

ELA Guidebooks



made by teachers
FOR TEACHERS

ELA Guidebooks 9-12 (2020)

February 2020

Agenda

- The “Why”
- Innovative Design
- Evaluation Plan and Assessments
- Platform and Purchasing Information
- Closing

Why does curriculum matter?

- **Scale:** Curriculum provides an equitable baseline of rigor presented to students (strong books, tasks, and questions in front of students regularly).
- **Results:** Research suggests training and teacher preparation alone have little impact.
- **Support:** Direct access to high-quality curriculum provides teachers with more time to focus on teaching students to meet anticipated outcomes.

[“Failing by Design: How We Make Teaching Too Hard for Mere Mortals”](#)

What are we trying to accomplish?

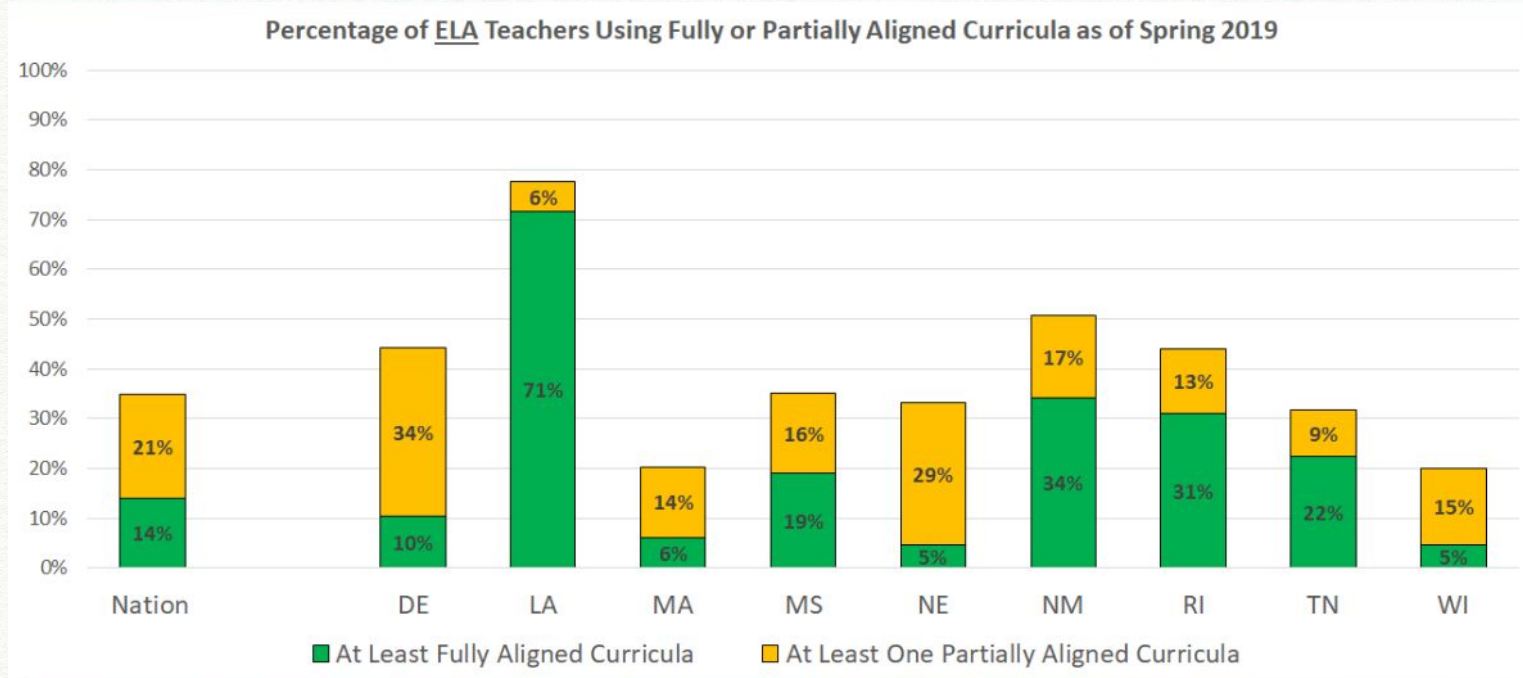
- **Read** the excerpt “[The Design and Proper Use of College-and Career-Readiness Standards in ELA/Literacy](#)” from “Text at the Center” (3-4)
- **Discuss** with a partner:
 - What challenged, changed, or confirmed your thinking?
 - What design features are critical to curriculum design to make this a reality?



