

# ELA GUIDEBOOKS

*made by teachers*  
FOR TEACHERS

**Moving Forward with ELA Guidebooks**

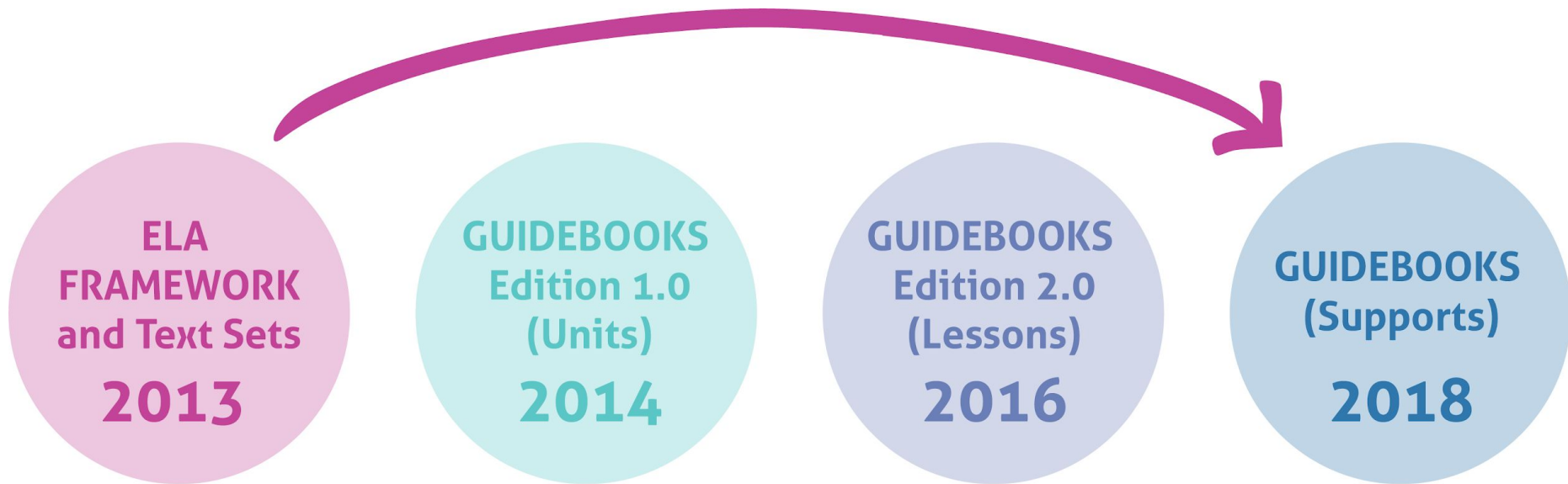
**Supervisor Collaboration**  
**March 2018**

# Objectives

- Understand the choices available for ELA Guidebooks around formats, supports, and professional development.
- Develop a plan to build strategic partnerships for professional development and implementation of ELA Guidebooks using vendor sessions at the summit.

# Reflections

ELA Goal: All students **read**, **understand**, and **express** their understanding of complex, grade level texts.



