. It is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy."

<sup>1</sup> Jupiter (Roman) is the same as Zeus (Greek).

<sup>2</sup> Saturn (Roman) is the same as Cronus (Greek).

Prometheus made no answer; but he had set his heart on helping mankind, and he did not give up. He turned away, and left Jupiter and his mighty company forever.

As he was walking by the shore of the sea he found a reed, or, as some say, a tall stalk of fennel, growing; and when he had broken it off he saw that its hollow center was filled with a dry, soft pith<sup>3</sup> which would burn slowly and keep on fire a long time. He took the long stalk in his hands, and started with it towards the dwelling<sup>4</sup> of the sun in the far east.

“Mankind shall have fire in spite of the tyrant who sits on the mountaintop,” he said. (10)

He reached the place of the sun in the early morning just as the glowing, golden orb was rising from the earth and beginning his daily journey through the sky. He touched the end of the long reed to the flames, and the dry pith caught on fire and burned slowly.

Then he turned and hastened back to his own land, carrying with him the precious spark hidden in the hollow center of the plant.

He called some of the shivering men from their caves and built a fire for them, and showed them how to warm themselves by it and how to build other fires from the coals. Soon there was a cheerful blaze in every rude home in the land, and men and women gathered round it and were warm and happy, and thankful to Prometheus for the wonderful gift which he had brought to them from the sun.

It was not long until they learned to cook their food and so to eat like men instead of like beasts. They began at once to leave off their wild and savage habits; and instead of lurking in the dark places of the world, they came out into the open air and the bright sunlight, and were glad because life had been given to them.

After that, Prometheus taught them, little by little, a thousand things. He showed them how to build houses of wood and stone, and how to tame sheep and cattle and make them useful, and how to plow and sow and reap,<sup>5</sup> and how to protect themselves from the storms of winter and the beasts of the woods. Then he showed them how to dig in the earth for copper and iron, and how to melt the ore, and how to hammer it into shape and fashion from it the tools and weapons which they needed in peace and war; and when he saw how happy the world was becoming he cried out:

“A new Golden Age shall come, brighter and better by far than the old!” (15)

<sup>3</sup> pith: soft, spongy tissue inside a plant

<sup>4</sup> dwelling: home, place to live or stay

<sup>5</sup> plow and sow and reap: farm



## The Story of Prometheus: II. How Diseases and Cares Came Among Men from *Old Greek Stories*

James Baldwin

Things might have gone on very happily indeed, and the Golden Age might really have come again, had it not been for Jupiter. But one day, when he chanced to look down upon the earth, he saw the fires burning, and the people living in houses, and the flocks feeding on the hills, and the grain ripening in the fields, and this made him very angry.

“Who has done all this?” he asked.

And some one answered, “Prometheus!”

“What! that young Titan!” he cried. “Well, I will punish him in a way that will make him wish I had shut him up in the prison-house with his kinsfolk. But as for those puny men, let them keep their fire. I will make them ten times more miserable than they were before they had it.”

Of course it would be easy enough to deal with Prometheus at any time, and so Jupiter was in no great haste about it. He made up his mind to distress mankind first; and he thought of a plan for doing it in a very strange, roundabout way. (20)

In the first place, he ordered his blacksmith<sup>6</sup> Vulcan, whose forge<sup>7</sup> was in the crater of a burning mountain, to take a lump of clay which he gave him, and mold it into the form of a woman. Vulcan did as he was bidden;<sup>8</sup> and when he had finished the image, he carried it up to Jupiter, who was sitting among the clouds with all the Mighty Folk around him. It was nothing but a mere lifeless body, but the great blacksmith had given it a form more perfect than that of any statue that has ever been made.

“Come now!” said Jupiter, “let us all give some goodly gift to this woman;” and he began by giving her life.

Then the others came in their turn, each with a gift for the marvelous creature. One gave her beauty; and another a pleasant voice; and another good manners; and another a kind heart; and another skill in many arts; and, lastly, some one gave her curiosity.

Then they called her Pandora, which means the all-gifted, because she had received gifts from them all.

<sup>6</sup> blacksmith: a person who makes objects out of metal

<sup>7</sup> forge: open fire oven for making objects that require heat to be formed, like metal

<sup>8</sup> bidden: told

Pandora was so beautiful and so wondrously gifted that no one could help loving her. When the Mighty Folk had admired her for a time, they gave her to Mercury, the light-footed; and he led her down the mountain side to the place where Prometheus and his brother were living and toiling for the good of mankind. He met Epimetheus first, and said to him:

“Epimetheus, here is a beautiful woman, whom Jupiter has sent to you to be your wife.” (25)

Prometheus had often warned his brother to beware of any gift that Jupiter might send, for he knew that the mighty tyrant could not be trusted; but when Epimetheus saw Pandora, how lovely and wise she was, he forgot all warnings, and took her home to live with him and be his wife.

