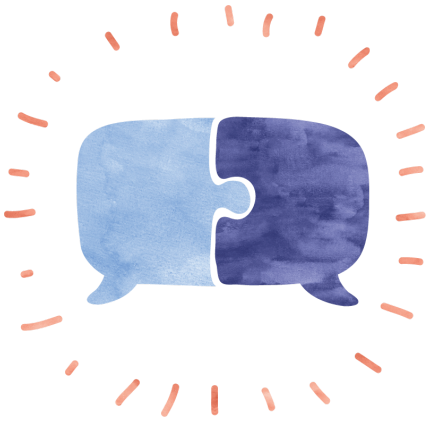
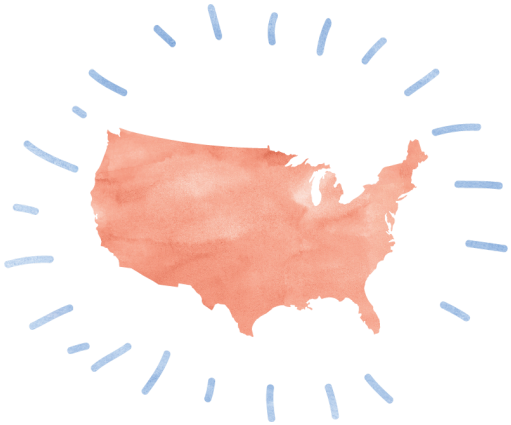


ELA Guidebooks

made by teachers FOR TEACHERS

Curriculum Guide
9—12 (2020)



Updated October 2020

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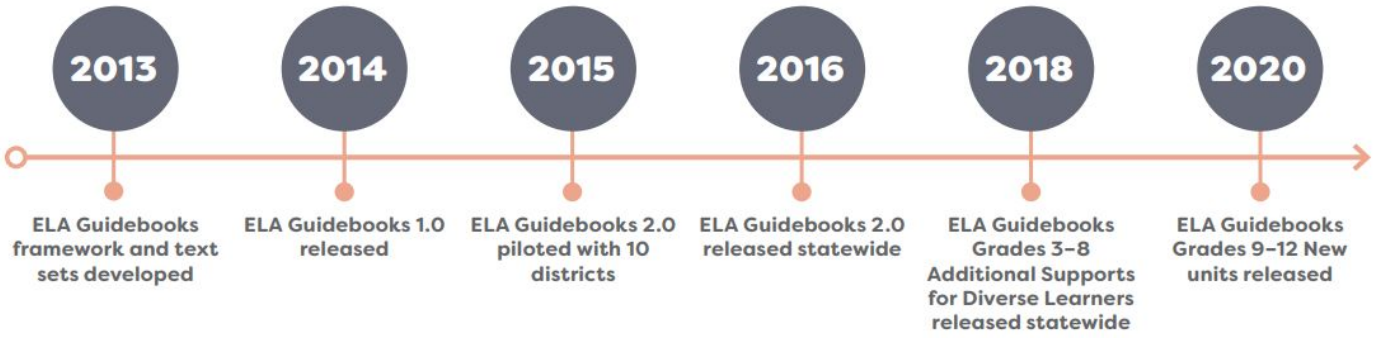
ABOUT LOUISIANA'S ELA GUIDEBOOKS

ELA Guidebooks is an English language arts curriculum for core instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts, ensuring their readiness for college or a career.

Each text collection has a shared idea and contains authentic texts and novels commonly celebrated by teachers and students. Students engage with the texts and ideas repeatedly throughout a unit to build knowledge and tackle big ideas.



The latest edition of the ELA Guidebooks launched in 2020 for grades 9—12. This program was created in partnership with Odell Education as a response to feedback received for ELA Guidebooks 2.0. Teachers and students hoped to see more flexibility and diversity in a highschool curriculum.

Louisiana's ELA Guidebooks build students' understanding and knowledge through carefully curated text sets, compelling questions, and integrated reading and writing activities.

In the ELA Guidebooks, students:

- explore central questions that connect units in a year-long pathway;
- examine texts by diverse authors about substantive topics;
- engage in varied opportunities to read, discuss, write, and present; and
- experience integrated instruction and assessment leading to a comprehensive ELA experience.

GUIDING PRINCIPLES

Louisiana's ELA Guidebooks (2020) were designed with four guiding principles in mind.

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

Each guidebook unit is based on a text set. Text sets are a series of texts organized around an anchor text or topic that guide and focus student learning and knowledge development.

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**. Text sets are built around authentic, celebrated texts that give students the opportunity to dig deeply into topics to help students build knowledge of the world around them and prepare students for college, careers, and civic life.

Choice and Flexibility

The design of the ELA Guidebooks allows opportunities for flexibility and choice for both teacher and student.

At the program level, teachers choose which development guidebooks to include in the grade or course. At the lesson level, a provided suite of optional support and extension activities allows a teacher to choose which activities to include within the lesson to best support student needs. Specific guidance on how to adjust lessons for timing and students' needs is provided.

Students also make choices within the guidebook units. Students are able to choose independent and group reading texts[1] throughout the year. In the final guidebook unit of the year, the application guidebook, students choose an area of study that interests them to explore a text or topic related to one of the development guidebooks.

Coherent System of Instruction and Assessment

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

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

[1] A list of independent reading titles will be made available in Fall 2021.

INSTRUCTIONAL APPROACHES

In Louisiana's ELA Guidebooks, students **read**, **discuss**, **present**, or **write** in each activity. Activities follow approaches for reading, discussing, presenting, and writing.

READ

- **Prepare to Read**: Students prepare to read the text, including setting the context and developing reading skills. They also make choices about independent reading, and tasks to explore during the foundation and application guidebooks.
- **Establish Understanding**: Students acknowledge what they already know about the text, author, and time period in which the text was published. They then read and react to the text. They also conduct research to gather information about the topic or idea.
- **Deepen Understanding**: Students use questioning, evidence gathering, and analysis to attend to details, analyze the relationships among those details, delineate argumentation, evaluate information and the effects of texts, and determine meaning and purpose of texts, analyzing how perspective impacts both.
- **Extend Understanding**: Students make connections among texts and ideas.

DISCUSS

- **Prepare to Discuss**: Students establish and organize their thoughts by forming claims and gathering evidence.
- **Discuss**: Students engage in the discussion and adhere to established norms.
- **Reflect**: Students formally reflect on the quality of the discussion.

PRESENT

- **Prepare to Present**: Students work to understand the task, to determine their focus, and to refine their thinking in response to the task. Students answer questions, gather and organize evidence, and conduct research. Students also form their claims and develop skills in composing presentations.
- **Develop Presentations**: Students develop and revise presentations so that they conform to the expectations of the final product. Students organize and clearly express their ideas and incorporate visuals and multimedia components appropriate to the task and the audience.
- **Deliver Presentations**: Students deliver their presentation and adhere to the established expectations. Students reflect on the process and their work.

- **Prepare to Write**: Students work to understand the task, to determine their focus, and to refine their thinking in response to the task. Students answer questions, gather and organize evidence, and conduct research. Students also form their claims or establish a context/point of view for their writing and develop skills in composing work.
- **Develop Work**: Students develop and revise writing so that it conforms to the expectations of the final product. Students organize and clearly express their ideas and incorporate visuals or graphics appropriate to the task and the audience.
- **Publish Work**: Students publish their final products and adhere to the established expectations. Students reflect on the process and their work.

PROGRAM DESIGN

Types of ELA Guidebook Units

Each grade, or course, includes five development units and one application unit. Teachers choose three development units to teach based on students' interests and course timing. All classrooms end the course with the application unit. A sample year-long unit selection is available.

Development Guidebook Units

Description: Students build their learning community through a series of three development units. Students explore additional compelling questions to develop their ability to read, understand, and express their understanding of complex, grade-level texts. Development units are either organized around an anchor text, or topic grounded in a collection of shorter texts. Each grade-level course offers a selection of thematic and topical development units.

Timing: Each development guidebook takes approximately 30—35 days of instruction for 45-minute daily lessons and approximately 16—21 days for 90-minute daily lessons.