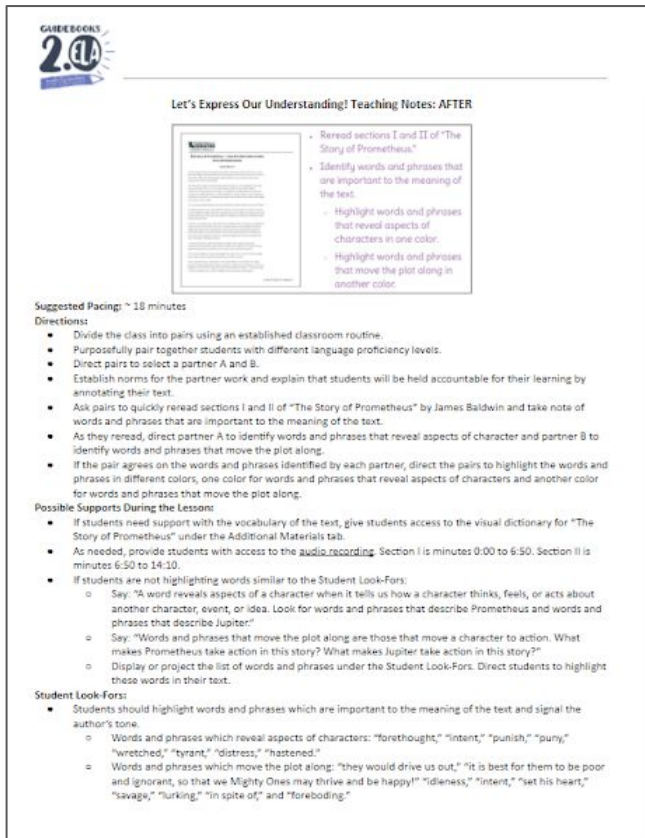
# Agenda

- Review Diverse Learners Support for ELA Guidebooks
- Choices in formats and supports for ELA Guidebooks
- Using the summit to develop strategic partnerships for professional development
- Create a strategic plan for the 2018 summit



# Two Layers of Support

## Two layers of support:



**GUIDEBOOKS 2.0**

**Let's Express Our Understanding! Teaching Notes: AFTER**

**Directions:**

- Reread sections I and II of "The Story of Prometheus."
- Identify words and phrases that are important to the meaning of the text.
  - Highlight words and phrases that reveal aspects of characters in one color.
  - Highlight words and phrases that move the plot along in another color.

**Suggested Pacing:** ~ 18 minutes

**Directions:**

- Divide the class into pairs using an established classroom routine.
- Purposefully pair together students with different language proficiency levels.
- Direct pairs to select a partner A and B.
- Establish norms for the partner work and explain that students will be held accountable for their learning by annotating their text.
- Ask pairs to quickly reread sections I and II of "The Story of Prometheus" by James Baldwin and take note of words and phrases that are important to the meaning of the text.
- As they reread, direct partner A to identify words and phrases that reveal aspects of character and partner B to identify words and phrases that move the plot along.
- If the pair agrees on the words and phrases identified by each partner, direct the pairs to highlight the words and phrases in different colors, one color for words and phrases that reveal aspects of characters and another color for words and phrases that move the plot along.

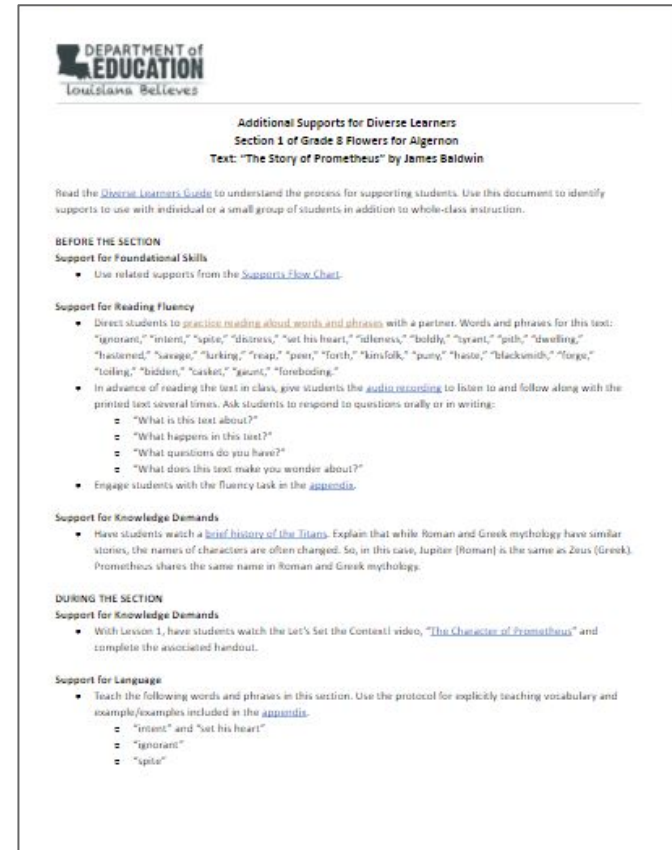
**Possible Supports During the Lesson:**

