



THE PROFESSIONAL LEARNING ASSOCIATION

Louisiana Department of Education Mentor Teacher Training

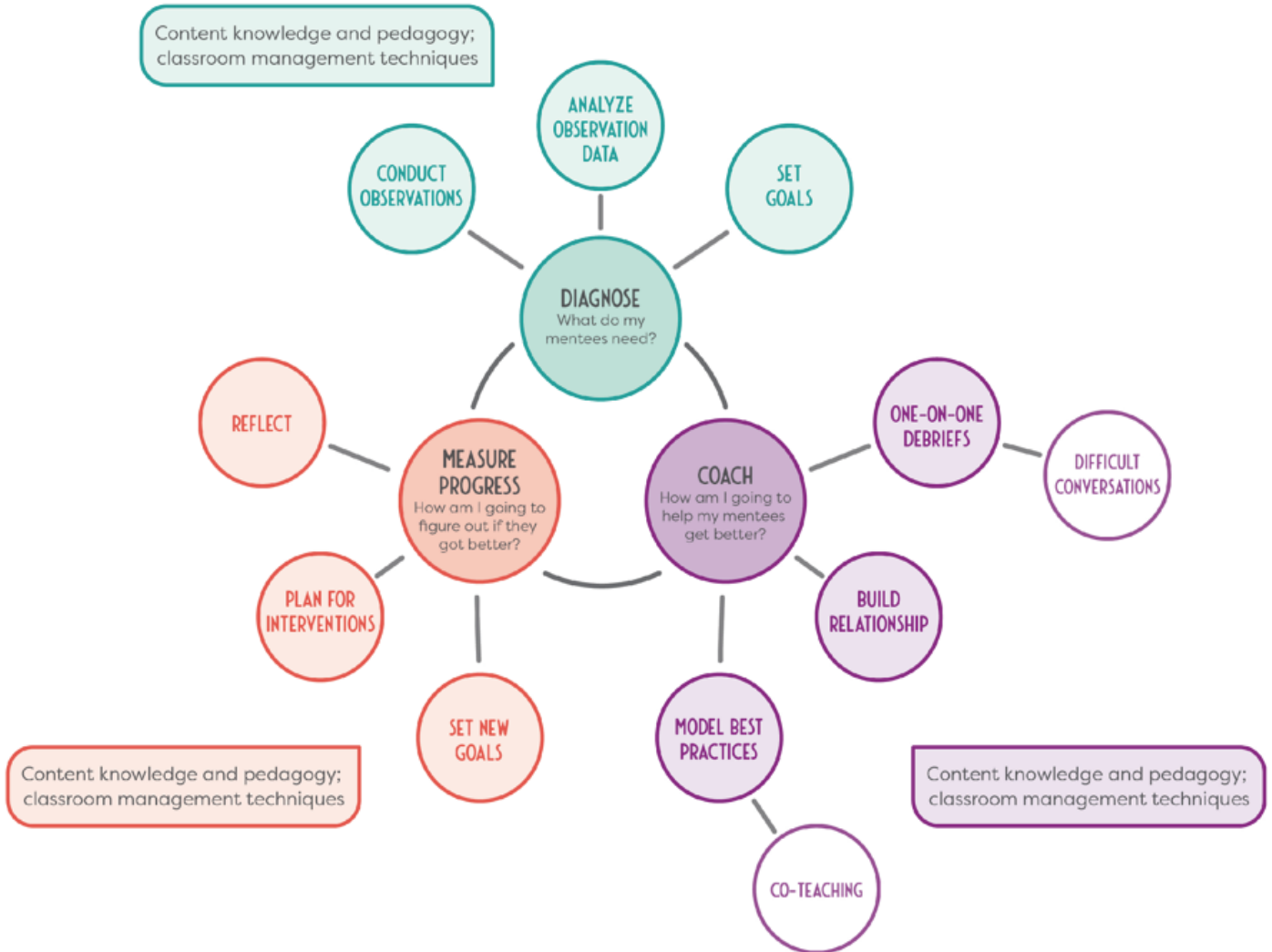
Module 8:
Using Reader's Circles & Writing Progressions
to Deepen Learning

Secondary Universal Cohort
January, 2020

Facilitated by Learning Forward



The Mentoring Cycle



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 mentoring support plan.
- Assess and deepen mentor content knowledge and content-specific pedagogy.