Pandora was very happy in her new home; and even Prometheus, when he saw her, was pleased with her loveliness. She had brought with her a golden casket,<sup>9</sup> which Jupiter had given her at parting, and which he had told her held many precious things; but wise Athena, the queen of the air, had warned her never, never to open it, nor look at the things inside.

“They must be jewels,” she said to herself; and then she thought of how they would add to her beauty if only she could wear them. “Why did Jupiter give them to me if I should never use them, nor so much as look at them?” she asked.

The more she thought about the golden casket, the more curious she was to see what was in it; and every day she took it down from its shelf and felt of the lid, and tried to peer inside of it without opening it.

“Why should I care for what Athena told me?” she said at last. “She is not beautiful, and jewels would be of no use to her. I think that I will look at them, at any rate. Athena will never know. Nobody else will ever know.” (30)

She opened the lid a very little, just to peep inside. All at once there was a whirring, rustling sound, and before she could shut it down again, out flew ten thousand strange creatures with death-like faces and gaunt<sup>10</sup> and dreadful forms, such as nobody in all the world had ever seen. They fluttered for a little while about the room, and then flew away to find dwelling-places wherever there were homes of men. They were diseases and cares; for up to that time mankind had not had any kind of sickness, nor felt any troubles of mind, nor worried about what the morrow might bring forth.

<sup>9</sup> casket: a small box for holding valuable objects

These creatures flew into every house, and, without anyone seeing them, nestled down in the bosoms of men and women and children, and put an end to all their joy; and ever since that day they have been flitting and creeping, unseen and unheard, over all the land, bringing pain and sorrow and death into every household.

If Pandora had not shut down the lid so quickly, things would have gone much worse. But she closed it just in time to keep the last of the evil creatures from getting out. The name of this creature was Foreboding, and although he was almost half out of the casket, Pandora pushed him back and shut the lid so tight that he could never escape. If he had gone out into the world, men would have known from childhood just what troubles were going to come to them every day of their lives, and they would never have had any joy or hope so long as they lived.

And this was the way in which Jupiter sought to make mankind more miserable than they had been before Prometheus had befriended them.

*This text is in the public domain.*

### The Story of Prometheus: Discussion Questions

Why does Jupiter refuse to give humans fire? What does this reveal about Jupiter's character?

What motivates Prometheus to defy Jupiter? What does this reveal about Prometheus' character?

How are humans impacted by Prometheus' decision to defy Jupiter?

**The Story of Prometheus: Discussion Questions (cont.)**

What is Jupiter's punishment for man?

What does it symbolize?

**Use evidence from the text to support your thinking for both questions!**

**Analyze this quote:**

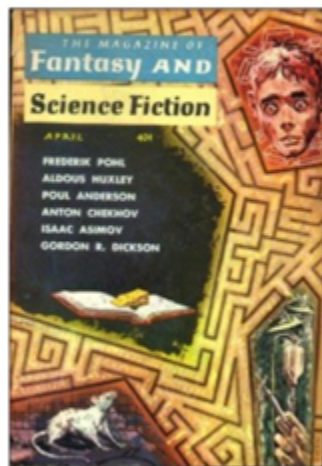
“It is best for humans to be poor and ignorant, so that we Mighty Ones may thrive and be happy.”

**Discuss:** The gods are repeatedly referred to as the “Mighty Ones.” Based on this quotation, are the gods truly mighty? Why or why not?

## Lesson Samples: Exploring the Reader's Circles in the Guidebooks

### Flowers for Algernon: Excerpt from Lesson 4 “Character Analysis in Flowers for Algernon”

Let's Prepare! ▾



Today we will:

- Read Progress Reports 1-3 of “Flowers for Algernon” by Daniel Keyes.
- Analyze Charlie’s character based on the content and structure of the text.

## Let's Read! ▾



- Listen as I read aloud Progress Reports 1-3 of "Flowers for Algernon" by Daniel Keyes.
- Follow along with your copy of the text.
- As I read, take notes about what you've learned about Charlie in each progress report, using the split-page notes handout.

