

## 2017 Louisiana Teacher Leader Summit



**The Engaged Mind:  
Building Literacy with *myPerspectives***

### Participant Guide

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## Workshop Information

### Description

The research and work of Kelly Gallagher, Elfrieda Heibert, Ernest Morrell, and Jim Cummins form the foundation of *myPerspectives*, the only comprehensive 6-12 English Language Arts resource with a tier 1 rating by the Louisiana Department of Education. In this hands-on, interactive session, teachers will learn how to apply the strategies developed by these experts to engage 21st century students in rigorous learning experiences with a variety of classic and contemporary text and media. Topics will include the relationship between engagement and achievement, practical strategies for close reading and writing to sources, and the strategies for teaching vocabulary by applying knowledge of how words work.

### Outcomes

By the end of the session, participants will be able to

- explain the relationship between engagement and achievement;
- identify elements of a unit and course curriculum that engage next-generation learners;
- design and implement lessons on close reading and writing to sources;
- differentiate instruction for ELL and ELD students;
- utilize concepts of generative vocabulary; and
- develop a cohesive unit that develops students' perspectives on rigorous, relevant concepts through collaborative learning experiences and engagement with a variety of classic and contemporary text and media,

### Agenda

#### Session 1

Time: 90 minutes

- Introduction
- Overview of Dr. Ernest Morrell's research on achievement
- Exploration of ways to engage next-generation learners, including collaborative teams

#### Session 2

Time: 90 minutes

- Overview of Kelly Gallagher's research on close reading and writing to sources
- First read & close read routines
- Understanding and using text complexity rubrics
- Overview of Dr. Jim Cummins research on differentiating for ELL and ELD students
- Writing to sources, using an evidence log

#### Session 3

Time: 90 minutes

- Overview of Dr. Elfrieda Heibert's research on vocabulary acquisition
- Exploration and practice of generative vocabulary techniques
- Putting it all together: Designing units and course curriculum in the myPerspectives style

## Session 1

### Introduction

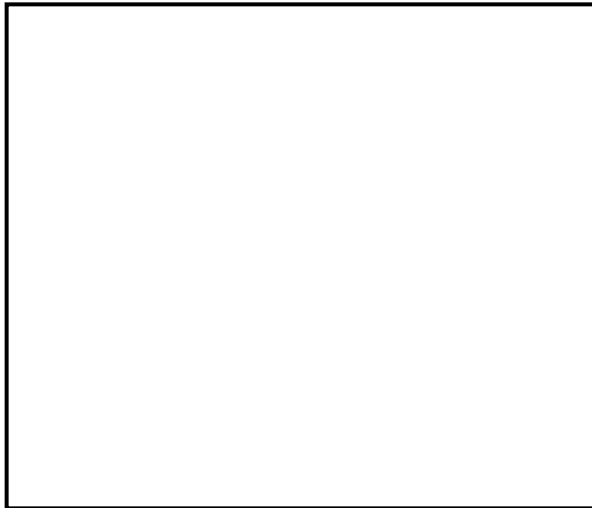
#### Learning Objectives

- Explain the relationship between engagement and achievement
- Identify elements of a unit and course curriculum that engage next-generation learners

#### Activity: Visual Similes

##### Directions

1. Reflect on your experiences teaching next-generation learners.
2. Review the Screen Beans, and select a picture to create a visual simile for teaching next-generation learners.
3. Sketch a picture of your Screen Bean in the box below.



4. Write your simile on the lines provided below.

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5. Share your Screen Bean, your simile, and a brief explanation with your table group.

## Ernest Morrell, PhD – “Engaging Next-Generation Learners”

### Learning Objectives

- Explain the relationship between engagement and achievement
- Identify elements of a unit and course curriculum that engage next-generation learners

NOTES:

## Learning Objectives

- Explain the relationship between engagement and achievement
- Identify elements of a unit and course curriculum that engage next-generation learners

## Activity: Word Network



In *myPerspectives*, students will learn a generative approach to vocabulary using Word Networks. A Word Network is a collection of words related to a topic. As students read the selections in each unit, they will identify interesting words related to the Unit Concept and add them to their Word Networks.

### Directions

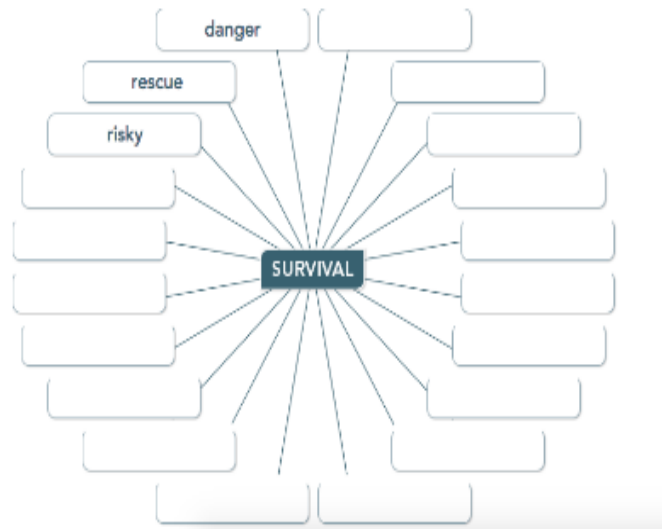
1. In groups of four, use the chart paper and markers to create a Word Network for the word *engagement*.
2. After you have completed your Word Network, use terms from your network to craft a response to one of the questions listed below.
  - What is the relationship between engagement and achievement?
  - How does *myPerspectives* © 2017 engage next-generation learners?
3. Write your team's response on the bottom of your chart paper.

