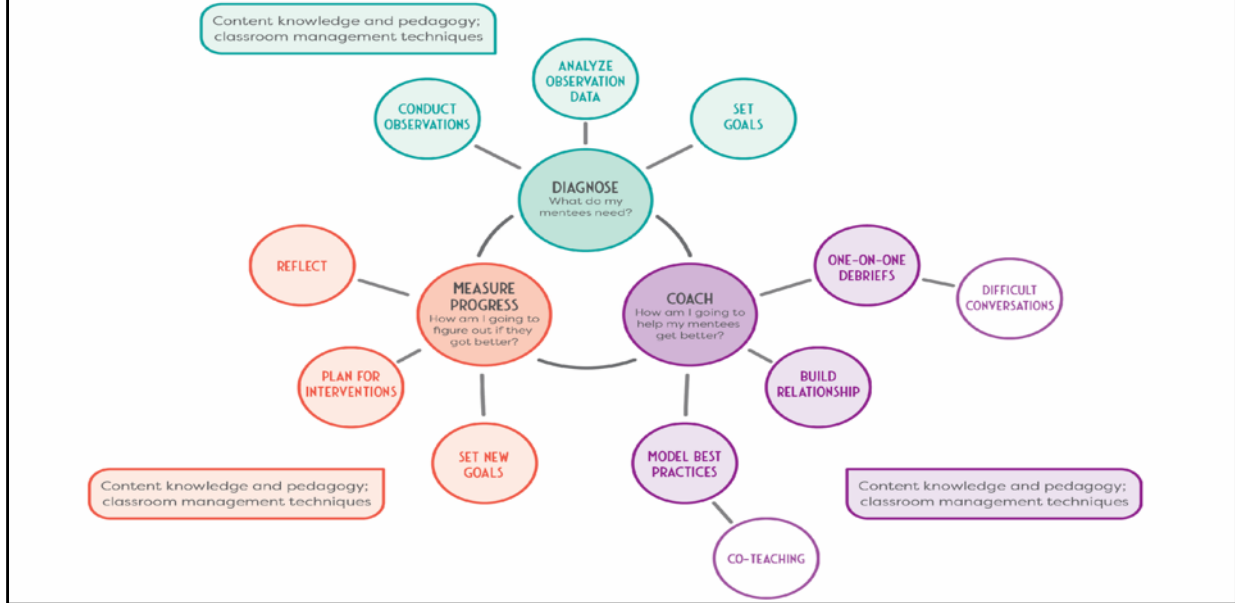
	
	<p data-bbox="766 428 1369 575"><b>Module 8: Implementing High-Quality ELA Instruction</b></p> <p data-bbox="930 684 1203 726">Secondary ELA</p> <p data-bbox="937 795 1195 837">January, 2020</p>

●**Duration:** 1 min.

●**Facilitator says:** Welcome to Module 5. We hope you had a good night’s rest and look forward to another great day of learning today.

●**Facilitator does:** Reminder of logistics for training (restrooms, times, breaks, lunch, etc.)

# The Mentoring Cycle



● **Duration:** 1 minute

● **Facilitator Says:** Remember, this is the mentor cycle that all of our work is grounded in. The mentor cycle illustrates all of the components of your role as a mentor - the concrete actions you will take when working with your mentees. Today, we'll be zooming in on aspects of Diagnose and Coach. By the end of the nine Modules we will have worked through all of the components of the cycle.

## Mentor Training Course Goals

- Build strong relationships with mentees
- Diagnose and prioritize mentees' strengths and areas for growth
- Design and implement a mentoring support plan
- Assess and deepen mentor content knowledge and content-specific pedagogy

3

- **Duration:** 1 minute
- **Facilitator says:** Let's just take a moment to remind ourselves about the overarching goals of the Mentor Training Course. In past modules, we have focused on classroom management, planning conversations, and communication skills for building strong relationships. In the first two modules, our learning focused primarily on the first and third goals. In module three we focused understanding the three instructional shifts in mathematics, which aligns with the fourth goal.

## Module 8 Morning Outcomes

- Reliably assess student comprehension and writing needs by utilizing Guidebook supports
- Utilize the Guidebook's Support Flow Chart to develop plans for addressing the needs of individual and groups of students
- Continue work on Micro Credential assessments

4

●**Duration:** 1 minutes

●**Facilitator says:** This morning our ELA work will pick up where we left off in Module 7. You'll remember that we were learning about using the exemplar student responses provided in the Guidebooks to assess student writing and then we moved on to create our own exemplars. Next, we used several tools including the exemplars, the Writing progression, and the writing rubric to assess an individual student's writing. In this module, we'll explore ways to use that process to diagnose individual student needs as well as grouping students for targeted instruction. We'll also explore a Guidebook tool for making more precise diagnosis of needs of struggling learners and how to support their growth. As experienced teachers these tools will be helpful to you, but for a new teacher they will be invaluable. And of course you'll have time to work on your micro credential assessments.

## Today's Agenda



- Welcome/overview
- Diagnosing student learning needs
- Utilizing Guidebook tools to address student learning needs
- Lunch

**Duration:** 1 minute

**Facilitator says:** You will see our agenda on p. of your packet.

## Our Agreements



- **M**ake the learning meaningful
- **E**ngage mentally and physically
- **N**otice opportunities to support the learning of others
- **T**ake responsibility for your own learning
- **O**wn the outcomes
- **R**espect the learning environment of self and others

6

**Duration:** 3 minutes

**Facilitator says:** As a team make a commitment to focus on one agreement. Discuss among yourselves how you will keep that commitment. How will you hold each other accountable?

**Facilitator does:** Observes team conversations. Then after three minutes invite a quick report out from 2-3 groups.

### During Module 7 we learned to...

- Analyze Student Look Fors to define and create an exemplar student response to a Guidebook task
- Create an exemplar response.

Table Talk—remind each other how we did this

**Duration: 4 minutes**

**Facilitator does:** As I mentioned earlier, today's work picks up where we left off last time we were together. (Click the animation). Let's take 3 minutes to talk as a table and remind each other what this process looked like. What were your big take-aways? Feel free to look back over your handout from module 7 if you have it with you.

Ask table groups to share out what they remember.

## Recap

*Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*



**Time:**

**Duration:** 15 seconds

**Facilitator says:** Remember this question from the last module? This will continue to be the question that underlies our assessment of student work.

**Facilitator does:** Read inquiry cycle question or have a volunteer read it aloud for the group.



## Remember Our Criteria

Student responds directly to the question asked with a **valid assertion** drawn from the text.

The **evidence** provided from the text is **relevant** (evidence supports the assertion) and **sufficient** (enough evidence is given to support the assertion).

The student is able to clearly articulate a relevant and **valid connection** between the evidence given and the assertion.

**Duration:** 1 minute

**Facilitator says:** And remember also that these are the three criteria we use when looking at student work. We spent quite a bit of time in the last module working with these criteria.

**Facilitator does:** Click to reveal and review each of the criteria.

## Sample High Quality Student Response

Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.

Evidence	How this evidence supports my thinking
"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..."	When he realized that humans were miserable, he went to live with them and help them.
"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

**3 minutes**

**Facilitator says:** You should remember this slide and exemplar from module 7. Remember that the exemplars meet the three criteria for grade level. Take a moment to read this exemplar and refresh your memory.

# The General Rubric

Rubric for Analyzing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific  Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

## Independently review the rubric

- What do you notice?
- What do you wonder?

**Duration:** 1 minutes

Facilitator says: And you'll remember that we looked over a student's writing and assessed it using this rubric. Take a moment to look back over the rubric; a copy of it is in your handout on page **4**.