Module 8 Outcomes

- Use Reader’s Circles to support close reading that leads to comprehension of complex, grade-level texts.
- Use the Writing Progressions Chart to understand grade level content writing expectations and to focus instruction.
- Explain how this content enables the mentor’s ability to support the mentee’s disciplinary literacy instruction.
- Mentors will apply the mentor cycle fluently with mentee.

Module 8 Agenda

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

Welcome and outcomes

Disciplinary literacy focus:

Readers’s Circles, Writing Progressions

Connection to competencies

Afternoon (12:30-4 p.m.)

Scenario practice

Connection to assessments

Wrap-up

Agreements

Make the learning meaningful

Engage mentally and physically

Notice opportunities to support the learning of others

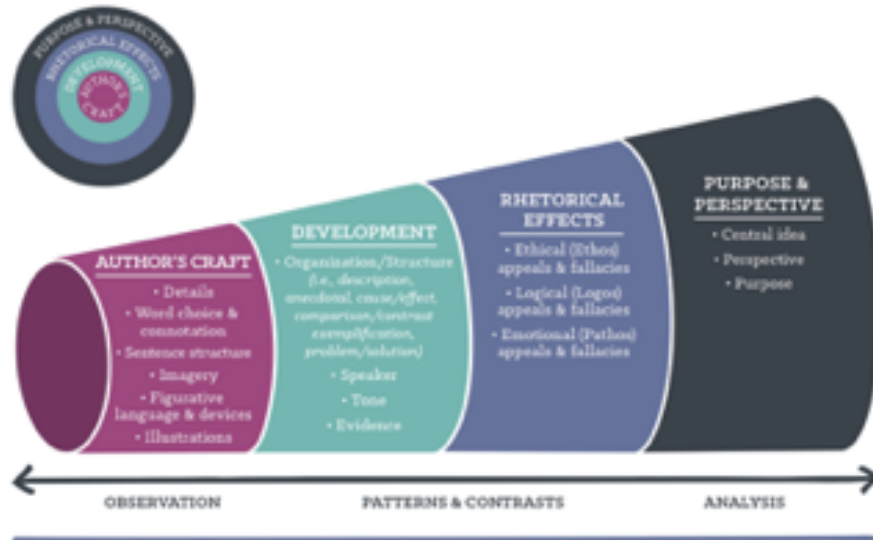
Take responsibility for your own learning

Own the outcomes

Respect the learning environment of self and others

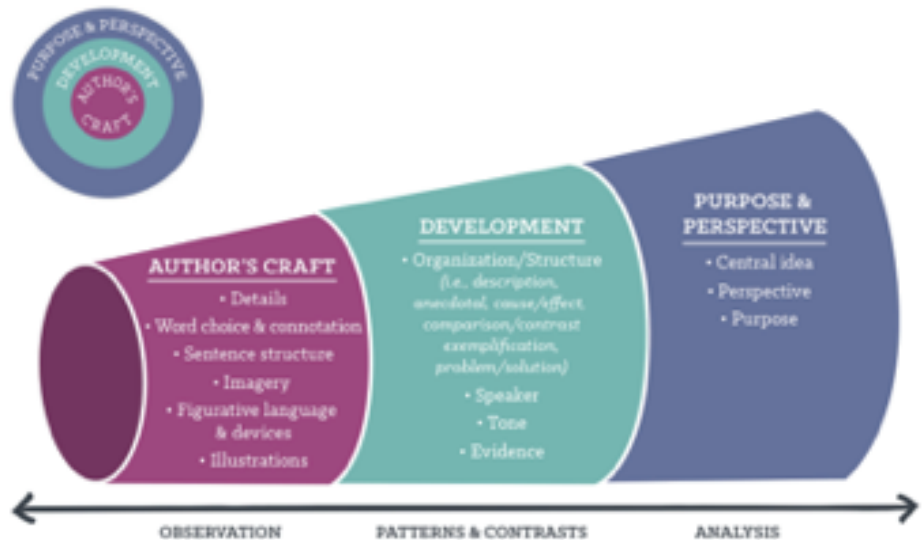
Reader's Circles

READER'S CIRCLES | LITERARY NONFICTION



Louisiana Believes

READER'S CIRCLES | INFORMATIONAL TEXTS



Louisiana Believes

Text #1

Excerpts from Huey P. Long's "Every Man a King" Speech, Delivered February 23, 1934