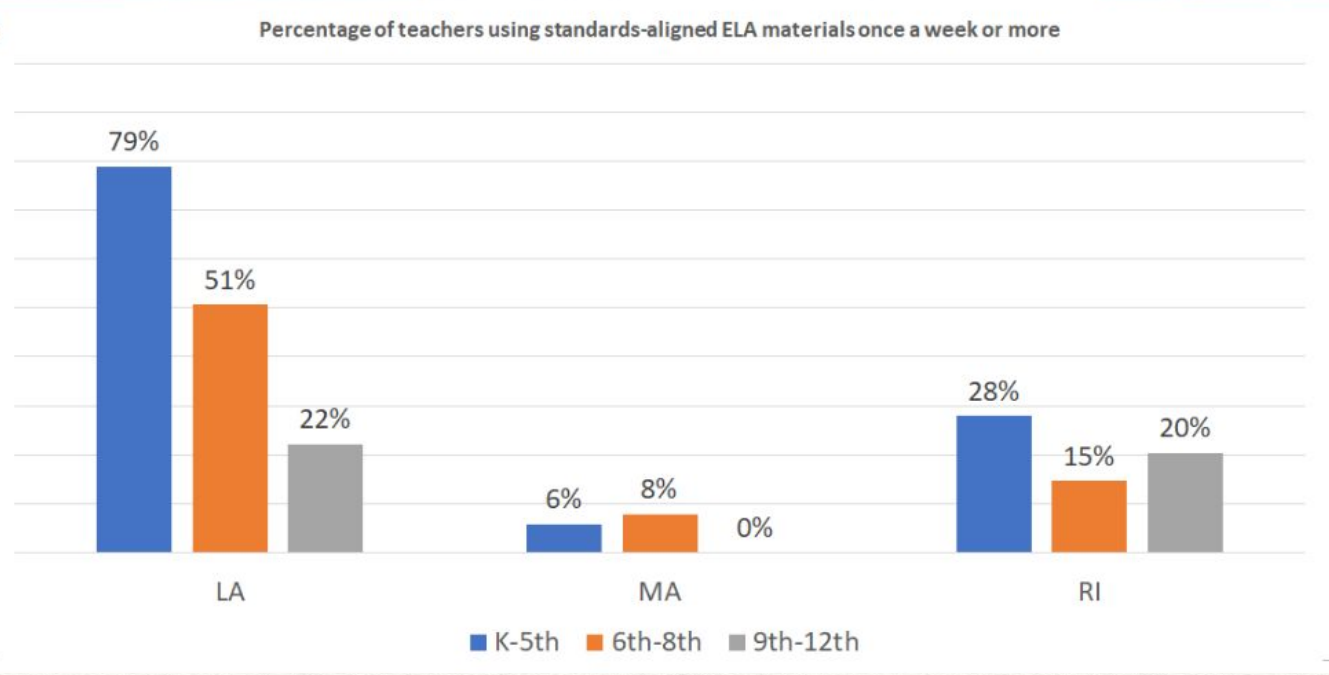
What are we trying to accomplish?

- Establish, build, and expand a powerful learning community
- Build student knowledge and perspectives about substantive topics and meaningful texts
- Provide a suite of optional supports to help students of varying abilities access a challenging curriculum
- Provide information about how to adjust lessons to meet students' needs
- Create a coherent system of instruction and assessment

ELA National Comparison: RAND Survey



ELA by Grade-Level: RAND Survey



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What does this mean?

The Louisiana ELA Guidebooks 9–12 help all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 9–12 build students’ understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In the Louisiana ELA Guidebooks 9–12, students

- explore central questions that connect units in a year-long pathway;
- examine texts by diverse authors and about substantive topics;
- engage in varied reading, discussion, writing, and presentation opportunities in and out of class; and
- experience integrated instruction and assessment leading to a comprehensive ELA experience.



What makes the
design innovative?

Learning Community

The guidebook units are designed to help students establish, build, and expand their **learning community**. Students work both collaboratively and independently throughout the guidebook units.

Knowledge

All of the text sets represent a diversity of authors and genres while also providing coherence among the texts so that students systematically **build knowledge** of substantive texts and topics. Additionally, the guidebook units build knowledge that prepares students for life after high school in college, careers, and civic life.