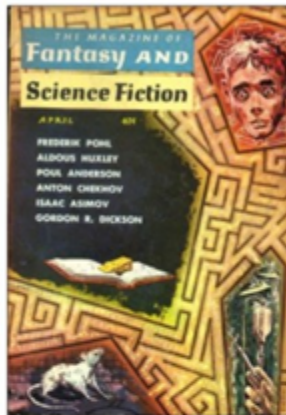
## Let's Express Our Understanding! ▾

- Complete the summary portion of the split-page notes handout. Be sure to include:
  - Who is Charlie Gordon?
  - Identify 2-3 quotations which reveal aspects of Charlie's character and explain what they reveal.



## Flowers for Algernon: Excerpt from Lesson 10 “How has Charlie changed?”

### Let's Prepare! ▾



Today we will:

- Read Progress Reports 4-8 of “Flowers for Algernon.”
- Record details about Charlie’s character before and after the surgery.

### Let's Discuss! ▾

How has Charlie changed?

How do the author’s choices contribute to your understanding of these changes and their impact on Charlie?

### Lesson 10, continued

## Let's Read! ▾



- Listen as I read aloud Progress Report 4 from “Flowers for Algernon” by Daniel Keyes.
- Follow along with your copy.
- As you listen, mark the different opinions each character presents about Charlie with a sticky note.
- On each sticky note, write the character’s name and their claim about Charlie.

## Let's Close! ▾

In this lesson, you learned more about Charlie Gordon before and after the surgery.

You also analyzed how claims made by several characters in “Flowers for Algernon” reveal aspects of Charlie’s character.

## Flowers for Algernon: Excerpt from Lesson 11 “What is Intelligence?”

### Let's Prepare! ▾



Today we will:

- Investigate different theories of intelligence.
- Further develop a written response based on the exit ticket in the previous lesson.

### Let's Read! ▾



- Listen as I read aloud different theories of intelligence.
- As I read, take notes in your reading log.
  - Is *being smart* the same as *being intelligent*?
  - Does being "smart" make you a better person?

## Lesson 11, continued

### Let's Express Our Understanding! ▼



- Revise your original response from your reading log using evidence from the texts and class discussions.
- Select a quotation or describe an event from this section of “Flowers for Algernon” and argue how it shows what Charlie thinks, learns, or questions about intelligence.
- Write at least a paragraph on notebook paper to turn in.

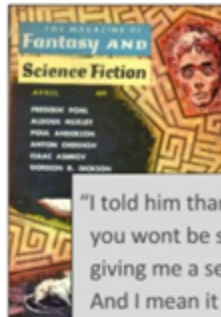
### Let's Close! ▼

In this lesson, you learned more about intelligence and Charlie’s thoughts on “being smart.”

You also practiced using information from multiple texts to support your claims in writing.

## Flowers for Algernon: Excerpt from Lesson 12, “How structure impacts character and plot development”

### Let's Prepare! ▾



"I told him thank you doc you wont be sorry for giving me a second chance. And I mean it like I told him. After the operashun Im gonna try to be smart. Im gonna try awful hard."

Today we will:

- Read Progress Report 9 from "Flowers for Algernon" by Daniel Keyes.
- Evaluate how the structure of the text impacts our understanding of Charlie.

### Let's Discuss! ▾

*progris riport 1--march 5 1965*

"He says its impoportint so they will see if they can use me. I hope they use me. Miss Kinnian says maybe they can make me smart. I want to be smart. My name is Charlie Gordon. I am 37 years old and 2 weeks ago was my birthday. I have nuthing more to rite now so I will close for today."

PROGRESS REPORT 9 -- April 20

"I feel sick inside. Not sick like for a doctor, but inside my chest it feels empty like getting punched and a heartburn at the same time. I wasn't going to write about it, but I guess I got to, because it's important. Today was the first time I ever stayed home from work."



## Flowers for Algernon: Excerpt from Lesson 13 “Impact of Irony on Character Development”

Let's Prepare! ▾



Today we will:

- Reread Progress Report 9 from “Flowers for Algernon” by Daniel Keyes.
- Evaluate how irony impacts our understanding of Charlie Gordon and the events of the story.

## Lesson 13, continued

### Let's Express Our Understanding! ▾

**Irony Tracker for Progress Report 9**

Read the text and identify irony in the text. Record the page number, the text, and the character's and reader's perspectives on the irony. Complete a row on the irony tracker for each example of irony you find.

Text	Point of View	Character's Perspective	Reader's Perspective	Irony

- Reread Progress Report 9 independently.
- As you read, locate examples of irony to include on the irony tracker.
- Complete a row on the irony tracker for each example located.

### Let's Close! ▾

In this lesson, you learned more about Charlie and how his growing intelligence is affecting him.

You also learned how differences in point of view create irony and impact how the reader understands characters and events in a text.