It is not the difficulty of the problem which we have; it is the fact that the rich people of this country -- and by rich people I mean the super-rich -- will not allow us to solve the problems, or rather the one little problem that is afflicting this country, because in order to cure all of our woes it is necessary to scale down the big fortunes, that we may scatter the wealth to be shared by all of the people.

Is that a right of life, when the young children of this country are being reared into a sphere which is more owned by 12 men that is by 120 million people?

But the Scripture says, ladies and gentlemen, that no country can survive, or for a country to survive it is necessary that we keep the wealth scattered among the people, that nothing should be held permanently by any one person, and that 50 years seems to be the year of jubilee in which all property would be scattered about and returned to the sources from which it originally came, and every seventh year debt should be remitted.

So, we have in America today, my friends, a condition by which about 10 men dominate the means of activity in at least 85 percent of the activities that you own. They either own directly everything or they have got some kind of mortgage on it, with a very small percentage to be excepted. They own the banks, they own the steel mills, they own the railroads, they own the bonds, they own the mortgages, they own the stores, and they have chained the country from one end to the other, until there is not any kind of business that a small, independent man could go into today and make a living, and there is not any kind of business that an independent man can go into and make any money to buy an automobile with; and they have finally and gradually and steadily eliminated everybody from the fields in which there is a living to be made, and still they have got little enough sense to think they ought to be able to get more business out of it anyway.

It is necessary to save the Government of the country, but is much more necessary to save the people of America. Now, we have organized a society, and we call it "Share Our Wealth Society," a society with the motto "every man a king." Every man a king, so there would be no such thing as a man or woman who did not have the necessities of life, who would not be dependent upon the whims and caprices and ipsi dixit of the financial martyrs for a living. What do we propose by this society? We do not propose to divide it up equally. We do not propose a division of wealth, but we propose to limit poverty that we will allow to be inflicted upon any man's family. We will not say we are going to try to guarantee any equality, or \$15,000 to families. No; but we do say that one third of the average is low enough for any one family to hold, that there should be a guaranty of a family wealth of around \$5,000; enough for a home,

and automobile, a radio, and the ordinary conveniences, and the opportunity to educate their children... We have to limit fortunes. Our present plan is that we will allow no one man to own more than \$50 million... Another thing we propose is old-age pension of \$30 a month for everyone that is 60 years old.

We will limit hours of work. There is not any necessity of having over-production. I think all you have got to do, ladies and gentlemen, is just limit the hours of work to such an extent as people will work only so long as is necessary to produce enough for all of the people to have what they need.

We will not have any trouble taking care of the agricultural situation. All you have to do is balance your production with your consumption. You simply have to abandon a particular crop that you have too much of, and all you have to do is store the surplus for the next year, and the Government will take it over.

Get together in your community tonight or tomorrow and organize one of our Share Our Wealth societies. If you do not understand it, write me and let me send you the platform; let me give you the proof of it. We have got a little button that some of our friends designed, with our message around the rim of the button, and in the center "Every man a king."

Share Our Wealth societies are now being organized, and people have it within their power to relieve themselves from this terrible situation. Organize your Share Our Wealth Society and get your people to meet with you, and make known your wishes to your Senators and Representatives in Congress.

Retrieved from <https://www.americanrhetoric.com/speeches/hueyplongking.htm>

Text #2

Raymond Gram Swing, *The Nation*, January, 1935

He is not a fascist, with a philosophy of the state and its function in expressing the individual. He is plain dictator. He rules, and opponents had better stay out of his way. He punishes all who thwart him with grim, relentless, efficient vengeance.