# Assessing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
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Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

## Sample Benchmark

Prometheus is motivated to defy Jupiter because he wants to make the world a better place for humans and because he thinks Jupiter is abusing his power. Unlike Jupiter, Prometheus wants the humans to be better and wiser. He hates how lazy the gods are and that they are trying to stay in power by keeping humans ignorant. This reveals that Prometheus is noble and cares about something other than himself.

Evidence	How this evidence supports my thinking
"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..."	When he realized that humans were miserable, he went to live with them and help them.
"Mankind shall have fire in spite of the tyrant who sits on the mountaintop," he said.	Prometheus calls Jupiter a tyrant, showing that he thinks Jupiter is misusing his power. He is determined to give humans fire. Prometheus cares so much that he even is even willing to defy Jupiter to improve life for the humans.

**Duration:** 30 seconds

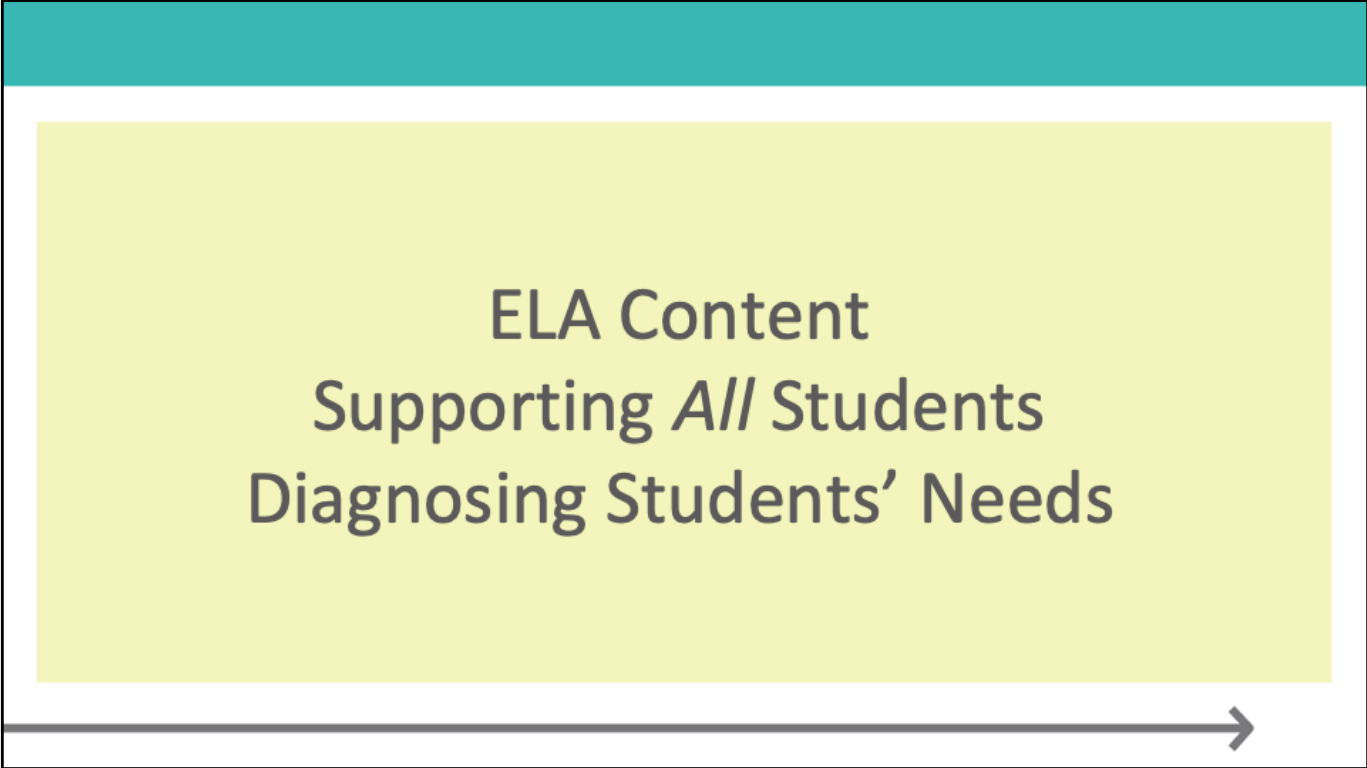
**Facilitator says:** Remember that we used the general rubric with the task-specific exemplar to record your observations about a students' work.

# Using the General Rubric

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	Responds directly to the question with an insightful assertion	Responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow  <b>TL</b>	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific  Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague  <b>TL</b>	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid  <b>TL</b>

**Duration:** 2 minutes

**Facilitator says:** The student we discussed in Module 7 was Tonya and we scored her writing like this. You'll find Tonya's response on page 5 of your handout.



# ELA Content

## Supporting *All* Students

### Diagnosing Students' Needs

**15 seconds**

**Facilitator says:** Tonya is a single student but now let's consider how we can respond to a class full of students and rubric with student initials scattered all across the rubric. We can use the rubric to identify patterns that emerge from all those initials and to think about what those patterns might be telling us, and our mentees, about what students can do, and what they cannot *yet* do in responding to a text-based question.

## Do Now

**Independently**  
Read the “Guidebooks Approach to Support” excerpt in your handout

15

**Duration:** 3 minutes

**Facilitator does:** Review directions and point participants to the excerpt and space in their handout on page 6. Provide 2 minutes of independent reading time.

If time allows, invite a few participants to share reflection with the whole group.

**Look for:**

- diverse learners learn in a different way and at a different pace than their peers (every student is a diverse learner at some point in their academic career!)
- A guiding principle about how we support diverse learners is ensuring they have access to grade-level material (i.e. it’s not about watering down the content or decreasing the rigor!)

## Discuss and Record your Responses

- Based on this excerpt, how do we define “diverse learners”?
- What is your key takeaway about the guiding principles for how we support diverse learners?

4 minutes

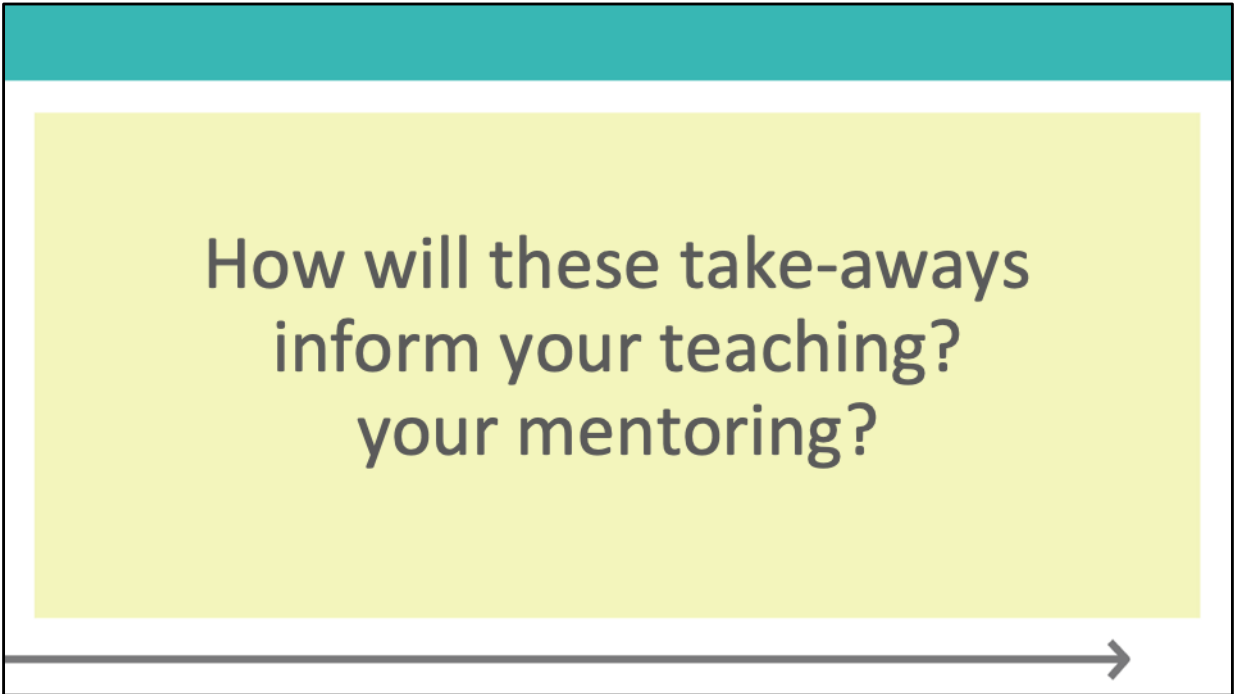
Facilitator says: Working with a partner, discuss these questions. Record your responses in your handout on page