## Flowers for Algernon: Excerpt from Lesson 15

### “Analyze character development and irony in Flowers for Algernon”

#### Let's Prepare! ▾



Today we will:

- Read April 21-28 (Progress Report 10) and April 30-May 18 (Progress Report 11) from “Flowers for Algernon” by Daniel Keyes.
- Continue completing the before/after surgery chart and the irony tracker.

#### Let's Read! ▾



- Read April 21-May 18 of Progress Reports 10 and 11 from “Flowers for Algernon.”
- As you read, continue completing the before/after surgery chart and irony tracker.

## Lesson 15, continued

### Let's Express Our Understanding! ▼



- In your reading log, write an answer to the question.
  - Charlie wants nothing more than to be “normal” and accepted by others. Given his desire, what is ironic about his statements in these entries? Include evidence from the text to support your answer.

### Let's Close! ▼

In this lesson, you learned more about the results of Charlie's surgery.

You also analyzed how irony impacts the reader and contributes to the development of events and characters in a text.

## Flowers for Algernon: Excerpt from Lesson 23, “Finish Reading Flowers for Algernon”

### Let's Prepare! ▾



Today we will:

- Finish reading “Flowers for Algernon.”
- Complete our before/after surgery chart.

### Let's Express Our Understanding! ▾



- In your reading log, answer both of the following questions. Use textual evidence to support your response.
  - How does Charlie change in the progress reports from May 23-July 28?
  - Is Charlie better off as a result of the surgery?

## Lesson 23, continued

### Let's Close! ▾

In this lesson, you learned what happens to Charlie in “Flowers for Algernon.”

You also learned how changes in characters impacts the reader and develops meaning in a text.

## Flowers for Algernon: Excerpt from Lesson 24 “Understand a theme in Flowers for Algernon”

### Let's Prepare! ▾



Today we will:

- Determine a theme of “Flowers for Algernon.”
- Analyze how the theme is developed through the characters, structure, and plot.

### Let's Read! ▾

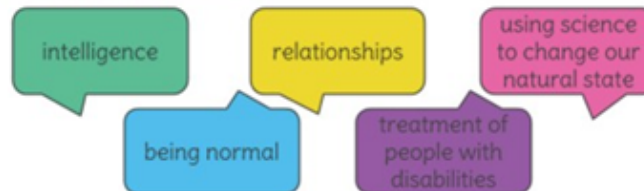


- With a partner, review the text and your notes taken throughout the unit.
- Write a summary of the events of “Flowers for Algernon” in your reading log.
- Underneath the summary, create a list of the ideas/topics discussed in the text.

## Lesson 24, continued

### Let's Discuss! ▾

- Review the list you created of ideas/topics discussed in "Flowers for Algernon."



- Select a topic/idea and write it on the theme handout.
- What does "Flowers for Algernon" teach you about that topic/idea? Write a theme statement.

### Let's Express Our Understanding! ▾



- Locate relevant evidence from "Flowers for Algernon" which develops your identified theme.
- On the theme handout, write the evidence and then explain how it develops your identified theme.

### Capture Your Learning

Question	Response
<b>What are the Reader's Circles and how do they live in the Guidebooks?</b>	
<b>How does the sequence of tasks and questions in the Guidebooks support building understanding of the text?</b>	
<b>Why is it important to implement the Guidebooks with integrity?</b>	

<b>Connect the Learning</b>	
<b>How will deepening your understanding of the Reader’s Circles and how they live in the Guidebooks impact your role as a teacher?</b>	<b>How will deepening your understanding of the Reader’s Circles and how they live in the Guidebooks impact your role as a mentor?</b>

**Readers Circles: Key Takeaway**

Readers circles are an effective pedagogical structure for close reading that builds understanding of complex grade-level texts for all readers.



## **Module 6 Afternoon Outcome:**

- Set new goals and determine future plans for intervention.

### **Set New Goals: 3 Key Components**

- Examine all data
- Identify progress
- Determine next steps

## Examine All Data (may include any of the following):

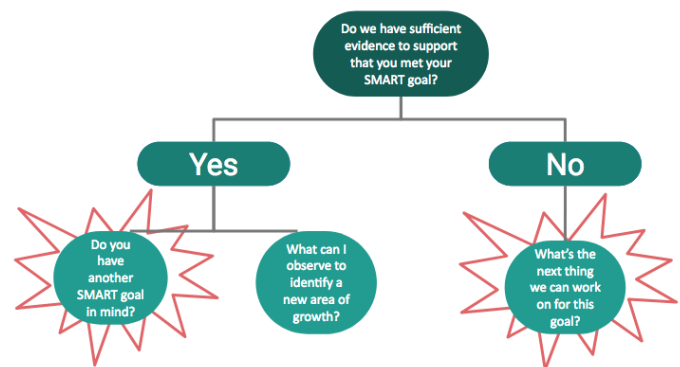
- Initial observation and one-on-one debrief notes
- Model teaching look-fors checklist and debrief notes
- Co-teaching debrief notes
- Student work
- Student data
- Additional observations and feedback