- If students need support with the vocabulary of the text, give students access to the visual dictionary for "The Story of Prometheus" under the Additional Materials tab.
- As needed, provide students with access to the [audio recording](#). Section I is minutes 0:00 to 6:50. Section II is minutes 6:50 to 14:10.
- If students are not highlighting words similar to the Student Look-Fors:
  - Say: "A word reveals aspects of a character when it tells us how a character thinks, feels, or acts about another character, event, or idea. Look for words and phrases that describe Prometheus and words and phrases that describe Jupiter."
  - Say: "Words and phrases that move the plot along are those that move a character to action. What makes Prometheus take action in this story? What makes Jupiter take action in this story?"
  - Display or project the list of words and phrases under the Student Look-Fors. Direct students to highlight these words in their text.

**Student Look-Fors:**

- Students should highlight words and phrases which are important to the meaning of the text and signal the author's tone.
  - Words and phrases which reveal aspects of characters: "forethought," "intent," "punish," "puny," "wretched," "tyrant," "distress," "hastened."
  - Words and phrases which move the plot along: "they would drive us out," "it is best for them to be poor and ignorant, so that we Mighty Ones may thrive and be happy!" "Idleness," "intent," "set his heart," "savage," "lurking," "in spite of," and "foreboding."

- Possible supports during the lesson



**DEPARTMENT of EDUCATION**  
LOUISIANA BELIEVES

**Additional Supports for Diverse Learners**  
**Section 1 of Grade 8 Flowers for Algernon**  
**Text: "The Story of Prometheus" by James Baldwin**

Read the [Diverse Learners Guide](#) to understand the process for supporting students. Use this document to identify supports to use with individual or a small group of students in addition to whole-class instruction.

**BEFORE THE SECTION**

**Support for Foundational Skills**

- Use related supports from the [Supports Flow Chart](#).

**Support for Reading Fluency**

- Direct students to [practice reading about words and phrases](#) with a partner. Words and phrases for this text: "ignorant," "intent," "spite," "distress," "set his heart," "silence," "boldly," "tyrant," "spite," "dwelling," "hastened," "savage," "lurking," "reap," "peer," "forth," "kinsfolk," "puny," "haste," "blacksmith," "forge," "toiling," "bidden," "casket," "agent," "foreboding."
- In advance of reading the text in class, give students the [audio recording](#) to listen to and follow along with the printed text several times. Ask students to respond to questions orally or in writing:
  - "What is this text about?"
  - "What happens in this text?"
  - "What questions do you have?"
  - "What does this text make you wonder about?"
- Engage students with the fluency task in the [appendix](#).

**Support for Knowledge Demands**

- Have students watch a [brief history of the Titans](#). Explain that while Roman and Greek mythology have similar stories, the names of characters are often changed. So, in this case, Jupiter (Roman) is the same as Zeus (Greek). Prometheus shares the same name in Roman and Greek mythology.