Development Unit Text and Topic Overview

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

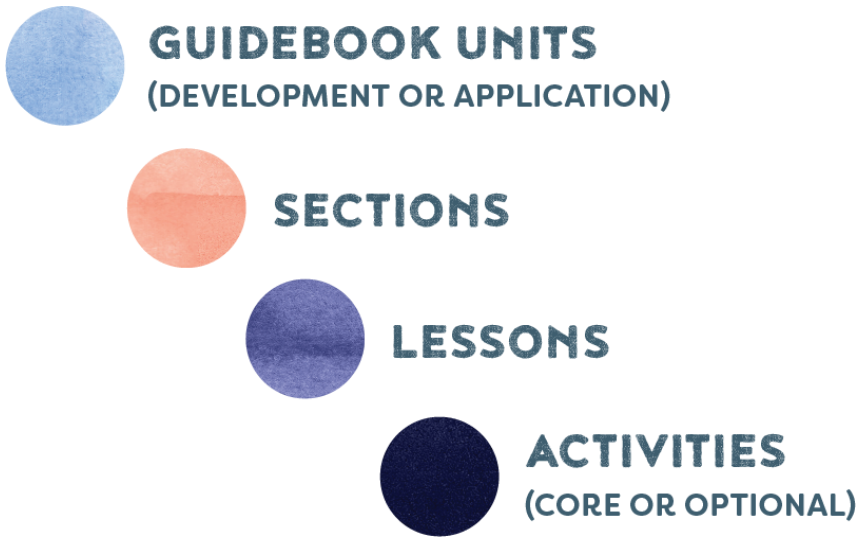
Application Guidebook Units

Description: The application unit concludes the course. Students independently and/or collaboratively explore their own questions based on texts and topics related to the central question of one of the development units. As students progress through the development units, they choose a related topic or text that they would like to explore further. Based on their interests, students may form research teams to explore the text or topic. Students expand their learning community as they develop a presentation and share it with the larger school community. The application guidebook includes independent and collaborative reading, writing, discussion, and presentations.

Timing: The application unit will take approximately 25 days of instruction for 45-minute daily lessons and approximately 13 days of instruction for 90-minute daily lessons.

Design of an ELA Guidebook Unit

All ELA Guidebook units are broken down into **sections**, **lessons**, and **activities**. The units use a backward design model, so activities, lessons, and sections build on each other to build students' knowledge, skills, and habits for the culminating task at the end of the unit.



Guidebook Units

In each ELA Guidebook unit, students read a series of texts to explore a central question and they express their understanding in a culminating task.

Culminating tasks are curriculum-embedded performance tasks (e.g., writing, independent and collaborative tasks, presentation(s), product creation (e.g., video, podcast, art, etc.), which require students to read, understand, and express their knowledge of substantive texts and topics.

Each unit includes a culminating task rubric to evaluate students' performance on the culminating task. The evaluation criteria on the rubric describe the knowledge, skills, and habits students need to build over the course of the unit to be successful on the task.

Use information from the culminating task to:

- evaluate students' overall understanding, knowledge, and skill;
- evaluate students' growth based on a collection of evidence from daily monitoring and section diagnostics;
- assess students using a rubric; and
- make decisions which optional activities might need to be taught in the next unit.

Guidebook Sections

Each unit is composed of several sections. A section is generally one to two weeks in length. In a section, students might read the same text multiple times across several lessons or they might read several texts to extract evidence and ideas to complete a task, such as writing a paragraph, delivering a quick presentation, or engaging in a Socratic seminar.

Once per section, a section diagnostic is included. These section diagnostics prepare students for the culminating task. Over the course of the unit, teachers review students' work using a section diagnostic checklist and a teacher-created exemplar to determine students' progress and diagnose any needs.

Use information from the section diagnostic activities to:

- diagnose students' needs;
- assess students using a section diagnostic checklist; and
- determine which optional activities to include or skip.

Guidebook Lessons

Lessons are designed to be either 45 or 90 minutes in length and can be taught over the course of one or two class periods, depending on students' needs, class schedules, and selected activities. In a lesson, students engage with one or more unit texts to build the knowledge and skills they will need for the unit assessments.

Every lesson has look-fors, which are questions that focus on the knowledge and skills or habits important for achieving the lesson look-fors. Use the lesson look-fors to monitor students: What do students know and not know about the texts they are reading? Are students generally on track to read, understand, and express their understanding and knowledge of substantive texts and topics?

If students are not meeting the expectations of the lesson look-fors, use the in-the-moment supports provided in the teaching notes of each activity. The in-the-moment supports include both general supports, as well as activity-specific prompting questions to support reading comprehension and writing.

Guidebook Activities

Activities are designed to be between 5—45 minutes in length. They are identified as **core** or **optional**. Activity pages provide student- and teacher-facing directions and a list of materials needed to complete the activity.

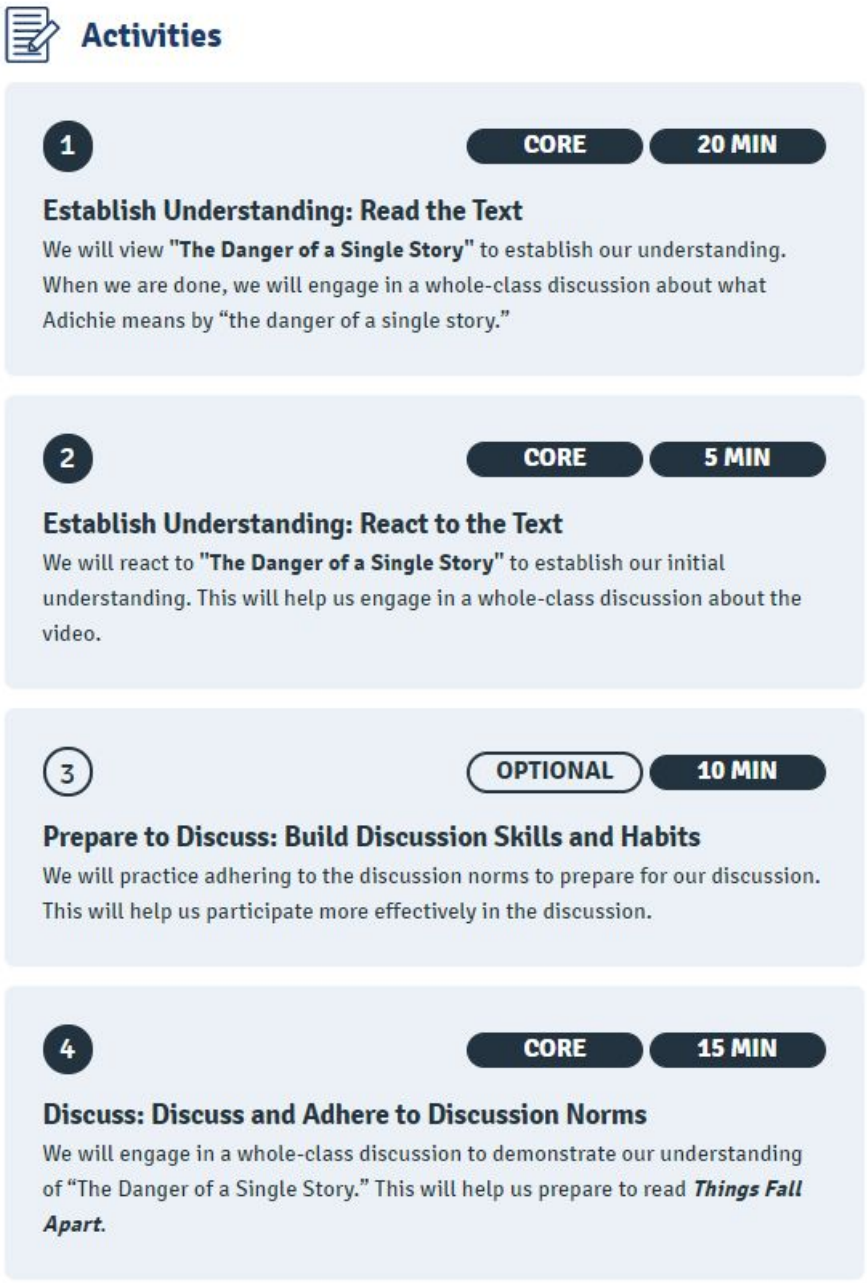
- **Core activities** are required for the unit and must be included in a lesson and completed by all students. Core activities are indicated by a solid blue bubble.
- **Optional activities** are included to build background knowledge, develop language proficiency, understand complex texts, practice reading proficiently, and hone discussion and writing skills. Optional activities can be completed by the whole class, a small group, or individual students, based on student need. Optional activities are indicated by a hollow blue bubble.

When optional activities are provided to small groups or individuals, the remainder of the class might be prereading or rereading unit texts, engaging in independent reading, or completing an independent activity.

Optional activities are not limited to supporting students who struggle. Activities are also provided to extend learning for students who have met the knowledge and skill demands of the lesson.

All activities are aligned to grade-level standards. Every activity begins with an activity overview, which includes information about the activity. For reading activities, the activity overview also includes establishing a purpose for reading the text.