But to say this does not make him wholly intelligible. One does not understand the problem of Huey Long or measure the menace he represents to American democracy until one admits that he has done a vast amount of good for Louisiana. He has this to justify all that is corrupt and peremptory in his methods. Taken all in all, I do not know any man who has accomplished so much that I approve of in one state in four years, at the same time that he has done so much that I dislike. It is a thoroughly perplexing, paradoxical record.

If he were to die today, and the fear and hatred of him died too, and an honest group of politicians came into control of Louisiana, they would find a great deal to thank Huey Long for. He has reshaped the organism of an archaic state government, centralized it, made it easy to operate efficiently. Most important of all, he has shifted the weight of taxation from the poor, who were crippled under it, to the shoulders that can bear it.

Huey Long is the best stump speaker in America. He is the best political radio speaker, better even than President Roosevelt. Give him time on the air and let him have a week to campaign in each state, and he can sweep the country. He is one of the most persuasive men living." This is the opinion not of a Long supporter, but of one of the key men in the fight against the Kingfish in Louisiana. The North, he said, is misled into dismissing him as a clown, and has no conception of Huey's talents and of his almost invincible mass appeal. Mrs. Hattie Caraway of Arkansas can testify to his powers, for when she entered the primary asking to succeed her late husband in the United States Senate, she was generally expected to run last among five candidates and to poll not more than 2,000 votes. The four men against her were experienced and able. But Huey took his sound van into Arkansas for one week, and though he could not get into every county, he made a circular tour during which he spoke six times a day. Instead of 2,000 votes Mrs. Caraway won a majority over the combined opposition in the first primary, tantamount to election in a Democratic state. An analysis of the vote showed that the districts where Huey did not appear virtually ignored her, while those which he toured gave her a landslide.

When his hour strikes, Huey will attack the rest of America with the same vehemence. That probably will be during the campaign of 1936. His platform will be the capital levy, strangely enough his exclusive possession as a political theme. He will speak more violently than Father Coughlin against the money interests of Wall Street and against the evil of large fortunes. He

will pose as a misunderstood man, and to most listeners he will give their first information of what he has accomplished in Louisiana. He will be direct, picturesque, and amusing, a relief after the attenuated vagueness of most of the national speaking today. He will promise a nest egg of \$5,000 for every deserving family in America, this to be the minimum of poverty in his brave new world. He rashly will undertake to put all the employables to work in a few months. He will assail President Roosevelt with a passion which may at first offend listeners, but in the end he might stir up opposition of a bitterness the President has not tasted in his life. Obviously, he cannot succeed while the country still has hopes of the success of the New Deal and trusts the President. Huey's chances depend on those sands of hope and trust running out. He is no menace if the President produces reform and recovery. But if in two years, even six, misery and fear are not abated in America the field is free to the same kind of promise-mongers who swept away Democratic leaders in Italy and Germany. Huey believes Roosevelt can be beaten as early as 1936, but he is prepared to agitate for another four years. In 1940 he will still be a young man of forty-six.

Huey Long publishes his own newspaper, but in Louisiana he depends still more on a remarkable system of circulars. His card catalogue of local addresses is the most complete of any political machine in the world. It holds the name of every Long man in every community in the state, and tells just how many circulars this man will undertake personally to distribute to neighbors. Huey's secretary maintains a pretentious multigraph office, and it can run off the circulars and address envelopes to each worker in a single evening. Huey then mobilizes all the motor vehicles of the state highway department and the highway police. The circulars can leave New Orleans at night and be in virtually every household in the state by morning.

One may say that remarkable as that may be, it will work only in Louisiana and cannot be done throughout the United States. But in a way it can. By November the "Share Our Wealth" campaign had recruited 3,687,641 members throughout the country in eight months. (The population of Louisiana is only 2,000,000.) Every member belongs to a society, and Huey has the addresses of those who organized it. To them can go circulars enough for all members. The "Share Our Wealth" organization is first of all a glorified mailing list, already one of the largest in the land, but certain to grow much larger once the Long campaign gets under way. It is the nucleus of a nation-wide political machine. And though the movement is naively simple, its very simplicity is one secret of its success. Anyone can form a society. Its members pay no dues. They send an address to Huey and he supplies them with his literature, including a copy of his autobiography. He urges societies to meet and discuss the redistribution of wealth and the rest of his platform. He promises to furnish answers and arguments needed to silence critics.