**DURING THE SECTION**

**Support for Knowledge Demands**

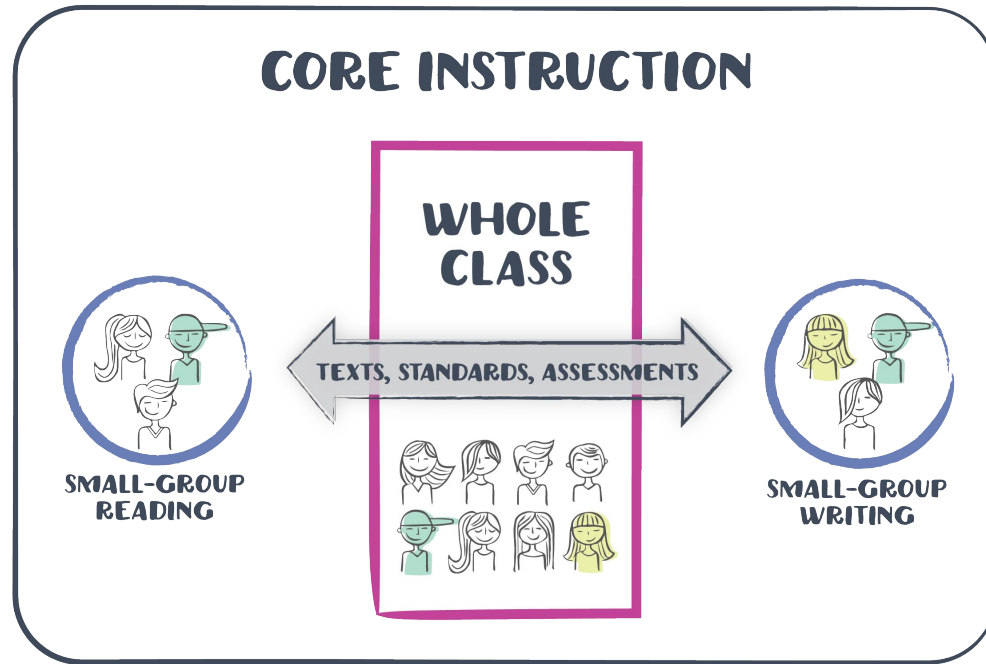
- With Lesson 1, have students watch the Let's Set the Context! video, "[The Character of Prometheus](#)" and complete the associated handout.

**Support for Language**

- Teach the following words and phrases in this section. Use the protocol for explicitly teaching vocabulary and example/examples included in the [appendix](#).
  - "intent" and "set his heart!"
  - "ignorant"
  - "spite"