Suggested pacing for each activity gives an idea for how many activities can be taught in a single lesson, which will vary based on the class schedule. The suggested pacing can be viewed on the lesson overview page. A sample view that includes suggested pacing is provided below. A lesson should include a combination of core and optional activities. The total length of a lesson depends on how many activities are selected.



Components of an ELA Guidebook Unit

Each guidebook unit includes an overview with an evaluation plan, teaching guide, text overview, and materials. Additionally, there is an overview of the sections and lessons.

Evaluation Plan

Each guidebook unit has an evaluation plan based on the assessment approach of the program. The evaluation plan describes how you can monitor, diagnose, and evaluate students over the course of a unit and includes the culminating task, rubric, and an exemplar. This document can be accessed through the "Assessments" button. More information about the evaluation plan is available.

Teaching Guide

Each guidebook unit has a teaching guide that includes the student- and teacher-facing directions for each unit. This document can be accessed through the "Teaching Guide" button.

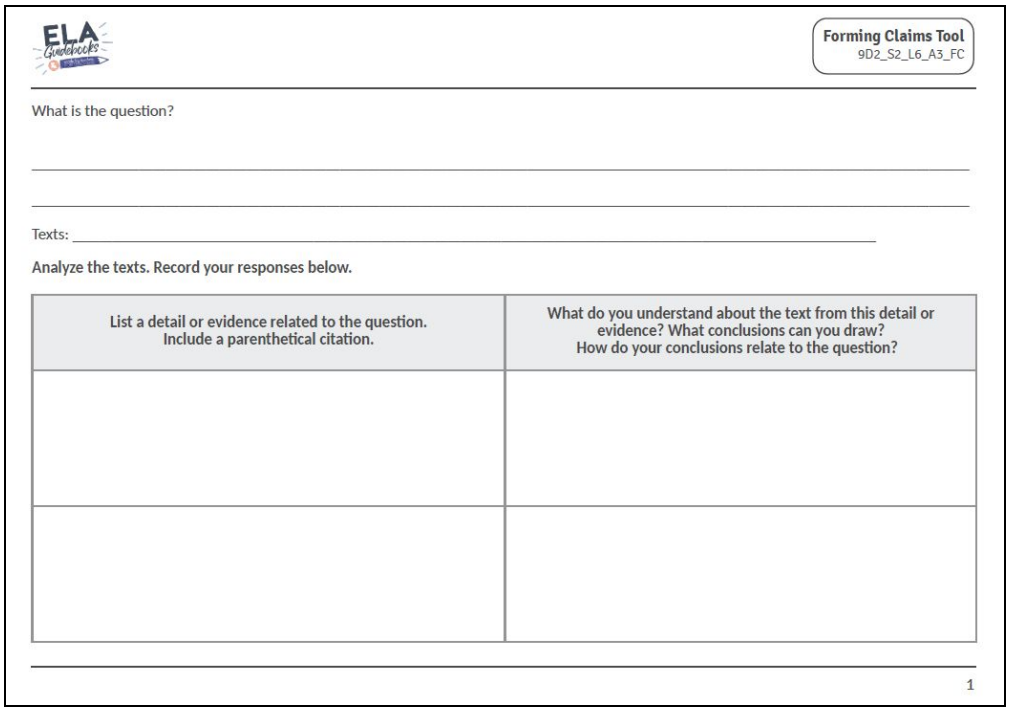
Text Overview

The text overview document identifies the texts used in the guidebook unit and provides information about where each text is located in the unit and how the text can be accessed. This document can be accessed through the "Texts" button.

Student Materials

Each ELA Guidebook unit has a set of student materials that includes student tools and reference guides. Student tools, or handouts, are available for download or purchase. The downloadable files can be accessed through the "Materials" button. A sample of a Forming Claims Tool and Understanding Tool is provided below.

Forming Claims Tool



ELA Guidebooks

Forming Claims Tool
9D2_S2_L6_A3_FC

What is the question?

Texts: _____

Analyze the texts. Record your responses below.

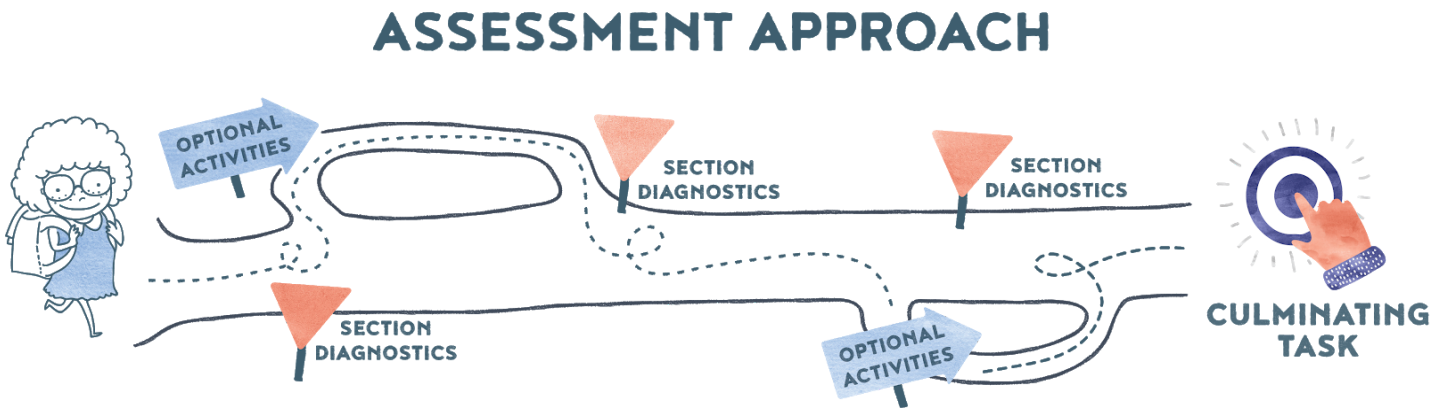
List a detail or evidence related to the question. Include a parenthetical citation.	What do you understand about the text from this detail or evidence? What conclusions can you draw? How do your conclusions relate to the question?

1

Assessment Design: Start with the End in Mind

Breakdowns in reading comprehension can result from a myriad of different causes. Often, students who are not yet strong readers struggle to make meaning of complex, grade-level texts because they lack the background knowledge required to understand the text[2]. Nevertheless, typical ELA assessments report out how students performed on particular standards and/or skills. This type of reporting often leads educators to focus on target standards or isolated skills for remediation. However, in doing this, "we are likely to ignore the full range of evidence students are presenting to us and instead focus on a single, often wrong cause."[3]

Therefore, Louisiana's ELA Guidebooks include a coherent system of curriculum-embedded assessments. Each guidebook unit ends with a culminating task. This backwards design model which requires students to use the knowledge, skills, and habits they have gained throughout a guidebook unit to read, understand and express their understanding of complex, grade-level texts. To ensure students are successful on the culminating task, **monitor** and **diagnose** students over the course of the guidebook unit before they are **evaluated** on the culminating task.



[2] Insert citation for knowledge study.
[3] Insert citation for Text at the center. https://achievethecore.org/content/upload/Text-at-the-Center-Report-V5.pdf

Monitor: Monitor students' understanding daily

To be successful on the culminating task, students need to be able to read, understand, and express their understanding and knowledge of substantive texts and topics. To reach this goal, students need to build knowledge, skills, and habits daily through the lesson activities.

Each lesson has two lesson look-fors. The lesson look-fors identify the knowledge and skills and/or habits students should build in the lessons so they will be successful on the culminating task.

Sample Lesson Look-Fors

The first lesson look-for identifies the knowledge students should demonstrate by the end of the lesson. The second lesson look-for identifies the skills and/or habits students should demonstrate in the lesson.

Use the lesson look-fors to review student work and responses during the lesson. If students are not providing work or responses similar to the lesson look-fors, use the in-the-moment supports, which are included in the teaching notes for an activity.

Diagnose: Diagnose student needs in each section

The section diagnostics provide opportunities for students to express their understanding and knowledge of substantive texts and topics in preparation for the culminating task. The core activities in lessons leading up to and following each section diagnostic help students build the necessary knowledge, skills, and habits.

Throughout the guidebook unit, students complete the section diagnostics in preparation for the culminating task. Review students' work and/or responses using the section diagnostic checklist and teacher-created exemplar. If students need additional support, include optional activities to give students additional opportunities to build the knowledge, skills, and habits necessary for the culminating task.

NEW: Section Diagnostic Data Collection Tools are available.