**Look for:**

- diverse learners learn in a different way and at a different pace than their peers (every student is a diverse learner at some point in their academic career!)
- A guiding principle about how we support diverse learners is ensuring they have access to grade-level material (i.e. it’s not about watering down the content or decreasing the rigor!)

**Facilitator says:** Please thank your partner and return to your table groups.





How will these take-aways  
inform your teaching?  
your mentoring?

5 minutes

Facilitator says: With your table group, please discuss these questions. Please pay particular attention to the second aspect—how will this definition inform your mentoring.

Call on table groups to share their responses.

Possible responses for mentoring:

- Use it to build the expectations that all students will need support at some point
- Don't let mentee get in the habit of thinking that there are "good" and "bad" students
- Remembering to keep an open-mind about all students and their potential
- Remember that lesson-planning must include room for reteaching and time for students to learn
- It is the teacher's responsibility to meet students where they are, not vice versa
- Lowering expectations for student who struggle or who have challenges is not helping them
- The rigor of the standard does not change. All students have the right to grade

level instruction.

# A Full-Class Rubric

- **Review** the completed rubric
- **Look for** patterns in student responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	responds directly to the question with an insightful assertion KJ NN IU FD JH QW	responds directly to the question with a valid assertion DI BG NU DS KN RD HB KL SD UT YH PL	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow GH MJ LA SS	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul> GP WE TY
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion KJ NN IU FD JH QW	Evidence is accurate, relevant, and specific to support the assertion DI BG NU DS KN RD HB KL  Evidence provided is sufficient to support the assertion DI BG NU DS KN RD HB KL	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion SD UT YH PL	Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion  GP WE TY
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced JH QW	Connection between evidence and assertion is clear and valid KJ NN IU FD	Connection between evidence and assertion may be vague or unclear DI BG NU DS KN RD HB KL	Connection between evidence and assertion may be missing or invalid GP WE TY SD UT YH PL

**Duration:** 1 minutes

**Facilitator says:** A completed rubric appears on page 8 of your handout. This rubric is what a rubric looks like at the end of this process –after you’ve evaluated an entire class-worth of writing. You’ll notice that what we end up with looks a lot like a graph!

**Facilitator does:** Point participants to the completed rubric in their handouts

### Using the Rubric and Guidebooks Resources

- Consider the completed rubric in your handout.
- Review the initials as though this represents a class of students you and your mentee are teaching.

**Duration: 4 minutes**

**Facilitator does:** Consider the rubric on page 8 of your handout. You'll notice that students' initials are scattered throughout the rubric. Imagine that these initials represent a class that you and your mentee are teaching. There's a space for your notes regarding the patterns just under the rubric.

**Facilitator says:** Consider what a conversation between a mentor and mentee about this result might sound like. What would you direct your mentee to notice? How would this be useful in supporting a developing teacher's effectiveness?

**Key Points:**

- The idea here is that the teacher can see various patterns of strength and weakness.
- Looking closely at these patterns can help the teacher decide what instruction her students may need as next steps. Large scale trends may be addressed in a whole group setting, while other patterns may suggest additional supports that specific students will need in small group or 1:1 settings.

## What Do the Patterns Tell You?

- Are there common errors made across the collection of student work? What are the most frequent and fundamental problems students appear to have with the assignment?
- What might the pattern of student responses show about students' understanding of the text? What makes you think so?
- What might the pattern of student responses tell you about the knowledge and skills students have learned and still need to learn? What makes you think so?

**Duration:** 8 minutes

**Facilitator says:** Looking at the completed rubric, reflect on the following questions. Take brief notes to capture your thinking.

**Facilitator does:** Allow 8 minutes for participants to examine the Class rubric, reflect on the patterns they see and complete the reflection tool in their handout (p. 20) (which mirrors these questions).

## Share Your Observations with a Partner

### Partner Share (2 minutes)

- **Partner 1—Wear Your Teacher hat**—Share your observations and reflections based upon your experience with student learning (2 minutes)
- **Partner 2—Wear Your Mentor hat**—Considering that new teachers lack the benefit of experience to inform their data observation, what might they notice or wonder about these patterns? How might he or she feel when looking over this data? (2 minutes)

### Together: (4 min.)

- **Brainstorm** potential causes for the patterns you see in student work (i.e. lack of knowledge, difficulty decoding, not enough practice with gathering evidence).

**Duration:** 14 minutes

**Facilitator does:** Partner 1 will consider the data with the benefit of all the experience you bring to bear on your analysis. Partner 2 will specifically set that aside and try to view the data as someone without the benefit of experience. This will help you consider both how you will model this strategy, as well as how to support the thinking of a novice teacher.

**Facilitator does:** Have participants meet with a new partner in the room. Review the protocol and have participants get started. Manage time by letting participants know when they should transition from the first to second step in the protocol, as well as when the next partner should begin sharing.

**Example to share for brainstorming the causes:** If the student writes an accurate claim and demonstrates understanding of the key ideas and concepts, you know they likely didn't have a difficult time decoding or accessing the text. However, if their response lacks evidence from the text, you might assume they need additional support gathering and including text evidence.

**Facilitator says:** Consider what a conversation between a mentor and mentee about this completed rubric might sound like. What would you direct your mentee to notice? How would this be useful in supporting a developing teacher's effectiveness?

**Key Points:**

- The idea here is that the teacher can see various patterns of strength and weakness.
- Looking closely at these patterns can help the teacher decide what instruction her students may need as next steps. Large scale trends may be addressed in a whole group setting, while other patterns may suggest additional supports that specific students will need in small group or 1:1 settings.

## Let's Discuss!

What types of patterns did you see that might indicate students are not understanding the text? What might be causing this difficulty?

What types of patterns did you see that indicate students may need to work on specific skills? On which skills do your students seem to need work?

What insights did you gather about your mentoring?