- Additional supports for diverse learners

# Diverse Learners Support

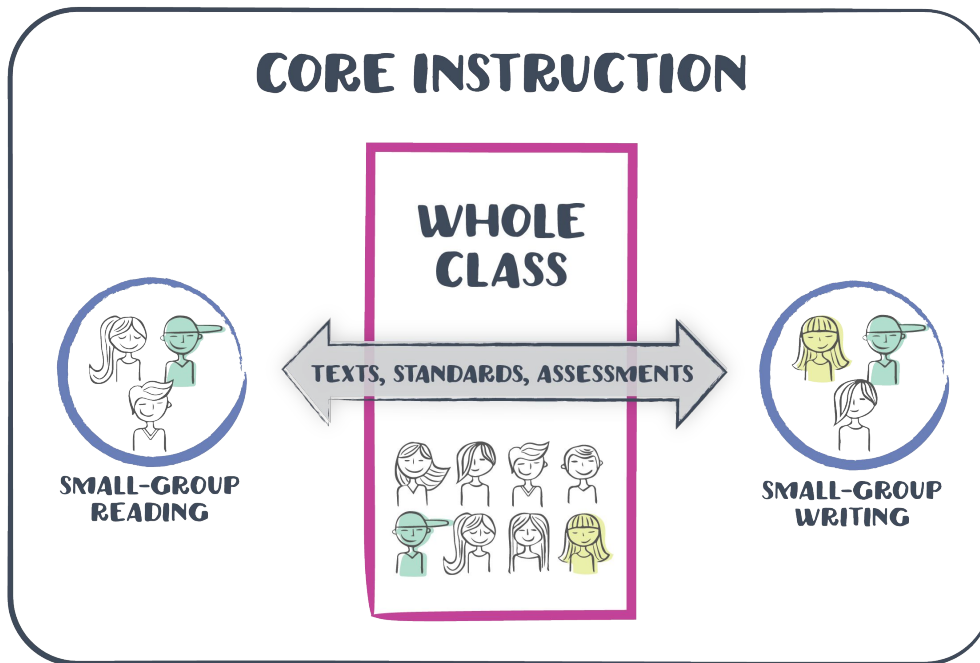


## FOR STUDENTS WHO PERSISTENTLY STRUGGLE



- > INTENSIVE INTERVENTIONS FOR SMALL GROUPS OR INDIVIDUALS
- > POSSIBLE IDENTIFICATION FOR SERVICES

# Diverse Learners Support



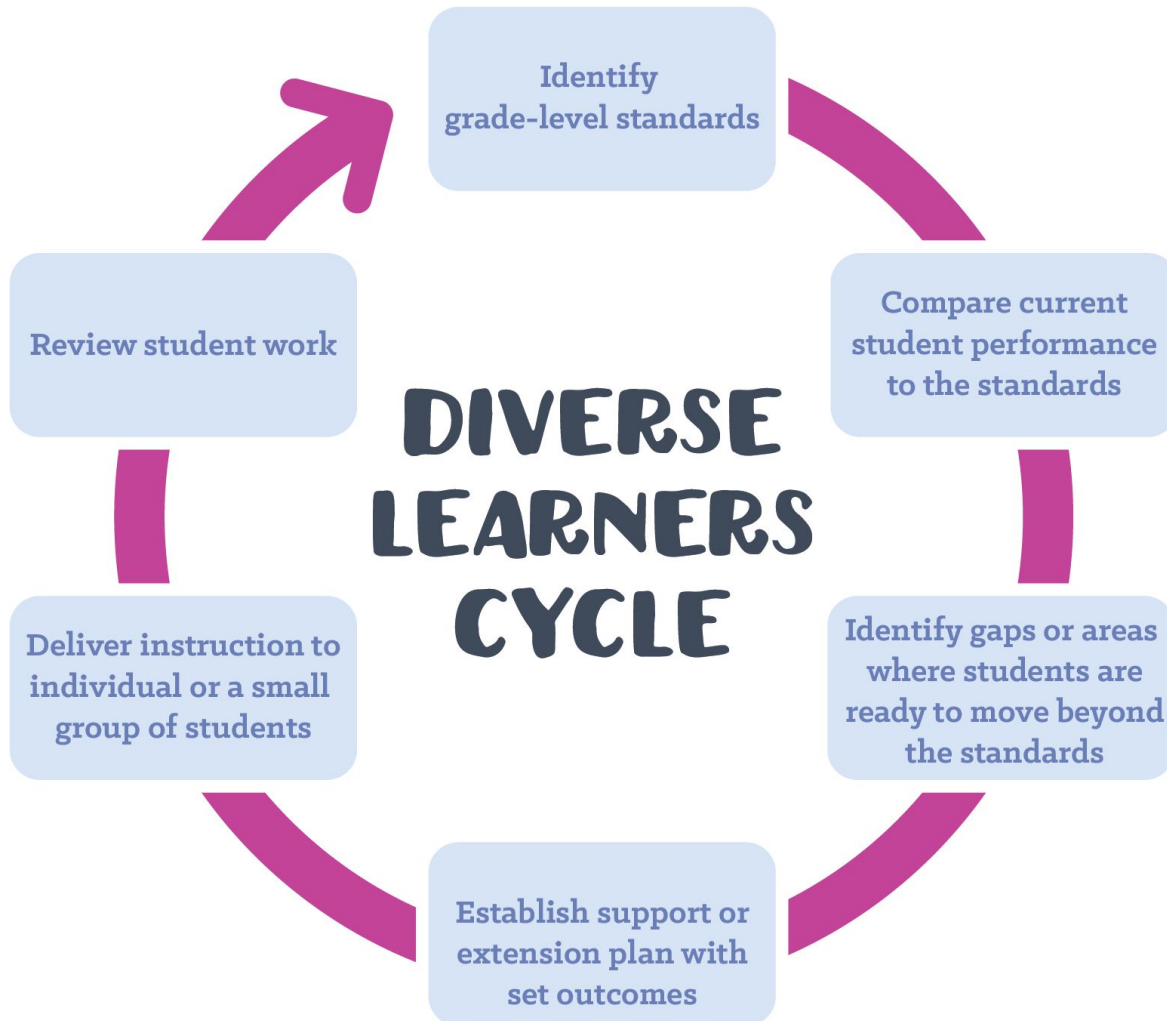
## FOR STUDENTS WHO PERSISTENTLY STRUGGLE