Evaluate: Evaluate student performance at the end of a guidebook unit

The culminating task requires students to demonstrate how well they read, understand, and express their understanding and knowledge of substantive texts and topics. The activities, lessons, and sections build the knowledge, skills, and habits students need to be successful on the culminating task.

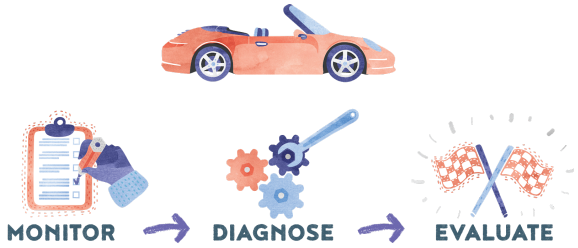
Evaluate students' performance on the culminating task using two tools:

- Culminating task rubric
- Culminating task exemplar

Consider a race car. Every day when you turn on the race car and hear the engine run, you have engaged in **monitoring**. You've checked that it is working and you have verified that it works based on your knowledge of what "working" looks, or in this case, sounds like. You may also check your tire pressure and inspect the car for any loose parts. Checking for these informs you that everything is working how it should. This **monitoring** contributes to your later success in the race.

In the classroom, you should also **monitor** daily how well students read, understand, and/or express their understanding and knowledge of substantive texts and topics based on the lesson look-fors. This is equal to turning on the car to see if it is running or checking the tire pressure.

Then every week or two you take your race car for a few practice laps. Maybe it performs how it should, or maybe it doesn't go as fast as you would like, or maybe you notice that when you reach top speeds, it shudders. In this more formal "test" with conditions similar to the final race, you get a different view of the car and how it is performing. After the practice run, you may narrow your daily monitoring of the car to a particular area, like your tires, and stop **monitoring** other areas because you've seen that the car is mostly performing how it should be. If your car is shuddering, you may do some additional investigation to further **diagnose** what could be causing the shuddering. During that investigation, you may discover that the alignment is off. So, you take it into the shop, do some extra work to repair the potential problem, and then you watch for those issues on future drives. You repeat this process over the course of time until the race.



In the classroom, you should get a look at how your students are performing toward the end of each section on the section diagnostic. You may discover they are generally performing well and decide to target your daily **monitoring** on particular areas moving forward. You may also **diagnose** particular needs students have and address those by including optional activities in upcoming lessons. This is equal to taking the race car out for a few laps around the track to see how it performs and then following up to **diagnose** and fix any issues that you notice.

During the race, you want your race car to perform well the entire race. This is a culmination of turning on the race car daily to see that it is running and driving laps at strategic points of time to make sure it runs well. During the race, you are **evaluated** on how well the race car performs.

In the classroom, you should **evaluate** how well students read, understand, and express their understanding and knowledge of substantive texts and topics at the end of the guidebook unit on the culminating task. This is equal to the final race.

Most students will develop with regular instruction and assessment. Some students, though, will struggle to understand. Some will need to be pushed further. Using these assessment practices and connecting them to your instructional choices can help you better support all students.

Text: Text at the Center

A key factor in determining students' success is their ability to read and understand complex, grade-level texts. Thus, all instruction to meet the standards in reading, writing, speaking and listening, and language in the ELA Guidebooks is integrated with the analysis of complex, grade-level texts.

Text selection is critical to both literacy instruction and student engagement. ELA Guidebooks' unit texts were selected based on three main criteria: **diversity**, **authenticity**, and **complexity**.

Diversity

Diverse texts present students with a variety of different perspectives and worldviews. Authors and characters in a text should contribute to the inclusion of diverse voices in the curriculum and encourage students to learn about multiple sides of a single issue or see an event or idea from another perspective. Throughout the ELA Guidebook units, texts with points of view and perspectives that challenge each other are included within the same unit. Students need access to texts which present a variety of perspectives, both in voice and format. They also need access to texts which reflect their own voices and perspectives.

To address these aspects of diversity, the anchor texts and topics come from a variety of sources. There are a range of perspectives included throughout the various units in the related texts. Additionally, the associated choice reading[4] with each unit presents the opportunity to incorporate additional texts which reflect the preferences of individual classrooms.

The inclusion of diverse texts is specifically called out in the Louisiana Student Standards for English Language Arts. Diverse texts are also diverse in format. The guidebook units contain a variety of genres and formats (e.g., videos, art, songs).

Authenticity

Texts are authentic when they are used in their original form and used for purposes that are relevant to students' learning to be a knowledgeable and literate adult. Authentic texts are texts written for purposes other than classroom instruction and are intact, rather than adapted or simplified.

Authenticity also includes how the texts are used. For instance, in an ELA classroom, an authentic text (such as an article from a science magazine) should be incorporated in a way that builds knowledge. This means students read the text to gain knowledge and use selected parts of it to support their expression of understanding or new ideas (such as in a conversation or written document), just as they would in their real life outside of the classroom.

Complexity

Text complexity is more than just a number or reading level. Complex texts are instructionally useful because they create opportunities for students to meet the grade-level standards. These texts have layers of meaning for students to read and analyze and provide students with opportunities to learn about language and structure. Complex texts also give students greater knowledge about the world around them based on the themes, concepts, or topics students are learning.

[4] A list of independent reading titles will be made available in Fall 2021.

Throughout the guidebook lessons, students have the opportunity to formulate their own ideas about complex texts and communicate them either in writing or orally to their peers. Grade-level standards provide the expectations students must meet when reading, formulating ideas, and expressing those ideas about complex, grade-level texts.

Tracing High-Leverage Knowledge and Skills Through Assessment

In order to make effective instructional choices, teachers need to be aware of how knowledge is built and skills are developed in each ELA Guidebook unit. The evaluation plan that accompanies every unit provides an overview of each section diagnostic including a description of how that section diagnostic connects to the knowledge and skill demands of the culminating task. See an example from the grade 10 unit, *Things Fall Apart.*

Section	Section Diagnostic	Knowledge Connections	Skill Connections
1	Students answer the question in writing: How does Unoka's relationship with Okonkwo influence Okonkwo's thoughts and actions?	Students demonstrate their understanding of the motivations of and interactions between two characters in *Things Fall Apart*. This prepares students to analyze how a secondary character impacts the development of Okonkwo's story.	Students also demonstrate their ability to form a claim, develop a response, including integrating quotations, and use convenons to produce clear writing. This prepares students to write a literary analysis.
2	Students engage in a whole-class discussion about the question: How are Okonkwo and the Umuofia culture portrayed in part one of *Things Fall Apart*?	Students demonstrate their knowledge of the culture of Umuofia and their understanding of Okonkwo, including his role in Umuofia. This prepares students to analyze how Okonkwo's story reveals a theme.	Students also demonstrate their ability to form a claim, gather and use evidence to support their claim, and use academic language in the discussion. This prepares students to write a literary analysis.
3	Students write an essay: Select a secondary character in *Things Fall Apart*. What is the importance of the character's story in the novel? In your response, be sure to describe the character, summarize the character's story, and explain the character's relationship to and interactions with Okonkwo.	Students demonstrate their understanding of a secondary character's story in *Things Fall Apart*. This prepares students to analyze how a secondary character's story impacts Okonkwo's story and develops a theme in the novel.	Students also demonstrate their ability to develop a response, including integrating quotations, and use convenons to produce clear writing. This prepares students to write a literary analysis.
4	Students engage in a whole-class discussion about the question: What are themes of *Things Fall Apart*? How are those themes developed?	Students demonstrate their understanding of a theme of *Things Fall Apart*. This prepares students to analyze how the stories of a secondary character and Okonkwo develop a theme of the novel.	Students also demonstrate their ability to form a claim, gather and use evidence to support their claim, and use academic language in the discussion. This prepares students to write a literary analysis.

Core and Optional Activities: Supporting the Needs of Diverse Learners

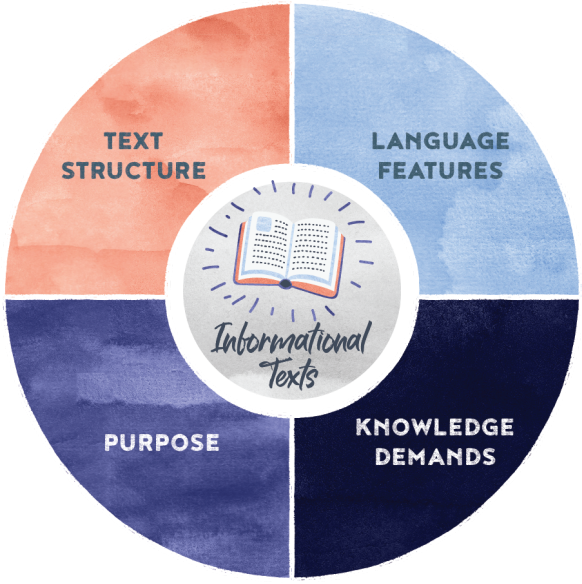
Support is central to the design of ELA Guidebooks and is made explicit through the inclusion of optional activities. The ELA Guidebook's theory of diverse learner support was put into service to develop many of the optional activities.