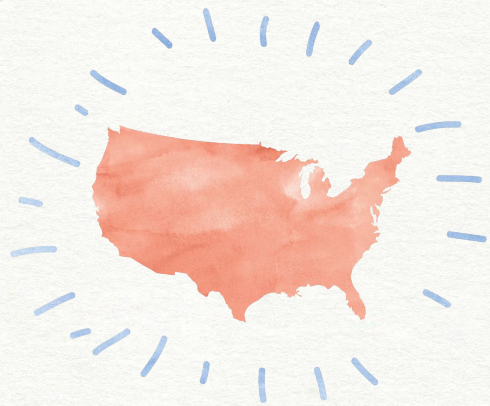
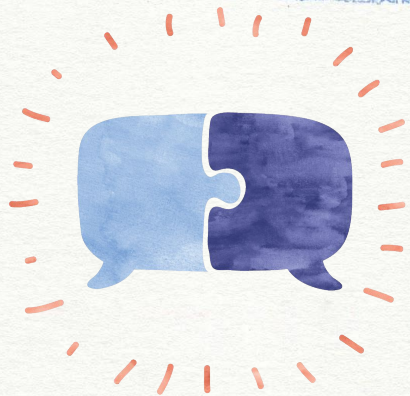
What makes the design innovative?

Choice and Flexibility

The design of the Louisiana ELA Guidebooks 9–12 allows for both teacher and student choice.

At the program level, school leaders choose the units, or development guidebooks, to include in the grade or course. At the lesson level, teachers choose which activities to include in a lesson. The development guidebooks provide **flexibility** because they offer a suite of optional supports and extensions to help all students succeed with a challenging curriculum.

Students also make **choices** in the guidebooks. Students choose independent and group reading texts throughout the year. In the final guidebook unit of the year, the application guidebook, students choose a pathway to explore a text or topic related to one of the development guidebooks.



Grade	Development 1	Development 2	Development 3	Development 4	Development 5
9	Photojournalism	<i>A Lesson Before Dying</i>	<i>The Joy Luck Club</i>	<i>Romeo and Juliet</i>	The Teenage Brain
10	<i>Life of Pi</i>	Hamilton	<i>Things Fall Apart</i>	<i>The Immortal Life of Henrietta Lacks</i>	Bioethics
11	<i>The Great Gatsby</i>	<i>Friday Night Lights</i>	Film in America	<i>Warmth of Other Suns</i>	Homeownership
12	Community	<i>Hamlet</i>	<i>In the Time of the Butterflies</i>	1984	Artificial Intelligence

What makes the design innovative?

Coherent System of Instruction and Assessment

Everything that a student needs to meet the standards is provided in the guidebooks and is openly licensed. This includes a **coherent system of curriculum-embedded assessments**. Each guidebook unit ends with a culminating task, which requires students to use the knowledge and skills they have developed throughout the unit.

In the guidebook units, assessment is accomplished through three instructional practices.

Monitor → Diagnose → Evaluate

Grade	Unit	Central Question	Culminating Task Question
9	Photojournalism	What is the weight of an image?	How have photographers inspired change through photojournalism?
10	<i>The Immortal Life of Henrietta Lacks</i>	How can we leave a legacy through our language, our families, and even our cells?	How does Rebecca Skloot and the author of one of the informational texts use language to advance their points of view about their ideas?
11	<i>The Great Gatsby</i>	How do perceptions influence people's lives?	How does Fitzgerald develop a theme about perception throughout the novel?
12	1984	How can an individual's view of society be influenced by literature?	Consider how literary and artistic depictions of dysfunctional societies prompt an audience to reflect on the parallels between a fictional, dystopian society and their own. Explain the extent to which such reflection can shape an individual's view of certain aspects of modern society.

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Sample Culminating Task

Culminating Task Prompt:

In the novel, *A Lesson Before Dying*, what is a lesson that Grant and Jefferson learn about what it means to be human and how do they learn this lesson? How is this lesson also supported in the other texts from the unit?

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

Be sure to:

- Determine multiple lessons that Grant and Jefferson learn about what it means to be human.
- Use textual evidence from *A Lesson Before Dying* to support the lessons learned.
- Determine how other texts from the unit support the lessons about being human.

Sample Section Diagnostics

Section 1:

- Students participate in a discussion in response to the following questions: Though one is in jail and one is not, what similarities exist between Jefferson's and Grant's situations? Where would each character fall on Maslow's hierarchy of needs?