- > INTENSIVE INTERVENTIONS FOR SMALL GROUPS OR INDIVIDUALS
- > POSSIBLE IDENTIFICATION FOR SERVICES

- How do your schedules support this structure?
- How might your schedules need to be adjusted to support this structure?
- [Diverse Learners Guide](#)
- [Overview Guide](#)

# Diverse Learners Support



- How are teachers getting information about student performance?
- How are teachers making decisions about supporting all of their students?




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# Choices for ELA Guidebooks

- Review the Choices for ELA Guidebooks Chart.
  - What choices will be available in format, supports, and PD for 2018-2019?
  - What decisions do I need to make now?
  - What information do I need?



Beginning with the 2018-2019 school year, school systems will have choice around format, supports, and professional development when using ELA Guidebooks. Free access to digital editions of ELA Guidebooks will continue to be offered, even as new choices become available.

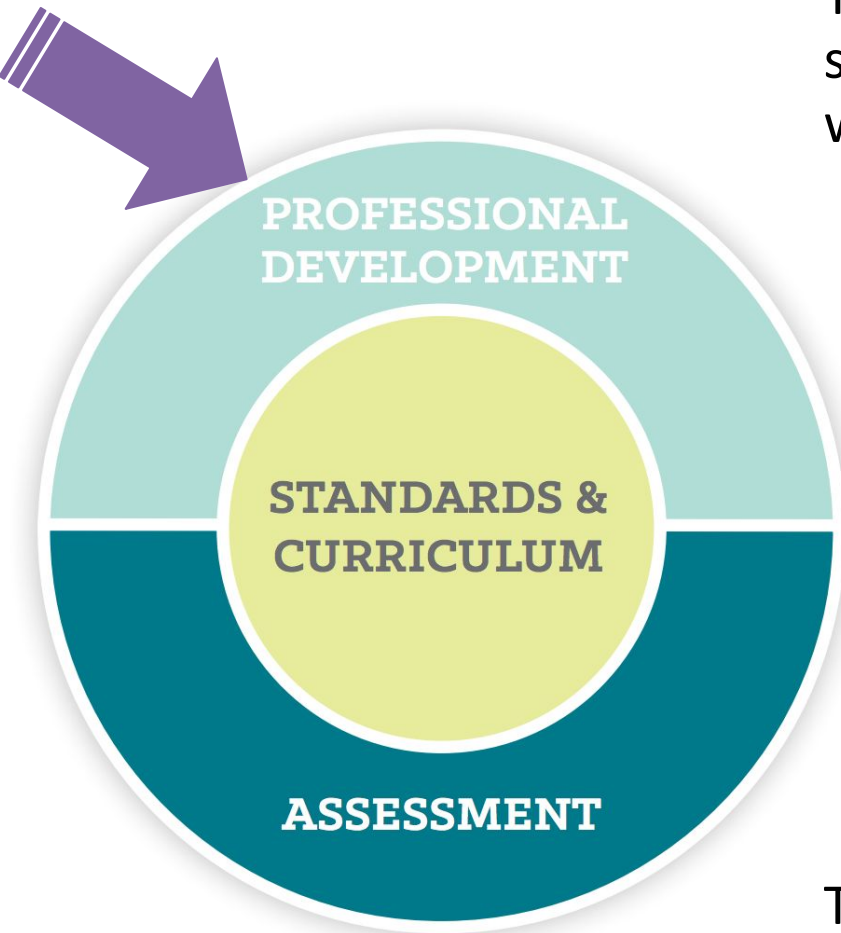
ELA Guidebooks on LearnZillion Grades 3-12 <sup>1</sup> and updated units 3-8		
<b>Format</b>	<ul style="list-style-type: none"> <li>• Digital with some printable materials</li> <li>• Classroom-ready daily lessons via LearnZillion lesson player platform</li> <li>• Handouts (blank and completed), scoring tools (e.g., exemplars, rubrics), and assessments can be printed</li> <li>• <a href="#">Texts must be purchased</a></li> </ul>	<ul style="list-style-type: none"> <li>• Fully downloadable and printable</li> <li>• Classroom-ready daily lessons</li> <li>• Handouts (blank and completed), scoring tools (e.g., exemplars, rubrics), and assessments via Google Docs</li> <li>• <a href="#">Texts must be purchased</a></li> </ul>
<b>Supports</b>	<ul style="list-style-type: none"> <li>• Original units and lessons include Guiding Questions and Prompts and approach guides</li> </ul>	<ul style="list-style-type: none"> <li>• Updated units and lessons include Possible Supports During the Lesson, Additional Supports for Diverse Learners, and approach guides</li> </ul>
<b>Professional Development</b>	<ul style="list-style-type: none"> <li>• <a href="#">Content Leader training</a></li> <li>• <a href="#">PD Vendor Guide</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Content Leader training</a></li> <li>• <a href="#">PD Vendor Guide</a></li> </ul>
<b>Availability</b>	<ul style="list-style-type: none"> <li>• <b>Grades 3-12:</b> <a href="#">Available now</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grades 3-5:</b> Piloting in Fall 2018 for release in February 2019; links for downloading will be provided</li> <li>• <b>Grades 6-8:</b> Piloting in Spring 2018 for release in June 2018; links for downloading will be provided</li> </ul>