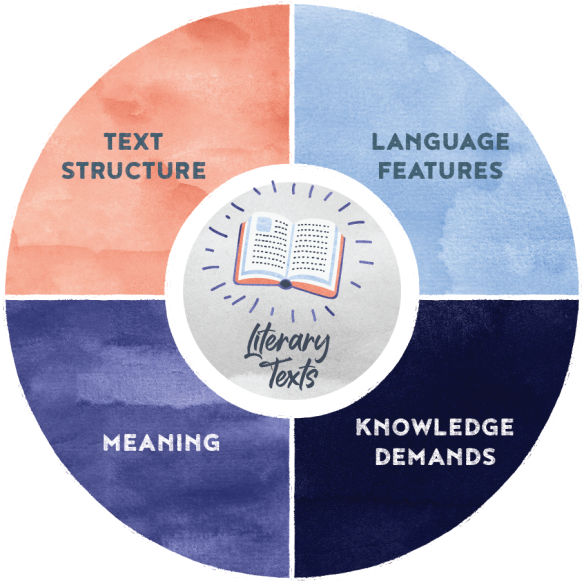
Student-friendly directions create a consistent structure across all grades and lessons, which help students stay on track and understand what they need to know and be able to do at the end of each unit. Lesson look-fors and the culminating task exemplars set the bar for quality student work. The teaching Notes provide in-the-moment supports to break down the ideas and concepts in the activity and give suggestions for how to help students who need more support in achieving the lesson look-fors.

The optional activities support students in building background knowledge, tackling complicated syntax, meaning making, and developing reading, writing, and discussion skills and habits.

Type of Optional Activity	Description of Activity
Background Knowledge	Provides students with background knowledge about topics and ideas needed to understand the unit texts. Activities may include but are not limited to reading a short text, viewing a short video, or answering questions about a topic or idea.
Language	Provides students with practice in language skills. Activities may include but are not limited to vocabulary work, mentor sentences, revision using models, or revisions focusing on specific language skills (i.e. linkages, conventions).
Meaning Making	Provides students with opportunities to make meaning of complex texts. Activities may include, but are not limited to, posing or answering questions, mentor sentences for understanding, peer conversations, group conversations, rereading and annotating texts.
Reading Skills	Provides students with practice in reading skills as they prepare to read complex texts. Activities may include but are not limited to advance reading/viewing, fluency work, or deciphering words,
Discussion and Writing Skills	Provides students with opportunities to practice and/or refine discussion and writing skills. Activities may include but are not limited to building discussion norms or habits, developing skills in composing, mentor sentences for writing, engaging in peer revision, or creating multiple drafts.

A note on qualitative features of text complexity: According to the 2006 study completed by ACT, the single biggest predictor of success in college in career readiness is the ability to read complex text independently and proficiently. Reading standard 10 at every grade level beginning in grade 2 makes this a priority standard for high-quality ELA instruction. Because the qualitative features of text complexity can cause students to struggle, many core and optional activities provide students with the scaffolds necessary to recognize the affordances[5] provided in a complex text. To see an example of this approach in action, see the Reading Guide.





[5] https://shanahanonliteracy.com/blog/why-not-teach-reading-comprehension-for-a-change

Habits

A habit is a behavior pattern that is acquired after repeated practice. Within each ELA Guidebook unit, students will have numerous opportunities to practice, demonstrate and reflect upon academic habits. These academic habits are behaviors such as preparing, listening, and completing tasks. These habits are embedded in the activities that students will engage in during the course of an ELA Guidebook unit and, therefore, will be practiced consistently during an academic year.

Additionally, each culminating task tool provides a place for students to explicitly focus on habits needed to achieve success and to reflect upon the effectiveness of their use of those habits in completing the task. A list of academic habits is provided below.

Academic Habit	Description of Student Actions
Preparing	Reads the texts, researches the topics, and thinks about the questions being studied to prepare for tasks
Engaging Actively	Actively focuses attention on independent and collaborative tasks
Collaborating	Pays attention to, respects, and words productively in various roles with all other participants
Communicating Clearly	Uses appropriate language and relevant textual details to clearly present ideas and claims.
Listening	Pays attention to, acknowledges, and considers thoughtfully new information and ideas from others
Generating Ideas	Generates and develops ideas, positions, products, and solutions
Organizing Work	Maintains work and materials so that they can be used effectively and efficiently in current and future tasks
Completing Tasks	Finishes short and extended tasks by established deadlines
Revising	Rethinks and refines work based on teacher-, peer-, and self-review processes
Understanding Purpose and Process	Understands the purpose and uses the process and criteria that guide tasks
Remaining Open	Adopts a stance of inquiry--asking questions to learn more--rather than arguing for entrenched positions
Qualifying Views	Modifies and further justifies ideas in response to thinking from others

TEXT AND INSTRUCTIONAL MATERIALS ACCESS

To implement an ELA Guidebooks unit, access to the following texts and materials are required.

Materials	Materials Access Options
Instructional Materials	• ELA Guidebook units are available at Louisiana Curriculum Hub.
Required Unit Texts	• Required novels and DVDs are available for purchase from American Reading Company. • Required unit readers are available for purchase from XanEdu. • Required audio recordings are available to purchase through the Text Overview document for each unit. Select the "Texts" button from the unit overview page for each unit. • Required digital texts (e.g. videos, websites, and digital texts) are accessible through the Text Overview document for each unit. Select the "Texts" button from the unit overview page for each unit.
Tools (Student Handouts)	• Available for download at Louisiana Curriculum Hub. Select the "Materials" button from the unit overview page for each unit. • Available for purchase from XanEdu.
Reference Guide	• Available for download at Louisiana Curriculum Hub. Select the "Materials" button from the unit overview page for each unit. • Available for purchase from XanEdu. ○ If printed or purchased, school systems only need a single class set since this is available digitally.
Teaching Guide	• Available for download at Louisiana Curriculum Hub. Select the "Teaching Guide" button from the unit overview page for each unit. • Available for purchase from XanEdu. ○ This option includes a printed copy of the unit's evaluation plan.
Evaluation Plan	• Available for download at Louisiana Curriculum Hub. Select the "Assessments" button from the unit overview page for each unit.
Curriculum Guide	• Available for download at Louisiana Curriculum Hub. Select the "Curriculum Guide" button from the home page. • Available for purchase from XanEdu.
Student Learning Log	• Required for each student in either a paper-based or digital format.
Classroom Supplies	• Teachers and students should have access to sticky notes, colored pens, and highlighters. • Teachers need access to a projector in order to display student slides unless students have access to one-to-one technology.

DEVELOPMENT UNIT OVERVIEW, GRADES 9—12

	Development 1	Development 2	Development 3	Development 4	Development 5
	Grade 9				
Unit Title	**Photojournalism**	***A Lesson Before Dying***	***The Joy Luck Club***	***Romeo and Juliet***	**The Teenage Brain**
Central Question	What is the weight of an image?	What makes us human?	How does one's understanding affect one's perception?	How can adaptations or reproductions enhance or detract from the theme of a text?	How do decisions and actions vary depending on the perspectives of the people involved?
Culminating Task	How have photographers inspired change through photojournalism?	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?	How does gaining a deeper awareness of others' experiences allow characters in *The Joy Luck Club* to change their perceptions?	Compare and contrast the way in which that theme is developed in the play *Romeo and Juliet* and in one of the following movies: *Romeo and Juliet* (Zeffirelli), *Romeo + Juliet* (Luhrmann), or *West Side Story* (Wise, Robbins).	Does being a teenager positively or negatively affect decision making?
Type of Task	Informational/ Explanatory	Informational/ Explanatory	Narrative	Informational/ Explanatory	Argumentative