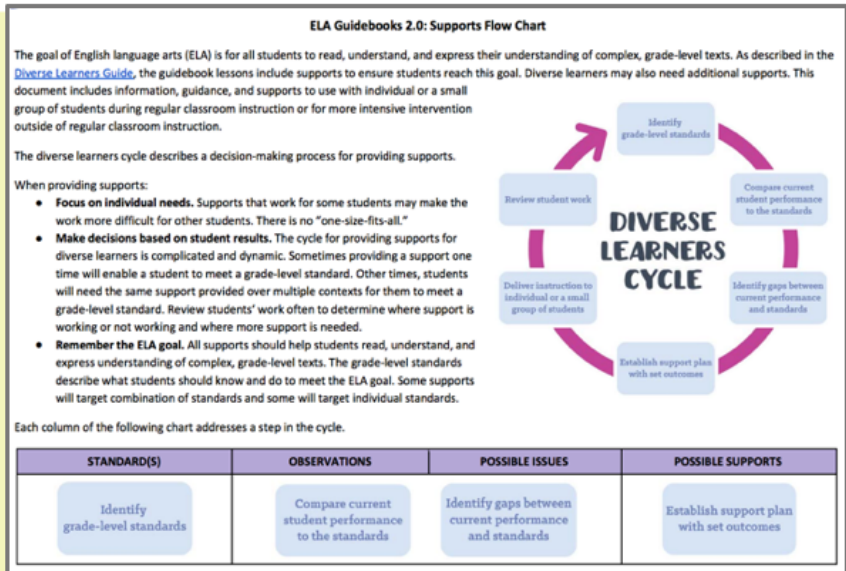
**Duration:** 6 minutes

**Facilitator does:** Debrief with the whole group using the questions above. Responses will vary. Participants may notice that students performing poorly on both the first and second row of the rubric are probably not understanding the text. This could be due to problems with fluency, vocabulary or knowledge. Students performing poorly only in the second or third row may have a general understanding of the text, but may need additional instruction or practice in finding or selecting evidence or explaining how the evidence they chose supports their assertion about the text.



# How Do I Address These Gaps?

## The Supports Flow Chart



**Duration:** 1 minute

**Facilitator says:** So how do you address the gaps that you are seeing based on your analysis of student work? Here is a helpful place to start – the Supports Flow Chart. This tool is built into the Guidebooks 2.0 curriculum and is designed to support you in identifying appropriate supports to use 1:1 or in small groups to address specific needs.

**Facilitator does:** Gauge participant familiarity/use of the Supports Flow Chart.

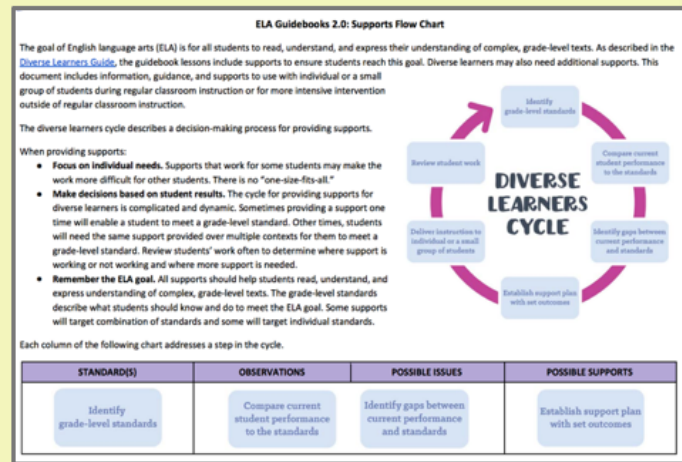
**Facilitator says:** For our purposes today we will be using hard copies of this tool, but you can access it electronically by clicking on the “Getting Started” tab of any unit on LearnZillion.

**Facilitator does:** Point participants to the Supports Flow Chart—a separate handout.

# Explore the Supports Flow Chart

## Independently review the Supports Flow Chart

- What do you notice?



**Duration:** 6 minutes

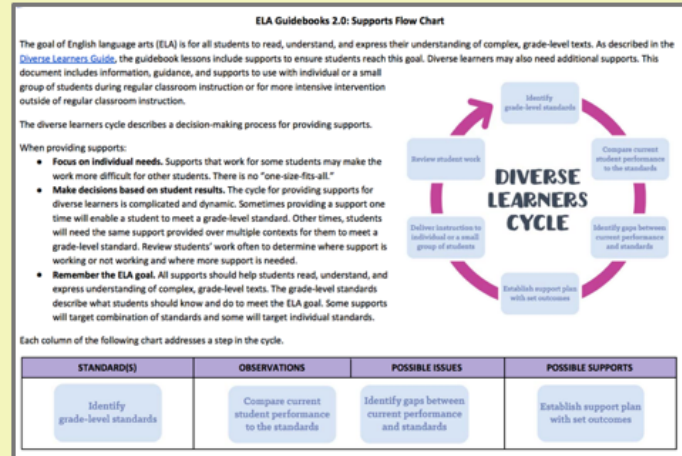
**Facilitator does:** Review directions and provide independent review time and the purpose is to become familiar with the document and how it is organized. Encourage participants to use 5 independent minutes to familiarize themselves with the document

**Some examples:**

- You may have noticed...
  - The flowchart is organized by standards
  - There are observations that help you match what you might be seeing/hearing in your classroom with a possible issue
  - There are a lot of direct links in the support column – there are a lot of tools that already exist for many of the proposed supports!
  - That the supports are categorized into 4 big buckets – we'll be taking a closer look at those in the next activity

## Dig Deeper

**Work with a Partner**  
to analyze and  
complete the  
“digging deeper”  
questions in your  
handout



**Duration:** 10 minutes

**Facilitator does:** Direct participants to the “digging deeper” activity in their handouts. Circulate during work time to identify any questions that may require whole group discussion (i.e. if you walk around and see most people are stuck on or skipped #3, etc.). After 8-10 minutes or once you notice people have finished, facilitate whole group debrief as needed based on what you observed during work time. If everyone seems to have gotten 100% of the responses below, you may use other questions during the debrief like “what about this tool excites you? How did your observations/wonders change as you started to dig deeper into this tool? How might you use this tool in your planning?, etc)

### Answers

- 1) The supports flow chart is organized by supports for:
  - Reading and understanding complex text
  - Engaging in academic discussion
  - Expressing understanding of complex texts
  - Developing language proficiency

3) Possible reasons for struggling with RI/RL4:

- Lack of automaticity in reading
- Reading disfluency
- May not recognize punctuation
- Limited word knowledge

Possible solutions:

- Practice reading aloud words in advance of reading a complex text
- Weekly practice with fluency tasks
- Paired reading, echo reading, choral reading
- Audio recording of the text in advance
- Have students record and listen to their own reading
- Volume of reading

3) Multiple responses – here is one example of the most likely situation (important here that participants match the best support with the issue they chose):

Possible issue: The student may struggle with active listening or not be able to track the main points of the conversation.

Possible support: Provide students with a way to track how the ideas of their peers support or change their original idea(s). Prior to a discussion, have students record the discussion question and their idea(s) on the student discussion tracker. During the discussion, direct students to record the ideas of their peers. Provide time during the discussion for students to reflect on and record how each peer's idea supports or refines their original idea(s). After the discussion, have students reflect on how the discussion influenced their original idea(s).

4) When fluency isn't the issue, the next most likely culprit is...lack of knowledge and vocabulary. To support with this, students may watch a Let's Set the Context video, engage in a volume of reading, read a text set about the topic, create a concept map, etc.

**Key Point:**

The main "culprits" that prevent students from reading and understanding complex text are fluency, vocabulary and knowledge.

## As a Teacher Consider:

How can analyzing the class's work for patterns be useful for planning next instructional steps?

What is the Supports Flow Chart? Where can it be accessed on-line?

How might the Supports Flowchart be useful to you, considering the sorts of needs that you observed from your student work?