<sup>1</sup> This edition is ELA Guidebooks 2.0. The other two editions are new choices for schools and teachers.

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# Professional Development



There is a growing amount of research suggesting that teachers are most effective when they have access to:

- a [high-quality curriculum](#),
- ongoing [professional development](#) that helps them use that curriculum effectively, and
- data from a limited number of [standards-aligned non-summative assessments](#) which measure how well students are meeting the outcomes of the high-quality curriculum.

The most effective districts create a cohesive system of these three elements.



# ELA Guidebooks PD Vendors

Vendor	Description
LearnZillion	<p>LearnZillion provides professional development workshops focused on the implementation of Guidebooks 2.0.</p> <ul style="list-style-type: none"><li>• Topics include:<ul style="list-style-type: none"><li>○ Introduction to Guidebooks 2.0</li><li>○ Instructional Strategies for Guidebooks 2.0</li><li>○ Differentiation and Guidebooks 2.0</li><li>○ Writing and Guidebooks 2.0.</li></ul></li></ul>

# ELA Guidebooks PD Vendors

Vendor	Description
ANet	<p>Professional learning series on the following topics:</p> <ul style="list-style-type: none"><li>● ELA Essentials: Text-Based and Standards</li><li>● Aligned Instructional Planning</li><li>● Complex Text</li><li>● Balancing Close Reading with Other Types of Instruction</li><li>● Integrating Reading, Writing, and Content</li></ul>
American Reading Company	<p>5 day learning cycle package provides leadership and teacher teams the opportunity to refine ELA Guidebooks instruction and build systems for continuous improvement.</p>
Instruction Partners	<p>Offers support through two structures: Collaboratives and Bootcamps.</p>

# ELA Guidebooks PD Vendors

Vendor	Description
SchoolKit	<ul style="list-style-type: none"><li>● Learning sessions designed for teachers, teacher leaders, instructional coaches, school and district leaders</li><li>● Trainings grounded in ELA Guidebooks</li></ul>
Teaching Lab	<ul style="list-style-type: none"><li>● Teacher-led professional development to close achievement gap</li><li>● Trains teachers and instructional coaches to lead professional learning with content that supports the ELA Guidebooks</li><li>● Cycle of Inquiry</li></ul>
The Writing Revolution	<ul style="list-style-type: none"><li>● Train teachers and school leaders in The Hochman Method, a carefully calibrated, artfully sequenced and highly explicit set of strategies used in ELA Guidebooks Language Links.</li></ul>