### Module 2 Key Vocabulary

- engagement
- achievement
- relevant
- ownership
- interactive
- collaborate
- multimedia
- social learning
- goals

### Word Network Sample

A Word Network is a collection of words related to a topic. As you read the selections in this unit, identify interesting words related to the idea of survival and add them to your Word Network. For example, you might begin by adding words from the Launch Text, such as *danger*, *rescue*, and *risky*. Continue to add words as you complete this unit.



### Learning Objectives

- Explain the relationship between engagement and achievement
- Identify elements of a unit and course curriculum that engage next-generation learners

### Activity: Unit Structure Notes

Feel free to take notes in the chart below as the facilitator explains each element of the unit structure.

Elements	Notes
Unit Introduction	
Whole-Class Learning	
Small-Group Learning	
Independent Learning	
Performance-Based Assessment	
Unit Reflection	

### Activity: Quick Write



Reflect on what you have learned about engaging next-generation learners. Complete a quick write individually.

**How could you implement what you have learned in this session to better engage your students?**

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*Write down any questions you have about the content in this session.*

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## Session 2

### Learning Objectives

- Design and implement lessons on close reading
- Design and implement lessons on writing to sources;

### Activity: First Read Guide

Complete the First Read Guide below for the selected text.

<b>Notice</b> <i>New information or ideas you learned about the unit topic as you first read this text.</i>	<b>Annotate</b> <i>Mark vocabulary and key passages you want to revisit.</i>
<b>Connect</b> <i>Ideas within the launch text to other knowledge and literature you have read.</i>	<b>Respond</b> <i>Answer the “comprehension check” questions in your book.</i>



## Activity: Evidence Log

Students will use an Evidence Log in *myPerspectives* to maintain a running record of evidence from the text and media they engage with throughout the program to record changes in their own thoughts and perspectives and to support their work toward the Performance-Based Assessments. You will use a modified version of the Evidence Log to identify evidence to support claims about the *myPerspectives* program.



### Directions

1. Page through the Table of Contents for your grade level to review the selections and callouts for each unit.
2. Record evidence from the Table of Contents that supports the claims below on your Evidence Log.

### Claims

1. *myPerspectives* promotes student-centered learning and engagement through a unit organization that gives students increasing responsibility for the learning process, supports active learning, promotes social collaboration, and engages students in making choices.
2. *myPerspectives* prepares students for college and careers through comprehensive, standards-based instructional support.
3. *myPerspectives* allows students and teachers to personalize their learning experiences through a flexible unit structure, tools, and digital resources.
4. *myPerspectives* incorporates comprehensive, integrated, and coherent learning experiences to ensure all students master standards, perform on next-generation assessments, and graduate high school prepared to succeed in college and careers.

Claim #	Source Name and Evidence from the Source	Additional Notes/Ideas
		<i>How does information from this source change or add to my thinking?</i>
		<i>How does information from this source change or add to my thinking?</i>
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Claim #	Source Name and Evidence from the Source	Additional Notes/Ideas
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## Kelly Gallagher, M.Ed. – “Close Reading & Writing to Sources”

### Learning Objectives

- Design and implement lessons on close reading
- Design and implement lessons on writing to sources

NOTES:

**Activity: Close Reading**

Find the “Making Meaning” activities for the assigned text. Follow the directions and write your answers in the space below.

**Close Read the Text****Analyze the Text**

**Activity: Quick Write**

Reflect on what you have learned about close reading & writing to sources. Complete a quick write individually.



**How could you implement what you have learned in this session to teach close reading and/or writing to sources?**

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*Write down any questions you have about the content in this session.*

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## Session 3

### Learning Objectives

- utilize concepts of generative vocabulary; and
- develop a cohesive unit that develops students' perspectives on rigorous, relevant concepts through collaborative learning experiences and engagement with a variety of classic and contemporary text and media

### Elfreida Heibert, PhD.: “Generative Vocabulary”

#### NOTES:

**Activity: Quick Write**

Reflect on what you have learned about generative vocabulary. Complete a quick write individually.



**How could you implement what you have learned in this session to teach vocabulary within the context of your classroom?**

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*Write down any questions you have about the content in this session.*

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### Activity: Getting Started

Select an upcoming unit that you need to plan. Using the information that you learned today and your grade-specific Teacher's Edition, determine which resources you will utilize and how you will incorporate them into instruction.



Planning a Unit	Your Ideas
<p><i>List the program-planning tools you will consult as you prepare for the unit.</i></p>	
<p><i>Identify the novels.</i></p>	
<p><i>Identify the Essential Question and Launch Text.</i></p>	
<p><i>Identify the Unit Goals.</i></p>	



<p><i>What resources would you need to prepare prior to delivering this unit?</i></p>	
<p><i>List the assessment or progress-monitoring features that are available in your unit.</i></p> <p><i>Describe how each could help guide your instruction.</i></p>	
<p><i>Identify at least two opportunities for differentiated instruction that are included in the unit.</i></p>	

## References

- Morrell, Ernest. 2016. "myPerspectives." Pearson Education, Inc.; 2 min., 23 sec.

## Acknowledgments

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