How confident are you that you can locate it and model its use?

## As a Mentor Consider:

How will you support a mentee in noticing and interpreting patterns in student data?

How might the Support Flow Chart be used when supporting a mentee's thinking about observed student needs?

How might you introduce this work to a mentee and how will you guide the mentee's thinking about student needs and supports?




8 minutes


**Facilitator says:** Take a few minutes to reflect on these questions. Capture your thoughts in your handout on page 12-13. Then turn and talk with an elbow partner; share your thoughts and record any additional insights.



**10 minutes**



ELA Content  
Supporting All Students  
Using the Supports Flow Chart



15 seconds

## Do Now

### Think – Pair – Share

Think about your struggling readers.

Based on what you've observed, what are some reasons why a student may struggle to read and understand complex texts?



**Duration:** 3 minutes

**Facilitator does:** Review prompt and provide independent reflection time before having participants discuss with a partner. Invite a few participants to share reflection with the whole group. Push participants to connect their thinking to evidence (what do you see or hear that makes you think this?)



## Session Objectives

- Understand the three main issues preventing students from reading and understanding complex texts
- Use the Supports Flow Chart to diagnose students' needs and identify appropriate supports
- Consider how to address these concerns with mentees and how to use the Support Flow Chart to facilitate their thinking and planning

**Duration:** 30 seconds

**Facilitator does:** Briefly review the objectives and/or have a volunteer read each objective aloud.

## A Reminder: Our Inquiry Question

### **Inquiry Cycle Question:**

*Can my students cite relevant and specific textual evidence to support conclusions drawn from a text?*

→ 31

**Duration:** 15 seconds

**Facilitator does:** Remind teachers that they have planned, taught and collected student work in order to explore the inquiry cycle question above.

# What does it likely mean...

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	responds directly to the question with an insightful assertion KJ NN IU FD JH QW	responds directly to the question with a valid assertion DI BG NJ DS KN RD HB KL SD UT YH PL	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow GH MJ LA SS	<ul style="list-style-type: none"> <li>* response may not address the question</li> <li>* response may show lack of understanding or misunderstanding of the text</li> <li>* response may be too brief to discern what student understands</li> </ul> GP WE TY
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...if students are struggling to meet the first two criteria on the rubric?


**Duration:** 2 minutes

**Facilitator says:** Let's revisit our completed class rubric. Let's stop and think about what it means if students are struggling to meet the first two criteria on the rubric. Take a moment and re-read the first two criteria in the rubric.

**Facilitator does:** Provide a moment of independent review time, then invite participants to share out.

It means...

They do not  
understand the text!



**Duration:** 15 seconds

- **Facilitator does:** As ELA teachers we recognize that these skills are really at the intersection of reading and writing and speaking. These skills are foundational to all three—students have to comprehend a text before they can respond to questions with valid, supported responses.

## Three Likely Culprits

### Fluency

Fluency does not guarantee comprehension...

...but lack of fluency guarantees lack of comprehension.

### Vocabulary

“Vocabulary is the feature of complex text that likely causes greatest difficulty”

*-Nelson et al 2012*

### Knowledge

“Knowledge of the topic had a MUCH bigger impact on comprehension than generalized reading ability did.”

*-Recht & Leslie, The Baseball Study*

**Duration:** 1.5 minutes

**Facilitator says:** So why might students be struggling to read and understand a text? There are three main culprits...which are pretty familiar to ELA teachers.

**Facilitator does:** Click to reveal and summarize each box

**Fluency:** Just because a student can read with fluency doesn't guarantee they understand what they are reading. However, because of the important role fluency plays in the cognitive process of reading, students who do not read with fluency will not be able to comprehend what they are reading. Remember, the ability to read with fluency frees up cognitive space to focus more on making meaning of the text.

**Vocabulary:** Vocabulary and knowledge go hand in hand – not knowing the words on a page can literally be debilitating to a reader. Remember that from our sustainable fish experience?

**Finally, Knowledge: And remember the critical role that** background knowledge plays in reading comprehension from our sustainable fish text set? And who

remembers the baseball study we learned about in our last meetings? What did we learn from that research? Summarize key points:

- Baseball study shows that background knowledge is a greater factor than assigned reading level in determining students' ability to comprehend complex text.
- Intentionally helping students to build knowledge will help them access complex text.
- Students don't have just one reading level. Students have many reading levels - assigning students to a single level limits their ability to engage with rich & challenging text.

Today we are going to focus on issues and supports in the Support Flow Chart that address these three things.

# Using the ELA Guidebooks 2.0: Supports Flow Chart

**ELA Guidebooks 2.0: Supports Flow Chart**


The goal of English language arts (ELA) is for all students to read, understand, and express their understanding of complex, grade-level texts. As described in the [Diverse Learners Guide](#), the guidebook lessons include supports to ensure students reach this goal. Diverse learners may also need additional supports. This document includes information, guidance, and supports to use with individual or a small group of students during regular classroom instruction or for more intensive intervention outside of regular classroom instruction.

The diverse learners cycle describes a decision-making process for providing supports.

When providing supports:

- **Focus on individual needs.** Supports that work for some students may make the work more difficult for other students. There is no "one-size-fits-all."
- **Make decisions based on student results.** The cycle for providing supports for diverse learners is complicated and dynamic. Sometimes providing a support one time will enable a student to meet a grade-level standard. Other times, students will need the same support provided over multiple contexts for them to meet a grade-level standard. Review students' work often to determine where support is working or not working and where more support is needed.
- **Remember the ELA goal.** All supports should help students read, understand, and express understanding of complex, grade-level texts. The grade-level standards describe what students should know and do to meet the ELA goal. Some supports will target combination of standards and some will target individual standards.

Each column of the following chart addresses a step in the cycle.



STANDARD(S)	OBSERVATIONS	POSSIBLE ISSUES	POSSIBLE SUPPORTS
Identify grade-level standards	Compare current student performance to the standards	Identify gaps between current performance and standards	Establish support plan with set outcomes

**Duration:** 15 seconds

**Facilitator says:** Now we'll look more closely at the Supports Flow Chart to see how we can identify student needs and determine appropriate supports for meeting those needs. Just another reminder, you're considering how this might support your own teaching, how you will model it's use, and how you will this as a tool to facilitate your mentee's thinking and planning.

**Facilitator does:** Make sure all participants have their supports flow chart out.

## Meet Brian

**Read** the case study in your handout

**Use** the Supports Flow Chart to diagnose Brian's issue(s)

OBSERVATIONS	POSSIBLE ISSUES
Compare current student performance to the standards	Identify gaps between current performance and standards



**Duration:** 6 minutes

**Facilitator does:** Point participants to the case study and the graphic organizer in their handout on page 15.

**Image Source:**

In the public domain

<https://pixabay.com/en/boy-exciting-read-literature-books-1798596/>



## Identify a Support

Use the Supports Flow Chart to identify a potential support for Brian

How does this support address the issue?  
When and how might you use this support with Brian?



**Duration:** 6 minutes

**Facilitator does:** Review directions, then point participants to the work space in their handout. Have participants work with a partner to complete this task.

**Look for:**

- Brian's reading is choppy, indicating a problem with fluency (RF.4)
- Brian lacks automaticity – he gets stuck on words and has trouble decoding them

## Let's Discuss!

Which support did you and your partner select? Why?

How does this support address the issue?

When and how might you use this support with Brian?

How might this conversation sound with your mentee? Which stance would you use?

How could you use this conversation to promote a growth mindset in the mentee about both her own development and her student's learning?