# ELA Content Leader Initiative

CONTENT  
LEADER

**CONTENT LEADERS** receive:



Nine days of high-quality, content-rich and curriculum-specific trainings that focus on developing:

- and -



Free access to and training on six, turn-key ELA (grades 3-10) content modules to train fellow educators (36 hours total)



deep knowledge of **ELA content** and **content pedagogy**,



**the knowledge and skills they need to effectively use and help others use the ELA Guidebooks 2.0** and



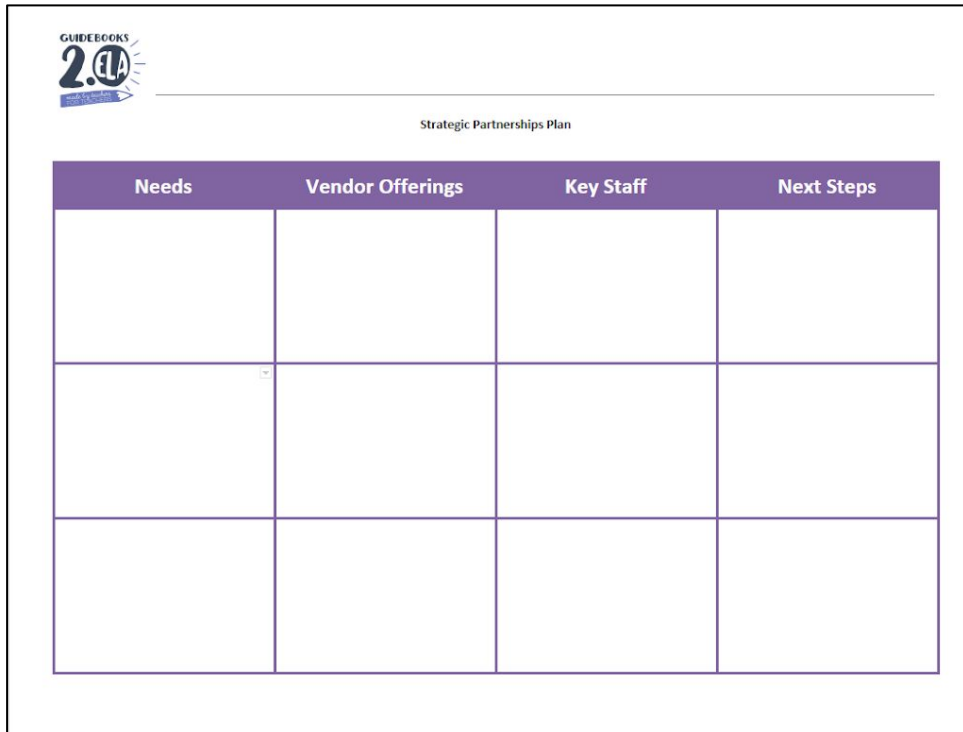
knowledge of **adult learning theory** and the skills to facilitate high-quality learning experiences for fellow educators.



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# Let's Make a Plan!



The image shows a 'Strategic Partnerships Plan' chart. It features a logo in the top left corner for 'GUIDEBOOKS 2021' with a sunburst icon. The title 'Strategic Partnerships Plan' is centered at the top. Below the title is a table with four columns: 'Needs', 'Vendor Offerings', 'Key Staff', and 'Next Steps'. The table has three empty rows for data entry.

Needs	Vendor Offerings	Key Staff	Next Steps

- Use the chart to:
  - Assess your Guidebook PD needs
  - Align with the vendor offerings
  - Identify key staff
  - Develop next steps
- Be prepared to share out your next steps!

# Next Steps

- Teacher Leader Summit Logistics:
  - May 30 - June 1, 2018
  - Morial Convention Center, New Orleans