Section 2:

- Students write a response to the following question: What theme about isolation is being developed in Lesson Before Dying and one other text in this section? How is the theme developed in Lesson Before Dying and the secondary text?


Section 3:

- Students write a response to the following question: How do the connections that both Grant and Jefferson have with other characters teach them lessons about humanity?

Section 4:

- Students participate in a whole-class discussion to answer the following questions: What change in Grant's and Jefferson's views of their role in the world can be seen at the end of the novel? How do changes reflect lessons they have learned about being human?

Sample Lesson Description

 **ELA Gradebooks**

A Lesson Before Dying Section 3 Activity
February 2020 Collaboration

Culminating Task Prompt

In the novel, *A Lesson Before Dying*, what is a lesson that Grant and Jefferson learn about what it means to be human and how do they learn this lesson? How is this lesson also supported in the other texts from the unit?

Write a literary analysis in which you state your response and logically and sufficiently support your response with claims. Support your claims with textual evidence including direct quotations with parenthetical citations. Use correct and effective words, phrases, syntax, usage, and mechanics to clearly communicate your analysis.

Be sure to:

- Determine multiple lessons that Grant and Jefferson learn about what it means to be human.
- Use textual evidence from *A Lesson Before Dying* to support the lessons learned.
- Determine how other texts from the unit support the lessons about being human.

Section 3 Diagnostic:
Students write a response to the following question: How do the connections that both Grant and Jefferson have with other characters teach them lessons about humanity?

What knowledge will students need to successfully complete this section diagnostic?	What skill(s) will students need to successfully complete this section diagnostic?

Section 3 Lesson 1:

- In this lesson, students read chapter 18 of *A Lesson before Dying*. Students will deepen their understanding about the lessons that Grant and Jefferson are learning about humanity by rereading sections of the text and answering questions. Students will also add to the humanity understanding tool and the character interaction understanding tool.


Section 3 Lesson 2:

- In this lesson, students read chapter 19 of *A Lesson before Dying*. Students will deepen their understanding about the symbolism in this chapter by rereading sections of the text and answering questions.

Section 3 Lesson 3:

- In this lesson, students reread sections of chapter 20 and examine how word choice and structure contribute to the tone of the chapter. Students determine how the author uses this chapter to develop a theme in the novel. Students will read chapter 21 and analyze the relationship between events in the chapter, Grant's character, and a theme in the novel. Students list interactions between the characters in their character interaction understanding tool and explain how these interactions influence Grant and Jefferson.

Section 3 Lesson 4:

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- What knowledge will students need to successfully complete this section diagnostic?
- What skill(s) will students need to successfully complete this section diagnostic?

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Platform and Text Purchasing

ELA Guidebooks 9-12 (2020) will be housed on a Louisiana open-sourced, digital platform.

- Texts will be available through American Reading Company.
- Unit readers, student materials books, and teaching guides will be available through XanEdu.

Louisiana Curriculum Hub

The screenshot shows the Louisiana Curriculum Hub website. At the top, there is a dark blue header with the text "LOUISIANA CURRICULUM HUB" on the left and "About | District Login" on the right. Below the header is a white main content area. On the left side of this area is the "ELA Guidebooks" logo, which features the letters "ELA" in a large, bold, black font, with "Guidebooks" written in a smaller, black, cursive font below it. To the left of the text is a small orange circle containing a white outline of the state of Louisiana. Below the text is a blue pencil graphic with the text "made by teachers FOR TEACHERS" written inside it. To the right of the logo are two blue, rounded rectangular buttons. The top button contains the text "TEACHER PROGRAM GUIDE" and the bottom button contains the text "PURCHASING". Below these buttons is a horizontal row of eleven orange circles, each containing a white letter or number: "K", "1", "2", "3", "4", "5", "6", "7", "8", "9", "10", "11", and "12". At the bottom of the page is a dark blue footer. On the left side of the footer is the Louisiana Department of Education logo, which includes the text "DEPARTMENT of EDUCATION" and "Louisiana Believes" below it. On the right side of the footer is the text "Contact us: elaguidebooks@la.gov".

LOUISIANA CURRICULUM HUB

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TEACHER PROGRAM GUIDE

PURCHASING

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Email elaguidebooks@la.gov for more district-specific information.