I doubt whether Huey and the Reverend Gerald L. K. Smith realize that property as such cannot be redistributed. How, for instance, divide a factory or a railroad among families? Value lies in use, and if the scheme were to be realized, all property would have to be nationalized, and the

income from use distributed. The income from \$5,000 would not be much for each family, not more than \$200 or \$300, certainly not enough to make true the dream of a home free of debt, a motor car, an electric refrigerator, and a college education for all the children, which is Huey's way of picturing his millennium. And if property is to be nationalized, why not share it equally? Why give the poor only a third, and decree the scramble for the other two-thirds in the name of capitalism? If Huey were to ask himself this question, he probably would answer that since both he and America believe in capitalism, he must advocate it. But probably he has not thought the platform through. He conceived of it early one morning, summoned his secretary, and had the organization worked out before noon of the same day. It isn't meant to be specific. It is only to convey to the unhappy people that he believes in a new social order in which the minimum of poverty is drastically raised, the rich somehow to foot the bill through a capital levy. It may be as simple as a box of kindergarten blocks, but could he win mass votes, or organize nearly four million people in eight months, by distributing a primer of economics?

Retrieved from:

http://www.digitalhistory.uh.edu/disp_textbook_print.cfm?smtid=3&psid=1162

Discuss with a Partner

How does Long plan to “save the people of America”? What does the organization of Share Our Wealth societies reveal about Long’s plan?

According to Swing, why is Long so successful?

On which appeals does Long rely most heavily (ethical, logical, emotional) to build support for his ideas?

Where are fallacies evident?

How do you interpret this quote: “One does not understand the problem of Huey Long or measure the menace he represents to American democracy until one admits that he has done a vast amount of good for Louisiana.”

Why was Long such a controversial political figure? How was he a “problem or menace?” What “good” did he accomplish?

Capture Your Learning	
Question	Response
What are the Reader's Circles and how do they support building understanding of complex text?	
How might you apply Reader's Circles in your setting?	

Capture Your Learning	
Question	Response
<p>What is essential for new teachers to know about the use of Reader’s Circles, and how will you develop this understanding?</p>	
<p>How will this understanding affect their classroom instruction?</p>	

How Does Your Garden Grow? Record Sheet



Writing Type:

Key Differences	Grade	Similarities in All/Most Pieces

Based on your observations, what are some core descriptors that define this writing type?

What patterns do you notice in the way expectations change over time?

6-12 Developmental Progression

Louisiana Student Standard W.2 Informative/Explanatory Writing

The following pieces were written after reading or listening to informational text about saving water. Students responded to the prompt: “How did the Great Depression affect people who lived through it?” The stimulus text and full prompt for each grade level, as well as annotated versions of each of the pieces below are available at www.achievethecore.org

Notes: Each piece represents end-of-year writing at a particular grade level. When analyzing student work, please focus only on the content and language of the piece. Pieces were not chosen to show a grade level progression in conventions (capitalization, punctuation and spelling).

Grade 6

Effects of The Great Depression

The Great Depression affected the people that lived through it in many ways. The things at I am going to explain are some of the things that affected the people who lived through the Great Depression. Having barely any money was one of the things that affected them. Also having less supplies affected them too. Having to take care of kids too also might have affected the people during the Great Depression.

First, I am going to talk about how having almost no money affected the people. It affected them because they were getting their money by working. Then their jobs were shutting down so their amount of money was shrinking and shrinking. They would do neighborhood favors and jobs but the amount of money they would get was five dollors. They also had to pay a bill for electricity every month. They had to pay for gas if you had a car and their house. That is why having almost no money affected them a lot.

Another reason the Great Depression affected the people was they were having less of the supplies they had. Like some of the people stopped delivery for several things such as milk and ice. They were also using less electricity and selling their cars. Those are some of supplies they had a shortage or had to not use as much.