**Duration:** 5 minutes

**Facilitator does:** Strategically select two sets of partners to share out with the whole group.

## Let's Practice!

Read the next student case study

### Discuss with a Partner:

Use the Supports Flow Chart to diagnose Maria's issue(s)

OBSERVATIONS	POSSIBLE ISSUES
Compare current student performance to the standards	Identify gaps between current performance and standards

**Duration:** 8 minutes

**Facilitator does:** Point participants to the case study and the graphic organizer in their handout on page 16-17. Provide about 5 minutes of independent reading time, or when you notice that most of the participants have finished, click to reveal the discussion prompt. Have participants work with a partner to discuss. Debrief whole group afterwards.

**Look for:**

- Observation: Student demonstrates grade-level fluency on fluency assessments but does not demonstrate understanding.
- Possible Issues: lack of word knowledge, lack of background knowledge, lack of "language sense"
- May also observe: Student doesn't know the meaning of important words and phrases in the text. (issue: lack of strategies for figuring out meaning)



## As a Teacher Consider:

What are the three main “culprits” in preventing students from reading and understanding complex texts?

How will you use this information to inform your teaching?

How will you model or think-aloud to illustrate your use of the Supports Flow Chart and how you address student needs in the classroom?

## As a Mentor Consider:

How will you support a mentee with considering and addressing the needs of specific learners?

How might the rubrics and the Flow Chart be used when coaching a mentee’s work with his or her most struggling learners?

What might this coaching conversation sound like?



5 minutes

**Facilitator says:** Take a few minutes to reflect on these questions. Capture your thoughts in your handout on pages 18-19. Then turn and talk with an elbow partner; share your thoughts and record any additional insights.

## Revisit the Rubric: Focus on Evidence

Rubric for Analyzing Student Responses

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	responds directly to the question with an insightful assertion	responds directly to the question with a valid assertion	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow	<ul style="list-style-type: none"> <li>• response may not address the question</li> <li>• response may show lack of understanding or misunderstanding of the text</li> <li>• response may be too brief to discern what student understands</li> </ul>
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion	Evidence is accurate, relevant, and specific  Evidence provided is sufficient to support the assertion	Evidence is accurate, but may be insufficient, imprecise, general, repetitive vague	Evidence may be minimal, irrelevant, absent, or incorrect
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced	Connection between evidence and assertion is clear and valid	Connection between evidence and assertion may be vague or unclear	Connection between evidence and assertion may be missing or invalid

41

**Duration:** 30 seconds

**Facilitator says:** Now, we are going to move into criteria 2 and 3. We are going to be focusing on:

**Click and say:** Whether the student selects evidence that is both relevant and sufficient

And

**Click and say:** How well the student explains how this evidence supports their assertion about the text.

## Do Now

**Reflect on how your students talk about and write about texts.**

What do you notice about how students generally use evidence from the text?

- How well do they select relevant evidence?
- How well do they explain how their evidence supports their thinking?

**Duration:** 3 minutes

**Facilitator does:** Review prompt and provide independent reflection time before having participants discuss with a partner. Push participants to provide evidence to support their reflections – what do they see and hear that makes them think this way. Record your thoughts on page 20.

Invite a few participants to share reflection with the whole group.

## Objectives

- Explore three supports built into the Guidebooks to support students in using evidence from the text
- Based on our student data, make a plan for how you might leverage these strategies to support students in using evidence from the text
- Consider how to guide a mentee in noticing and addressing these concerns with students

**Duration:** 30 seconds

**Facilitator does:** Briefly review the objectives and/or have a volunteer read each objective aloud.



## Guidebooks Supports for Using Evidence

Evidence Chart  
Annotating the Text  
Teacher Talk Moves

Just to  
name a  
few!

**Duration:** 30 seconds

**Facilitator says:** For our purposes today we are going to examine three specific resources and supports that exist in the Guidebooks to support students with using and explaining relevant evidence from the text. Remember that we're considering these primarily in terms of how they will support a novice teacher's thinking—Keep your mentor hat on!

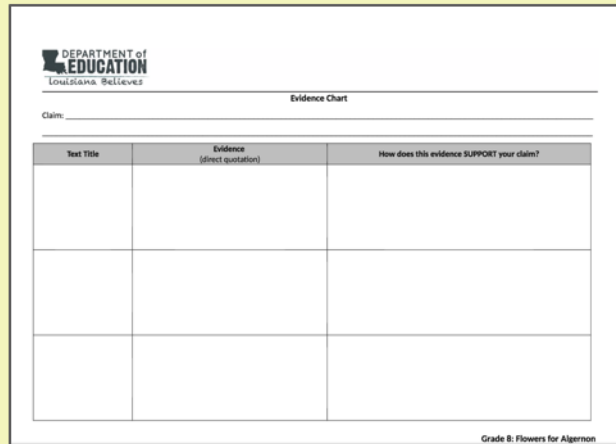
**Facilitator does:** list the three resources; gauge participant familiarity with these supports and resources. Point out that this isn't an exhaustive list of supports that exist to support with evidence!

Click to highlight the first bullet.

**Facilitator says:** Let's take a closer look at this first strategy...

## Support #1: Evidence Chart

- ✓ Make a claim
- ✓ Support your claim with evidence
- ✓ Explain how the evidence supports your claim



The image shows a template for an Evidence Chart. At the top left is the Louisiana Department of Education logo with the slogan 'Louisiana Believes'. The title 'Evidence Chart' is centered at the top. Below the title is a line for 'Claim:'. The main body of the chart is a table with three columns: 'Text Title', 'Evidence (direct quotation)', and 'How does this evidence SUPPORT your claim?'. The table has three rows. At the bottom right of the chart, it says 'Grade 8: Flowers for Algernon'.

Text Title	Evidence (direct quotation)	How does this evidence SUPPORT your claim?

45

**Duration:** 2 minutes

**Facilitator does:** Introduce Evidence chart (handout)

[https://learnzillion.com/resources/91102?card\\_id=109828](https://learnzillion.com/resources/91102?card_id=109828)

Give participants a moment to independently review the evidence chart on page 21 of their handout.

**Facilitator says:** The first part of this tool asks students to make a claim. A claim is the same thing as an assertion (if you think back to our criteria), or a response to a question about a text. Then, students need to support that claim with evidence from the text. But just like we discussed with our three criteria, it's not enough to just select evidence from the text – students must also be able to explain how that evidence supports their claim.

## Student's Response

“Prometheus is motivated to defy Jupiter because he wants to help people. This reveals Prometheus is nice.”

- **Discuss:** How could the Evidence Chart support this student in using evidence to support their claim?

46

**Duration:** 5 minutes

**Facilitator says:** Let's take a closer look at how this evidence chart could support students in using text-based evidence. Let's consider a sample student response.

**Facilitator does:** Read the student response or have a volunteer read it. Have teachers turn and talk to consider how the chart would support this student's thinking.

Facilitator says: Who in the room already has students use this chart? Allow a few responses about how they use it and how it impacts student responses.

## Example

Claim: Prometheus is nice and wants to help people		
Text	Evidence	How does this evidence support your claim?
The Story of Prometheus	"...he was intent upon plans for making the world wiser and better than it had ever been before."	This quote tells us that Prometheus wants to make the world better for people. Unlike Jupiter, Prometheus wants to help the people on Earth.