## Identify Progress

- Use professional judgement
- Refer to Tier 1 curriculum guidance
- Possibilities:
  - Student data collected shows obvious progress, ready to try something new
    - 80% achieved is usually sufficient
  - Progress has been slow, may not be the right thing to target, needs a new goal
  - Needs more direction and support on this goal
  - Needs support on something not addressed by current goal

## Determine Next Steps:

- On your own, determine next steps
- Set up “check-in” with your mentee
- During check-in:
  - Review new data
  - Identify progress
  - Determine next steps in your work together



## Set New Goals Guiding Template

### Step One: Examine All Data

Guiding Questions	Analysis Notes
What data are we looking at?	
What is being measured in each assessment?	
How did various populations of students perform? Are all students being positively impacted?	
What areas of student performance are demonstrating the goal is or is not being met?	
Do patterns exist in the data?	
What confirms what we already know?	
What surprises us?	

**Step Two: Identify Progress**

Guiding Questions	Analysis Notes
Has the teacher made progress toward their goal? What evidence exists to support that?	
What additional evidence, if any, is necessary to show adequate progress toward the goal?	
Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.	
Could the teacher benefit from continued work on this goal?	

**Step Three: Determine Next Steps**

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data</b>		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
<b>Step Two: Identify Progress</b>		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.		
(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?		
(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?		

### Example Scenario SMART Goal

*For the next text, the teacher will plan instruction that addresses every level of the Reader's Circles so that students build a strong understanding of the text as measured by students' responses to text-based questions.*

#### Refer to the "Tops and Bottoms" handout packet

- Initial observation debrief notes
- Co-planning document
- Analyzed notes from later classroom visit
- Set new goals template

### Practice Scenario SMART Goal

*During the next five lessons, the teacher will utilize evidence-based questions that are focused on the content of the text rather than opinions so that students provide answers based on evidence rather than prior knowledge as measured by teacher observations during class discussions.*

#### Refer to the "Because of Winn Dixie" handout packet

- Initial observation notes & one-on-one debrief planning document
- Coaching plan
- Model teaching checklist and feedback notes
- Student discussion data
- Additional observation notes

## Let's Practice: Set New Goals Guiding Template

### Step One: Examine All Data

Guiding Questions	Analysis Notes
What data are we looking at?	
What is being measured in each assessment?	
How did various populations of students perform? Are all students being positively impacted?	
What areas of student performance are demonstrating the goal is or is not being met?	
Do patterns exist in the data?	
What confirms what we already know?	
What surprises us?	



**Step Two: Identify Progress**

Guiding Questions	Analysis Notes
<p>Has the teacher made progress toward their goal? What evidence exists to support that?</p>	
<p>What additional evidence, if any, is necessary to show adequate progress toward the goal?</p>	
<p>Does enough evidence exist to support that the teacher has adequately met their goal? Describe the evidence.</p>	
<p>Could the teacher benefit from continued work on this goal?</p>	

**Step Three: Determine Next Steps**

Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to conversation)	Meeting Notes
<b>Step One: Examine All Data</b>		
Your SMART goal is _____. How do you think it's going in meeting your goal?		
What actions/supports have best supported you in working on this goal?		
I brought some data from our time working together including _____. What evidence here exists to support your work on this goal?		
<b>Step Two: Identify Progress</b>		
How do you feel about the progress you've made toward meeting your SMART goal?		
What, if any, additional work could be done in continuing to address this SMART goal?		
<b>Step Three: Determine Next Steps</b>		
Do we have a sufficient amount of evidence to support that your SMART goal was met?		

<p>(If the answer to the above question is no) What next steps should we take to continue working on this goal? I.e. another model or co-teach, observation with feedback, etc.</p>		
<p>(If the answer to the above question is yes) Do you have another focus area in mind that we can set a new SMART goal for?</p>		
<p>(If the answer to the above question is yes) Would you like to participate in a new observation and see what new areas to grow in come through as a result?</p>		

### Set New Goals: Key Takeaway

The mentor monitors data on mentee progress toward SMART goal to determine when it is appropriate to new goals.

### Module 6: Key Takeaway

Mentors can most effectively support mentees through ongoing, repeated mentoring cycles that base goals and success on observable goals.