	Development 1	Development 2	Development 3	Development 4	Development 5
	Grade 10				
Unit Title	***Life of Pi***	**Hamilton**	***Things Fall Apart***	***The Immortal Life of Henrietta Lacks***	**Bioethics**
Central Question	How do our stories reveal our realities?	How does Lin-Manuel Miranda tell Hamilton's story?	What is the danger of a single story?	How can we leave a legacy through our language, our families, and even our cells?	*Coming 2021*
Culminating Task	Retell a scene from *Life of Pi* from another point of view, e.g., an omniscient narrator, a different character, to reveal a different perspective or reality.	Analyze the ways in which Miranda both accurately and inaccurately portrays history within the musical Hamilton. How do these choices in portrayal impact the reader or listener's understanding of either the character, time period, or musical?	How does Achebe develop and use a secondary character to convey a theme about multiple stories in *Things Fall Apart*?	How does Rebecca Skloot and the author of one of the informational texts use language to advance their points of view about their ideas?	*Coming 2021*
Type of Task	Narrative	Informational/ Explanatory	Informational/ Explanatory	Informational/ Explanatory	Argumentative

	Development 1	Development 2	Development 3	Development 4	Development 5
	Grade 11				
Unit Title	***The Great Gatsby***	***Friday Night Lights***	**Film in America**	***The Warmth of Other Suns***	**Homeownership**
Central Question	How do perceptions influence people's lives?	How do high school sports reflect American society?	*Coming 2021*	How can a single decision change your life?	Is the dream of homeownership viable for all Americans?
Culminating Task	How does Fitzgerald develop a theme about perception throughout the novel?	What two central ideas does Bissinger develop about high school football within Friday Night Lights? How does Bissinger develop these two central ideas throughout the course of the text?	*Coming 2021*	How did a person's life change as a result of the decision to migrate?	Through reading of unit texts and additional research, develop a perspective and argumentative position in response to the unit question - Is the dream of homeownership viable for all Americans? - within a more focused subtopic area.
Type of Task	Informational/ Explanatory	Informational/ Explanatory	Informational/ Explanatory	Informational/ Explanatory	Argumentative

	Development 1	Development 2	Development 3	Development 4	Development 5
	Grade 12				
Unit Title	**Education**	***Hamlet***	***In the Time of the Butterflies***	***1984***	**Artificial Intelligence**
Central Question	What does it mean to be educated?	How are revenge and madness closely related to one another?	How can citizens bring about social change?	How can an individual's view of society be influenced by literature?	How has artificial intelligence both challenged and benefited society?
Culminating Task	Write a narrative essay in which you explore how your life experiences and schooling have contributed to your education.	In a well-developed essay, select one character from the Hamlet and examine whether or not his/her madness is real or feigned. If a character is feigning his/her madness, analyze the reasons why the character would do this? If the character's madness is genuine, analyze what has caused such 'madness' to arise in the character?	How does Alvarez use narrative structure and characterization to develop a fictionalized version of one of the Mirabel sisters? How does this narrative structure and characterization help Alvarez develop a theme about social change?	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. Focus your examination and explanation on one of the following themes.	Considering the various visions of the future of artificial intelligence portrayed throughout the texts of the unit, how might its development be guided to benefit society but minimize harm? Do the benefits to society outweigh the potential harm AI might inflict on humanity?
Type of Task	Narrative	Informational/ Explanatory	Informational/ Explanatory	Informational/ Explanatory	Argumentative

PLANNING TO TEACH ELA GUIDEBOOKS

Unit Selection

The design of the ELA Guidebooks allows opportunities for flexibility and choice for school systems, teachers and students.

At the program level, school systems and/or teachers choose which development units to include in the grade or course. All courses are designed to end with an application unit. In the application unit, students choose a pathway that interests them to explore a text or topic related to one of the development units they studied over the course of the year.

Sample Year-Long Unit Selection

Grade	Unit 1 (Development Unit)	Unit 2 (Development Unit)	Unit 3 (Development Unit)	Unit 4 (Application Unit)
9	*The Joy Luck Club*	*Romeo and Juliet*	The Teenage Brain	Application Unit Choice ● *The Joy Luck Club* ● *Romeo and Juliet* ● The Teenage Brain
10	*Life of Pi*	*Things Fall Apart*	*The Immortal Life of Henrietta Lacks*	Application Unit Choice ● *Life of Pi* ● *Things Fall Apart* ● *The Immortal Life of Henrietta Lacks*
11	*The Great Gatsby*	*Friday Night Lights*	Homeownership	Application Unit Choice ● *The Great Gatsby* ● *Friday Night Lights* ● Homeownership
12	Education	*Hamlet*	*1984*	Application Unit Choice ● Education ● *Hamlet* ● *1984*

Sample Schedules

The timing of a guidebook lesson may look different when taking into account a school's unique schedule and specific students' needs.

The example lesson below reflects a lesson that contains 45 minutes of core activities and 45 minutes of optional activities. Because the timing of core and optional activities vary, it is important that you schedule your time based on the content of the guidebook lesson and the activities required to support your students' needs.

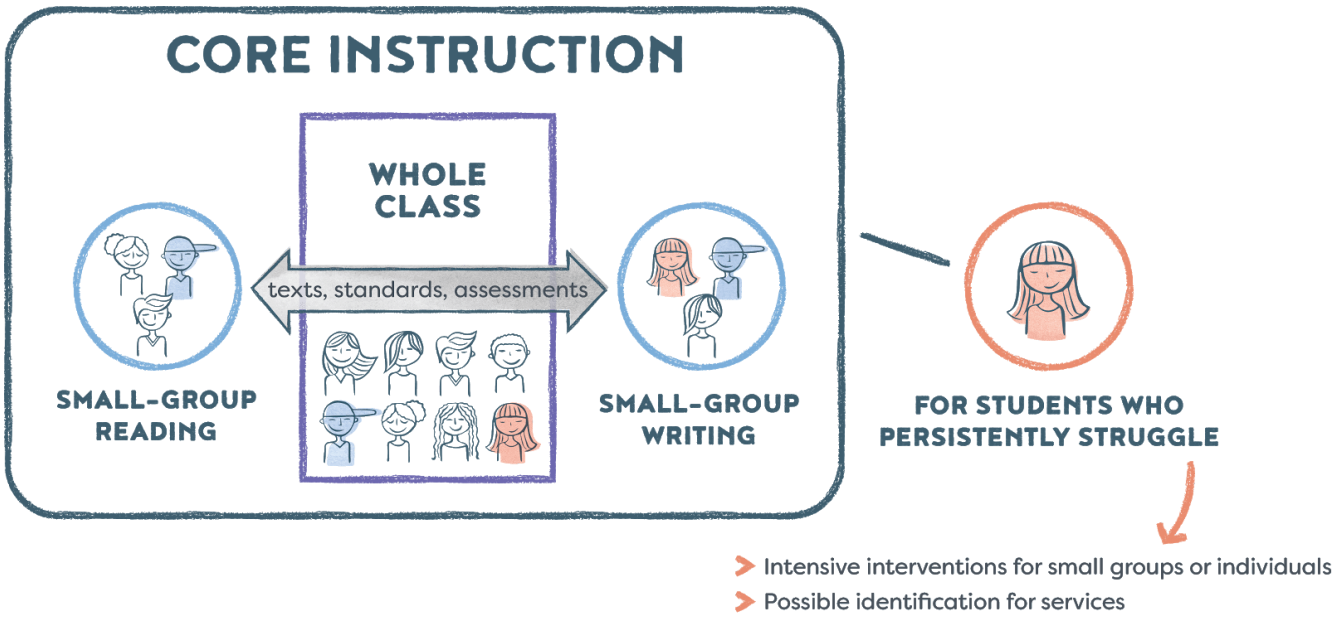
Schedule Description	Lesson Timing Example 1	Lesson Timing Example 2	Lesson Timing Example 3
	Core activities only	Core activities and some optional activities	Core activities and all optional activities
High school with 52 minute classes; teaching three development guidebooks, and the application guidebook in a school year	Teach one guidebook lesson for one 50 minute class period.	Teach one guidebook lesson for one and a half, 50 minute class periods.	Teach one guidebook lesson for two, 50 minute class periods.
High school on a 4x4 block schedule with 90 minute classes; teaching two development guidebooks, and the application guidebook in a semester	Teach two guidebook lessons for one 90 minute class period.	Teach one guidebook lesson for the majority of the 90 minute class period. Begin the next day's lesson with the time remaining.	Teach one guidebook lesson for one 90 minute class period.
High school on a traditional block schedule with 90 minute classes every other day; teaching three development guidebooks, and the application guidebook in a school year	Teach two guidebook lessons for one 90 minute class period.	Teach one guidebook lesson for the majority of the 90 minute class period. Begin the next day's lesson with the time remaining.	Teach one guidebook lesson for one 90 minute class period.