**Duration:** 1 minute

**Facilitator does:** Share example.

# Guidebooks Supports for Using Evidence

## ✓ Evidence Chart Annotating the Text Teacher Talk Moves

**GRADEBOOKS**  
**20**  
**18**

WHOLE-CLASS INSTRUCTIONAL STRATEGY  
Title: Annotating Text

**The Basics**  
What? Marking a text for main ideas, key details, meaning, and questions  
When? As students read a text  
Why? To promote engagement with and comprehension of complex texts

**Student Outcomes**  
This strategy helps students refine their understanding of texts to meet reading expectations and prepare for writing about texts.

**How to Implement**

1. Choose a short text or a short, complex portion of a text for students to read.
2. Develop questions based on the text for students to answer after annotating and reading.
3. Establish a system of text symbols that students will use to mark the text. There are many different ways to annotate a text. Samples of annotating legends are included in the "Resources for Additional Information."
4. Ask students to read the text, marking the text with the established symbols as they read. If the text cannot be marked, use sticky notes.
5. After students have annotated, ask them to respond to text-based questions and answer any questions they have raised while reading. This can be done independently or in groups.
6. Promote comprehension by providing an opportunity for students to discuss both the questions they raised and the teacher-developed questions. This can be done as a whole class or in groups/pairs.

**Resources for Additional Information**

- Brief [video](#) from TeachingChannel.org that shows text annotation use in the classroom
- [Sample daily instruction](#) from ReadWriteThink.org for teaching annotation to students
- [Video](#) that demonstrates different ways to annotate a text, including an annotating legend
- [Directions](#) for annotating a text
- Examples of how to use in lessons: [Grades 3-5](#), [Grades 6-8](#), [Grades 9-12](#)
- Reading [mini-lessons](#), organized by grade level

**Duration:** 15 seconds

**Facilitator says:** Now let's look at the next strategy...

This chart is in the in Guidebooks and is reproduced on page 21 of your handouts.

**Facilitator says:** annotating the text!

# Annotating Text

**WHOLE-CLASS INSTRUCTIONAL STRATEGY**  
Title: Annotating Text

**The Basics**  
What? Marking a text for main ideas, key details, meaning, and questions  
When? As students read a text  
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This strategy helps students refine their understanding of texts to meet reading expectations and prepare for writing about texts.

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- Reading minilessons, organized by grade level

## What?

Marking a text for main ideas, key details, meaning and questions.

## When?

As students read the text.

## Why?

To promote engagement with and comprehension of complex texts.

49

**Duration:** 2 minutes

**Facilitator does:** briefly review these snapshots from the annotation guide, then direct participants to their annotation handout to read the “how to implement section”

Facilitator says: Annotating provides a system and structure for answering text-based questions with valid evidence and can be easily integrated into other resources/strategies (e.g. conversation stems, evidence chart, etc.).

**Processing pause point between reading/understanding and discussing. We as strong readers do this all the time – it’s putting in the time and guidance students need to make it a cognitive process for them – coming back to it many many times – it’s a reference for later and that’s the point – they use the annotations to keep their discussion grounded in evidence and to propel the conversation around the text.**

Annotations handout: <https://learnzillion.com/resources/116803>

**Image Source:**

In the public domain

<https://pixabay.com/en/magnifying-glass-increase-search-1374389/>

## Annotation in Action

### “Thinking Notes”

\* **Main idea- central to the author’s purpose.**

! I love this part! Great writing or idea

? Raises a question- possible discussion point for class

?? Something is unclear or confusing to me- I need to ask about this in class

**Time:**

**Duration:** 2 minutes

**Facilitator does:** Annotation marks don’t need to be complex; just used consistently so the meaning is clear and remembered. Remember the purpose of the annotations is help students be more metacognitive as they read—noticing what they understand and what they don’t and building thinking time into the reading process.



# Guidebooks Supports for Using Evidence

- ✓ Evidence Chart
- ✓ Annotating the Text
- Teacher Talk Moves

**GUIDEBOOKS 2014**

**Teacher Talk Moves<sup>1</sup>**

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

**Goal One:** Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about \_\_\_\_?
- How did you answer (the question)?
- What is the most important idea you are communicating?
- What is your main point?

**Goal Two:** Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said \_\_\_\_.
- I heard you say \_\_\_\_ is that correct?
- Put another way, you're saying \_\_\_\_.
- Say more about \_\_\_\_.
- I'm confused when you say \_\_\_\_ Say more about that.
- Give me an example.
- Who can rephrase what \_\_\_\_ said?

**Goal Three:** Students provide evidence and explanation to support their claims.

- What in the text makes you think so?
- How do you know? Why do you think that?
- Explain how you came to your idea.

**Goal Four:** Students establish new ways of thinking by elaborating on or challenging the thoughts of others.

- Who can add to what X said?
- Who agrees/disagrees with X?
- Who wants to challenge what X said? Why?
- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard \_\_\_\_ (summarize the conversation so far) \_\_\_\_, what are you thinking? What are you still wondering about?

**Duration:** 15 seconds

**Facilitator says:** Now let's look at the next strategy... (p. 23)

Click to highlight the first bullet.

**Facilitator says:** teacher talk moves! We got our first look at teacher talk moves back in module 6. Today we are going to take a closer look at specific talk moves that support students in identifying relevant and sufficient evidence and explaining how that evidence supports their claim.

## Teacher Talk Moves



### Teacher Talk Moves<sup>1</sup>

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting the following goals.

**Goal One:** Students clearly express their ideas through writing or speaking.

- Take 60 seconds to write your response or share your answer with a partner.
- What do you think about \_\_\_\_\_?
- How did you answer (the question)?
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**Goal Two:** Students listen carefully and clearly understand others' ideas presented in writing or speaking.

- Let me see if I heard you correctly. You said \_\_\_\_\_.
- I heard you say \_\_\_\_\_, is that correct?
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- Say more about \_\_\_\_\_.
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- How does that idea compare with X's idea?
- What do you think about X's idea?
- Whose thinking has changed as a result of this conversation? How and why has it changed?
- Now that you've heard \_\_\_\_\_ (summarize the conversation so far) \_\_\_\_\_, what are you thinking? What are you still wondering about?

### Independently

- **Review** the Teacher Talk Moves
- **Look for** prompts that support students in using evidence from the text

### Discuss with a Partner

- Which Teacher Talk Moves might support students in using evidence?

52

**Duration:** 4 minutes

**Facilitator does:** review directions, then direct participants to the Teacher Talk Moves. After 2 minutes of independent review, click to reveal discussion prompt and have participants discuss with a partner. Afterwards, check for understanding by having participants name the specific goals and prompts that support with evidence.

**Look for:**

Prompts underneath goal 3

Teacher talk handout <https://learnzillion.com/resources/117079>

## Putting it Action

“Prometheus wants to defy Jupiter because he wants to make the world better. I know this because the text states ‘The Mighty Folk were spending their time in idleness, drinking nectar and eating ambrosia.’”

- **Teacher Talk Move:** “Explain how you came to your idea”
- How would the teacher’s use of this prompt help the student develop her skills?

53

**Duration:** 6 minutes

**Facilitator says:** Let’s take a closer look at how these talk moves and the list of them could help a teacher coach students into deeper responses. This is in your handouts on page 23.

**Facilitator does:** Read the student response or have a volunteer read it

**Facilitator does:** As we discussed earlier, this student is able to select relevant evidence from the text but they are missing the explanation of how this evidence connects to their claim. We want teachers to really hold students accountable for this skill, so they need to prompt for it during every class discussion.