Also if they had kids they would need to do extra work and be able to care for them. They also had to pay more money if they had kids because they have to feed them too. They also had to take care of them. The parents have to care for them. If they are sick they can not

just leave them at home they have to take care of them. They also might worry about them. If you had kids during the Great Depression not only would you worry about your kids and family. That is why if you had kids during the Great Depression it might be more difficult.

Now you can see how living through the Great Depression was very difficult and affected many people who lived through it. It affected people in many ways like having no money or having a very little amount of it. Also if you had kids it might have been a little more difficult. They also had to live with less supplies. That is why I think the Great Depression affected the people who lived through it.

Grade 8

Dignity and Hope

The Great Depression. This notorious event put Americas hope to the test. Leaving Americans economically and metally drained. The Great Depression devistated America and will never be forgotten. If not for Franklin Delano Roosevelt and his beneficial "New Deal" who knows what horride ruins would remain as a result of The Great Depression.

"With no dependable income, we cut back on everything possible." This excerpt from the story "Digging in" by Robert J. Hastings shows the situation that each and every American faced. In the story, it is said that the family substituted toothpaste and toilet paper, for soda and catalog pages. Even common nessecities had to be sacrificed during The Great Depression.

Along with their wallets, Americans spirits were also crushed. In the poem "Debts" by Karen Hesse, the father of the family is facing a serious drought but still believes in rain. When reality sets in that rain is not likely to come, he is filled with rage and leaves to *** to the farm to avoid feuding with his pregnant wife. This man was a farmer, and had to rely on the most unreliable thing for a source of income, mother nature. This man, and every other Americans spirits were tested during The Great Depression, and the number of those who still had hope was diminishing. With America facing an economic doom, Americans turned to one man, Franklin Delano Roosevelt. With the promise of a New Deal to help end The Great Depression Roosevelt won the election by a landslide. He created jobs for three-million single men between seventeen and twenty-three years of age. Roosevelts work relief program put 8.5 million Americans to work building roads, bridges, airports and more. Although Roosevelt did not end The Great Depression, he provided Americans with work and hope.

The Great Depression left Americans mentally as well as economically depletted. This event tested the will of the American people, and left some citizens without any hope. With the help of Franklin Delano Roosevelts, America was able to get through The Great Depression with dignity and hope.

Grade 9-10

Gains of the Great Depression

During the Great Depression, millions of people lost jobs, and families struggled to find financial footholds. It lasted for ten years, leaving very strong memories of dramatically dark times. Throughout those years, people found new ways to cope with the struggles, and interestingly enough, new emotions and belief in the ideals of America. Everybody learned the importance of being resourceful, while also keeping hope for the future and growing more unified and patriotic as a country.

One important effect of the Great Depression was how it made people and families resourceful. That quality is largely a part of the memoir Digging In, where a man who lived during the Depression talked about his family's frugality, and how they had to "cut back on everything possible" in order to save money. Some of the things they had to cut back on included city water, selling their car, and discontinuing purchases of toothpaste, toilet paper, and snacks, just to name a few. They also "took care of what [they] had", and listed all the ways they used a cotton cloth, which included using it as a dish cloth, bandage, quilt piece and more. These qualities of being frugal and resourceful weren't bad; they taught people to not be wasteful and to not spend money on things that aren't necessary. Being resourceful became a part of life during the Depression as a way to help families stay financially afloat.

More significantly the Great Depression, in a broad sense, brought a sense of patriotism and more unity as a country. Former President Franklin D. Roosevelt enriched his second inaugural address with these ideals. He said that the greatest change he had witnessed was the "change in the moral climate of America" and that they were on the road of progress. Another quote of his was "in seeking for economic and political progress as a nation, we all go up, or else we all go down, as one people." What Roosevelt was implying was if the people wanted their country to go in the right direction, they all had to work together. Working together wouldn't be hard, due to the entire country's new sense of belief in their country, also known as patriotism. The United States' stronger sense of unity that came about during the depression helped citizens work through the hard times.