Classroom Structures for Success

Effective ELA instruction is structured so that students receive the right amount of support through whole-class instruction, small-group instruction, and independent reading and writing. This blended approach helps students build the skills necessary to increase their reading, writing, and language proficiency while pushing them to explore complex ideas appropriate for their grade level. Students must have access to quality texts during whole-class and small-group settings. Meaningful texts, use of standards, and ongoing assessment must be integrated with each component of ELA instruction.

The following ELA instructional framework illustrates a vision of text- and standards-based classroom instruction.

ELA Instructional Framework



Core lessons in each ELA guidebook unit are meant to be taught during whole-class instruction. During this time, all students should meet grade-level standards for reading, writing, speaking and listening, and language with complex texts. Even if their reading skills are not always at grade level, students are capable of thinking at grade level. Thus, whole-class instruction provides a space for students to think about meaningful text, talk with other students to develop and refine their thinking about text, and write about their knowledge and understanding of text.

Core guidebook lesson is designed to be delivered in 45-50 minutes. The remaining time scheduled for ELA instruction should be used for small-group instruction and independent choice reading. Based on each school's schedule and each teacher's classroom, the timing of guidebooks might look a little different.[6] Access to different examples of lesson timing that could take place in a single teacher's classroom over the course of a school year is available. Select different timing examples across the year based on the content of each guidebook lesson and your students' needs.

[6] The suggested pacing is a guide, not a mandate. Thus you should adjust the lesson timing as needed given your school schedule and students' needs. When adjusting the pacing, consider the ratio of time. For example, if the suggested pacing for an activity is 15 minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of a 90-minute lesson) should be considered when determining lesson timing.

ELA Framework Descriptions

Whole-Class Instruction

Whole-class reading and writing instruction should be used to deliver core instruction. In ELA Guidebooks, core instruction can be defined as instruction following the pathway created by the core activities in each lesson. Whole-class instruction requires flexible student groupings to best support the purpose of each core lesson activity.

Examples of flexible student groupings that can occur during this time:

- Whole-class read aloud or discussion of a unit text.
- Jigsaw groups made up of small groups of students working collaboratively to make meaning of a complex text.
- Paired student discussions to react to a text.
- Independent silent reading of a text or independent writing for a section diagnostic.

While whole-class instruction is required for core activities, some optional activities may also need to be delivered in this way. Teachers should use data obtained from monitoring and diagnosing student performance during lessons and section diagnostics to make these decisions.

Small-Group Instruction

Small-group reading and writing instruction should be used to support student needs that cannot be met during whole-class instruction. This may be intervention for students below grade level and/or additional time and supports for diverse learners.[7] Groups should be flexible and change size and composition often based on students' needs. Teachers should form small groups based on a wide variety of data obtained from monitoring and diagnosing student performance during lessons and section diagnostics to make these decisions.

Examples of the types of instructional tasks to be conducted during this time:

- Students engage in activities to build required background knowledge for the unit.
- Students read texts at their reading level (not a leveled version of a whole-class text) or in their home language to build additional background knowledge for the unit.
- Students read above-grade-level texts connected to the unit content to challenge them and extend learning.
- Students receive targeted reading and writing instruction based on gaps in knowledge or skills (e.g., additional vocabulary instruction or grammar instruction).
- Students receive time to practice their reading fluency using grade-level texts.
- Students receive individualized oral feedback on their writing.

[7] Diverse learners are any learners who do not learn at the same pace or in the same way as their peers. Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, you need to keep the ELA goal in mind as you teach the units and make instructional decisions based on knowledge of your students and what it will take to ensure all students will meet the ELA goal through the lessons provided in the ELA Guidebooks units.

The optional activities included in the ELA Guidebooks were built to support this framework, but there may be instances in which teachers need to scaffold instruction to meet the needs of diverse learners with additional small-group activities as described above.

Independent Choice Reading

Independent reading should be used for students to engage in a volume of reading based on their interests. Many ELA Guidebook units include optional activities devoted to independent choice reading of unit related texts. Independent choice reading allows teacher flexibility to support diverse learners. For example, while some students receive targeted small-group instruction to achieve the knowledge and skill lesson look-fors, students that do not require that support can engage in independent choice reading.

It is important to note that independent choice reading should be meaningful and have a layer of accountability for students in which they express understanding of the text they are reading. Access additional information about a volume of reading in the appendix.

Additional Guides for Implementing ELA Guidebooks

The approach guides available in the appendix of this guide provide information about the instructional approaches of the ELA Guidebooks. Review these guides independently, with an instructional coach, or as a professional learning community to learn more about the research and best practices that serve as the foundation for the guidebooks. To prepare to teach ELA Guidebooks it is important that you understand the approaches described and can identify concrete examples in the guidebook units and lessons where that approach is followed.

Unit Study Protocol

The goal of the ELA Guidebooks units is for all students to read, understand, and express their understanding of complex, grade-level texts.

The units use a backwards design model, which means the activities, lessons, and sections build students' knowledge and skill in preparation for the unit assessments. The culminating tasks for each unit align to end-of-year expectations and grade-level standards.

Preparing to Teach a Unit

Step 1: Start with the End in Mind

- ❑ Be sure you understand the ELA Guidebook instructional approaches for reading, discussing, presenting, and writing and how the guidebooks support all students.
- ❑ Review the unit overview and familiarize yourself with the unit's central question.
- ❑ Access the evaluation plan for the unit and analyze the culminating task and culminating task exemplar to determine the knowledge and skill demands of the unit's culminating task.

Step 2: Text at the Center

- ❑ Access and read all unit texts to determine the big ideas and how each text connects to and supports the demands of the culminating task.
- ❑ Annotate texts to indicate qualitative features[8] with which students might struggle over the course of the unit.

Step 3: Trace High-Leverage Knowledge and Skills Through Assessment

- ❑ Write exemplars for each section diagnostic and the culminating task.
- ❑ Return to the evaluation plan and review each section diagnostic to determine the knowledge and skills demands of each assessment.
- ❑ Determine what knowledge and skills were required for you to complete the task and trace the development of those knowledge and skill look-fors throughout the unit. These knowledge and skill look-fors should be considered high-leverage and serve as the foundation for instructional decision making.

A Unit Study Tool should be used to assist teachers in engaging in this process. This tool was designed to be used collaboratively during common planning time.

[8] Use the informational or literary rubric for qualitative text analysis.

Lesson Study Protocol

Understanding the backwards design of the ELA Guidebook units is also important to understanding how to plan at the lesson level. The section diagnostics assist teachers in determining whether or not students will be successful on the culminating task. This means that understanding how to support students along the way is essential to planning at the lesson level.

Preparing to Teach a Lesson

Step One: Review Unit Study Tool

- ❏ Review the completed unit study tool for the unit you are instructing.
- ❏ As you complete step two, evaluate the connection between the lesson-looks and high-leverage knowledge and skill look-fors that you uncovered during the unit study.

Step Two: Supporting All Students with Lesson Annotations

- ❏ Determine the purpose of each activity and question.
- ❏ Create exemplar responses for written and spoken expressions of understanding to serve as student look-fors.
- ❏ Identify possible student misconceptions.
- ❏ Develop additional questions to provide in-the-moment supports as needed based on your student look-fors and anticipated student misconceptions. The reader's circles can be a helpful tool for developing scaffolding questions.
- ❏ Identify places in the lesson that might need timing adjustments.
- ❏ Identify places where adjustments may need to be made to whole class groupings.
- ❏ Identify which optional activities you plan to teach and whether or not any additional small group targeted support may be needed and how it will fit into the lesson.

NEW: Section Diagnostic Data Collection Tools are available to support making instructional decisions in this step of the lesson study protocol.

There may be times as indicated above that require teachers to make adjustments to the lesson to meet the needs of their unique student populations. When these changes are made, teachers should justify the needs for these changes by providing rationale for the adjustments. A sample annotated teaching guide is available.

Step Three: Materials Matter

- ❏ Identify which materials are needed for the lesson and be sure to provide access to those materials.
    - ❏ Determine a procedure and explicit directions for distribution of materials to minimize disruptions to instructional time.
- ❏ Create and display any anchor charts[9] or additional classroom visuals to support students with the lesson.
- ❏ Secure technology needed for students to complete the lesson.