# Consider Your Students

Criteria	4 exceeds	3 proficient	2 approaching	1 beginning
Does response show a clear understanding of the text? Is the assertion valid?	responds directly to the question with an insightful assertion KJ NN IU FD JH QW	responds directly to the question with a valid assertion DI BG NJ DS KN RD HB KL SD UT YH PL	Response addresses the question with a valid assertion, but may be vague, general, too broad or too narrow GH MJ LA SS	<ul style="list-style-type: none"> <li>* response may not address the question</li> <li>* response may show lack of understanding or misunderstanding of the text</li> <li>* response may be too brief to discern what student understands</li> </ul> GP WE TY
Does the student choose relevant evidence from the text?	Evidence is not only accurate and relevant, but particularly well-chosen to support the assertion KJ NN IU FD JH QW	Evidence is accurate, relevant, and specific to support the assertion DI BG NJ DS KN RD HB KL  Evidence provided is sufficient to support the assertion DI BG NJ DS KN RD HB KL	Evidence is accurate, but may be insufficient, imprecise, general, repetitive, or vague to support the assertion SD UT YH PL	Evidence may be minimal, irrelevant, absent, or incorrect to support the assertion GP WE TY
Does the student explain how the evidence supports the assertion / point?	Connection between evidence and assertion is insightful and nuanced JH QW	Connection between evidence and assertion is clear and valid KJ NN IU FD	Connection between evidence and assertion may be vague or unclear DI BG NJ DS KN RD HB KL	Connection between evidence and assertion may be missing or invalid GP WE TY SD UT YH PL

Review the patterns in your students' responses.

**Duration:** 3 minutes

**Facilitator says:** Thinking back to the completed rubric, what insights do you have about how to use these tools (rubric, evidence chart, annotating the text, and teacher talk moves) in your own teaching? And as a mentor?

# Make a Plan

Consider the action plan in your handout

How could you use this tool to support a mentee's thinking?

Make an Action Plan	
<b>Who?</b> Students who need support	
<b>What?</b> What need will you focus on? (evident from the student work)	
<b>Why?</b> Why do you think students are struggling in this area?	
<b>How?</b> How will you address this need? What activities or other supports will you try?	
<b>When/Where?</b> When and where will you insert these supports?	

**Duration:** 3 minutes

**\*\* JUST FOCUSED ON EVIDENCE**

**Facilitator does:** direct participants to the action planning graphic organizer in their handouts (p. 24). Have participants talk at their tables. If time permits, allow selected individuals to share out.

## As a Teacher Consider:

What new tools are you most excited to use yourself or share with your colleagues?

## As a Mentor Consider:

Consider all the different ways that these tools might be useful to a mentee. Record your list.

Consider how these tools will specifically support the development of a growth mindset for the mentee's sense of self-efficacy and for his or her feelings about students. Record your thoughts.



5 minutes

**Facilitator says:** Take a few minutes to reflect on these questions. Capture your thoughts in your handout on page 37. Then turn and talk with an elbow partner; share your thoughts and record any additional insights.

## Documenting Our Work for the Assessment

Please open your  
BloomBoard account.



Duration: 30 seconds

Facilitator: Read the slide.

## This Morning's Learning and the Assessments

Individually think about the ways in which today's learning will help you support a mentee. In which assessment domains might this type of work with a mentee be captured?

→ 58

**Duration:** 2 minutes

**Facilitator says:** Read this slide to yourself and silently think about your response. Consider how you might use today's learning in the mentoring work you are currently doing. What impact will it have on the mentee's classroom and student outcomes? Then consider which tasks related to your micro-credential tasks would be impacted.

**Possible responses:**

Mentoring to improve Classroom management  
Mentoring for Close reading of complex texts  
Mentoring for writing instruction



## Quick Progress Check

### Please raise your hand if:

- You've fully completed and submitted for one or more domains (have you gotten feedback yet?).
- You've completed all tasks for one or more domains, but have not yet submitted.
- You've completed and some of the tasks for one or more domains.
- You've started, but not yet completed, one or more tasks for at least one domain.
- You've thought about it, but haven't actually written anything in the BloomBoard spaces yet.

**Duration:** 3 minutes

**Facilitator:** Each bulleted statement will appear separately. After each bullet allow participants time to raise their hands and then ask them about their progress (which domains? feedback yet? thoughts on their work?) Point out these people may be used as a resource. Especially for the top three levels, use this check in to allow participants to locate colleagues with experience in case they have questions.

## Use Your Time Wisely

Begin working on a new task

Continue working on a task previously begun

Seek advice or ask questions about micro-credential tasks

Draft, revise, or seek feedback on assignment submissions

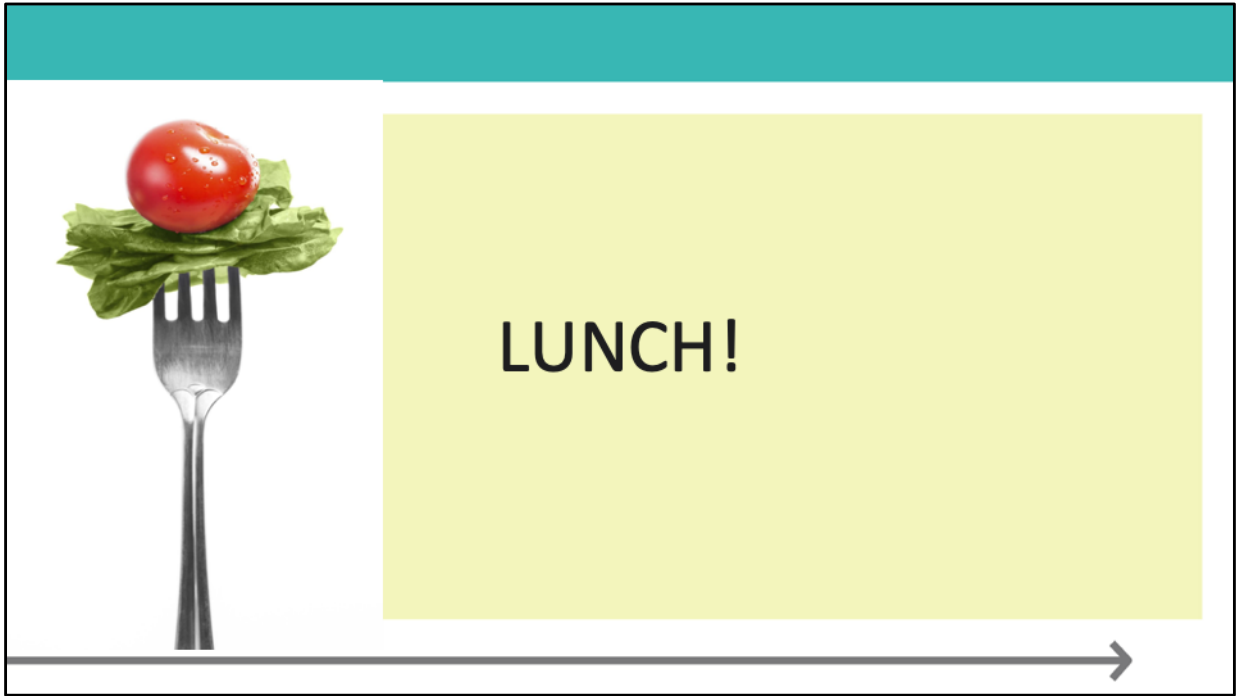


60

**Time:** 1 minute + remaining time till lunch for work (approx 20 minutes depending on pacing and timing of lunch)

Show this slide during work time and encourage participants to use the time to work on micro-credential submissions. Remind them of their district's expectation (and need) for them to become certified as a mentor.

Image credit: stock photo in public domain



●45 minutes