Most importantly, the Depression oddly enough brought a sense of hope. In some cases, farmers had to keep hope for the future and that it would bring rain for their crops so they could get money, as a farmer had in a poem called "Debts". In an article about "The New Deal", an explanation was given about how Roosevelt gave the country hope by creating many reforms that were aimed to "relieve poverty, reduce unemployment, and speed economic recovery". This hope for the future gave people something worth living for during times when suicide didn't seem like a bad idea. Indeed, this sense of hope was a very important effect that the Great Depression had on the people who lived through it.

Even though the Depression devastatingly affected tens of millions of people, the way it changed people's outlooks was inspiring. Instead of tossing a cotton bag in the garbage, people learned to be resourceful and used them as towels and dish cloths. A stronger sense of pride in their country helped them work through the hardships together, with patriotism and unity. Above all else, without hope for the future, people would've given up on trying to fix their severely wounded economy. These enhanced senses of resourcefulness, unity, along with patriotism and hope were all ways that the Great Depression affected Americans.

Review the Writing Progressions document.

What do you notice about how this document is organized?	What do you wonder about how this document is organized?

Zoom in on Standard W.2.

<p>Study the top row. What changes in length and complexity do you see across grade levels?</p>
Empty space for student response

Select any writing sample and reread it.

<p>How well does this piece match the descriptors in the writing progression for...</p>	
<p>Length?</p>	Empty space for student response
<p>Complexity of thinking?</p>	Empty space for student response

Zoom in on Grade-Level Descriptors

Study the other descriptors for that grade level. Cross-check the student writing for that grade with the grade-level descriptors on the progression chart.	
What evidence do you see of these descriptors in the student's writing?	

Capture Your Learning	
Question	Response
<p>What are the key elements of Informative/ Explanatory writing at all grade levels?</p>	
<p>What are the key elements of Informative/Explanatory writing at your grade level?</p>	
<p>How will understanding the progressions support a novice teacher in both holding appropriate expectations and understanding how to support students?</p>	

Analyze Observation Data

Strengths: What was effective about the lesson in regards to the focus area? In which “look fors” did the observee excel? What specific actions did the observee take that enabled them to be successful in the focus area? What specifically were the students able to do as a result of those actions?	Areas for Growth: What was ineffective about the lesson in regards to the focus area? Which “look fors” is the observee trying and on the verge of doing? Which “look fors” is the observee ready to try next? Where are there areas of missed opportunity?	Prioritize One Area for Growth: In your opinion, which area for growth could have the biggest impact on the observee and their students? What might you recommend the observee change or modify in their focus area based on your observation? What big takeaway do you hope the observee gains as a result of the debrief conversation?
1.	1.	
2.	2.	
3.	3.	

Draft SMART Goals

1. **Discuss:** What about the upcoming instruction would inform your SMART goals?

2. **Discuss:** Where might the priority area of growth and the upcoming instruction align?

3. **Draft 2 SMART goals:**

SMART Goal 1:

SMART Goal 2:

Plan to Engage in One-on-One Debrief

Suggested Guiding Questions for Discussion	Planning Notes (observer completes prior to debrief)	Debrief Meeting Notes
Primary Questions		
Your focus area was _____. How do you think the lesson went with [your focus area]?		
What are you noticing about [your focus area]?		
What is important to you about [action observee took in focus area]?		
Feedback Questions		
You said your instructional goal for your students was [goal]. How well do you feel they accomplished it?		
What is the student work/data showing about their progress to this goal?		
In what ways did the lesson go as you had planned?		
In what ways did things happen that you did not expect?		
What other ways are there to try [action observee took in focus area]?		
Feedback on Prioritized Area of Growth		
You _____ and the impact of that is _____. I suggest you _____.		
Closing Questions		
What can you change before you try this again?		
What can you learn before you try this again? How might you approach learning it?		
Are there ways you think I can be helpful to you with your learning?		

Mentor Coaching Plan

Mentee SMART goal(s)

What activities and resources will mentor and mentee engage in to achieve goal(s)?

Specific Activity or Resource	How is it aligned to the goal(s)?	Why will it be effective?	How will you integrate relationship building?	Projected timeline

How will you monitor your mentee's progress toward the identified goals?

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
Step One: Examine All Data		
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?		
Step Two: Identify Progress		
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?		
Step Three: Determine Next Steps		
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>		