[9] For information about anchor charts, go to https://www.engageny.org/sites/default/files/resource/attachments/anchor_charts.pdf or http://www.weareteachers.com/anchor-charts-101-why-and-how-to-use-them-plus-100s-of-ideas/

LOUISIANA CURRICULUM HUB NAVIGATION

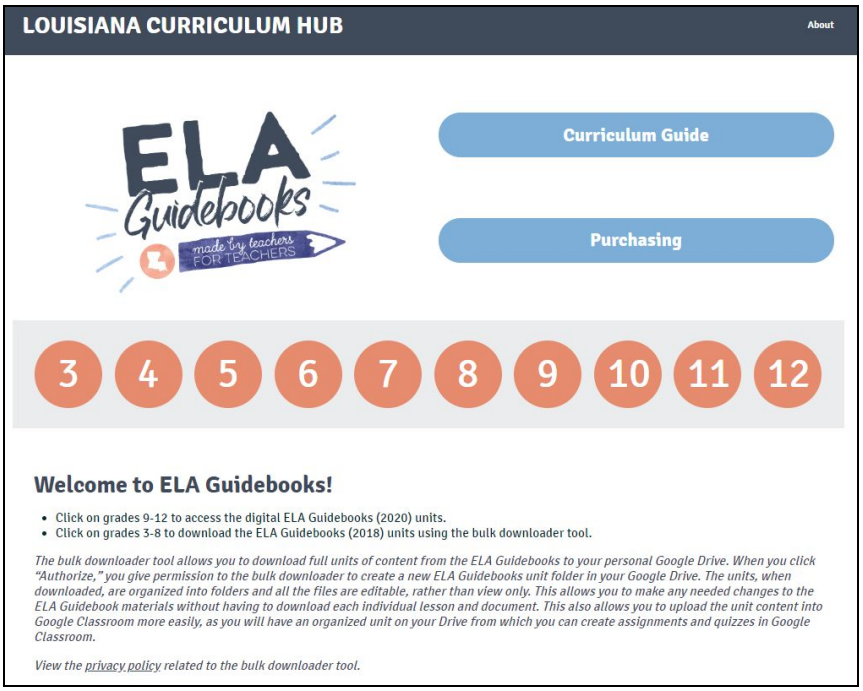
Louisiana's ELA Guidebooks (2020) are housed on Louisiana's open source digital platform, Louisiana Curriculum Hub. This section of the curriculum guide is dedicated to supporting users in understanding the structure of the platform in order to seamlessly navigate the online platform.

The Home Page

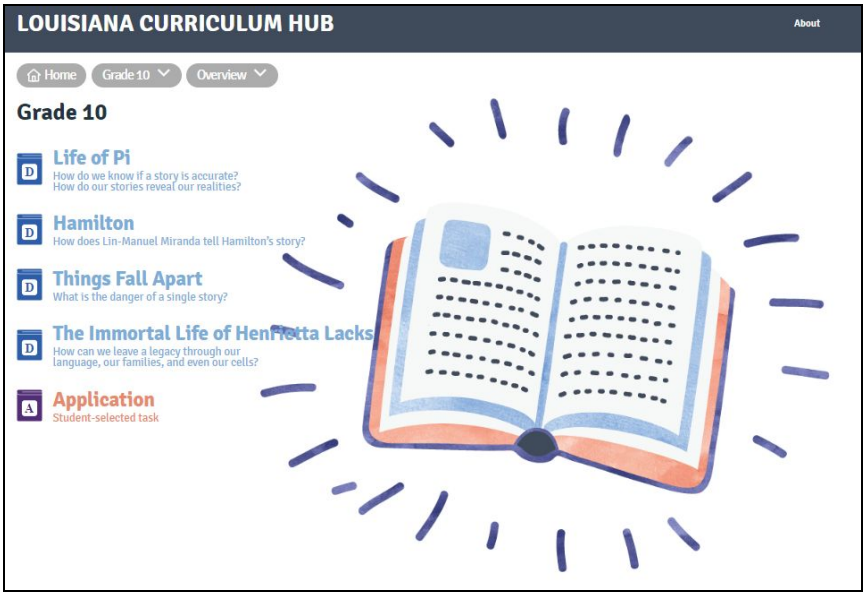
All ELA Guidebook units can be accessed from the home page.

On this page, users can access this curriculum guide and purchasing information for required ELA Guidebook instructional texts and materials. Access to this information can be obtained by selecting the blue buttons to the right of the ELA Guidebooks logo.

This page also allows users to navigate to the landing page for each grade-level course. Access to each course can be obtained by selecting the corresponding coral buttons that run under the ELA Guidebooks logo.



Grade-Level Landing Page



The grade-level landing page allows the user to see an overview of the units available for each grade-level course.

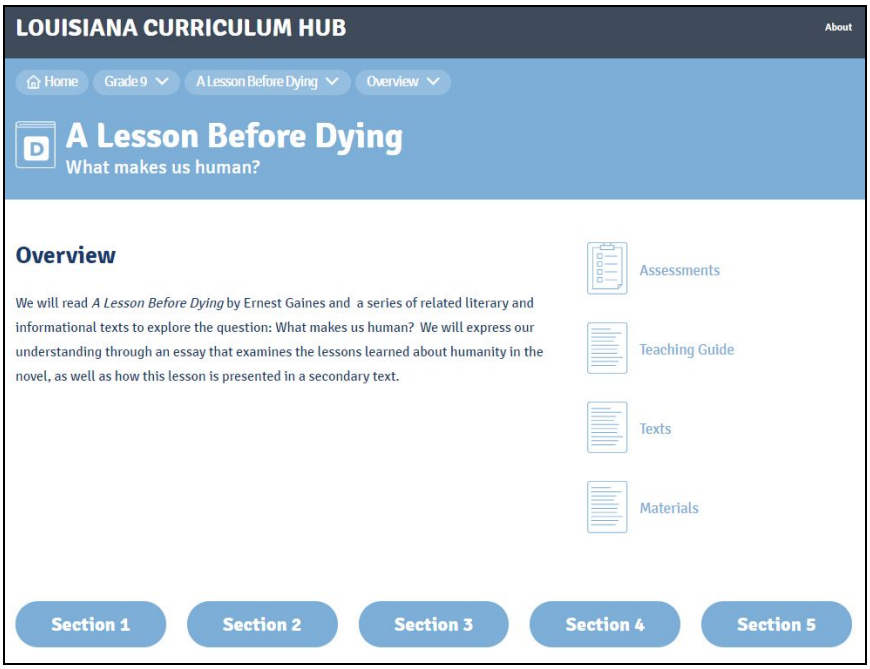
Titles and central questions for each unit are visible. Development units are marked with a "D," and appear in blue. Application units are marked with an "A" and appear in coral.

On this page, users can access the unit of their choice by selecting the title of the unit.

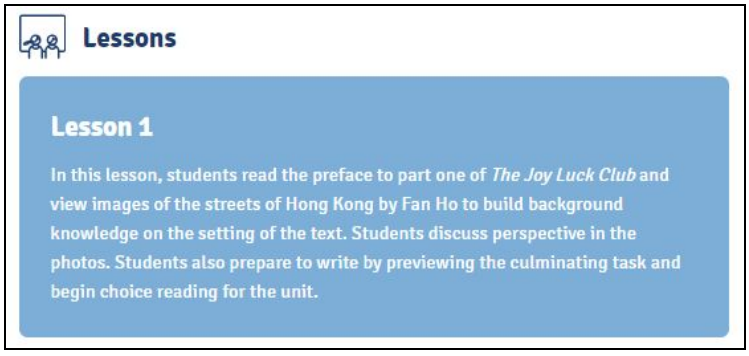
Unit Overview Page

The unit overview page allows the user to see an overview of the unit. The icon buttons along the right side of the page allow access to the evaluation plan, teaching guide, text overview, and unit materials.

From this page, users can use the blue buttons that run across the bottom of the page to quickly access each section within the unit.



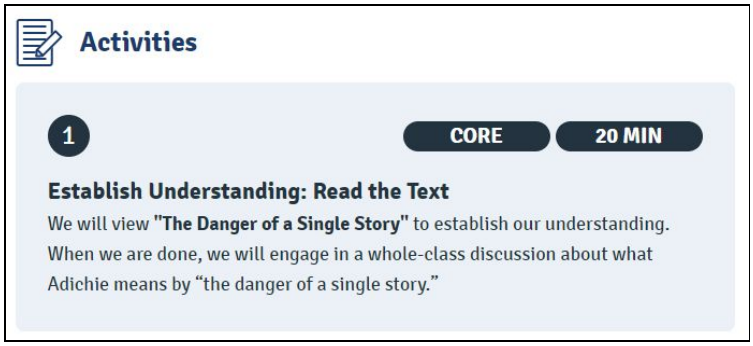
Section Overview Page



The section overview page allows users to see an overview of the section and the section diagnostic. Beneath the section diagnostic is a blue button for each lesson in the section. The lesson buttons include a lesson overview and allow users to quickly navigate to each lesson in the section.

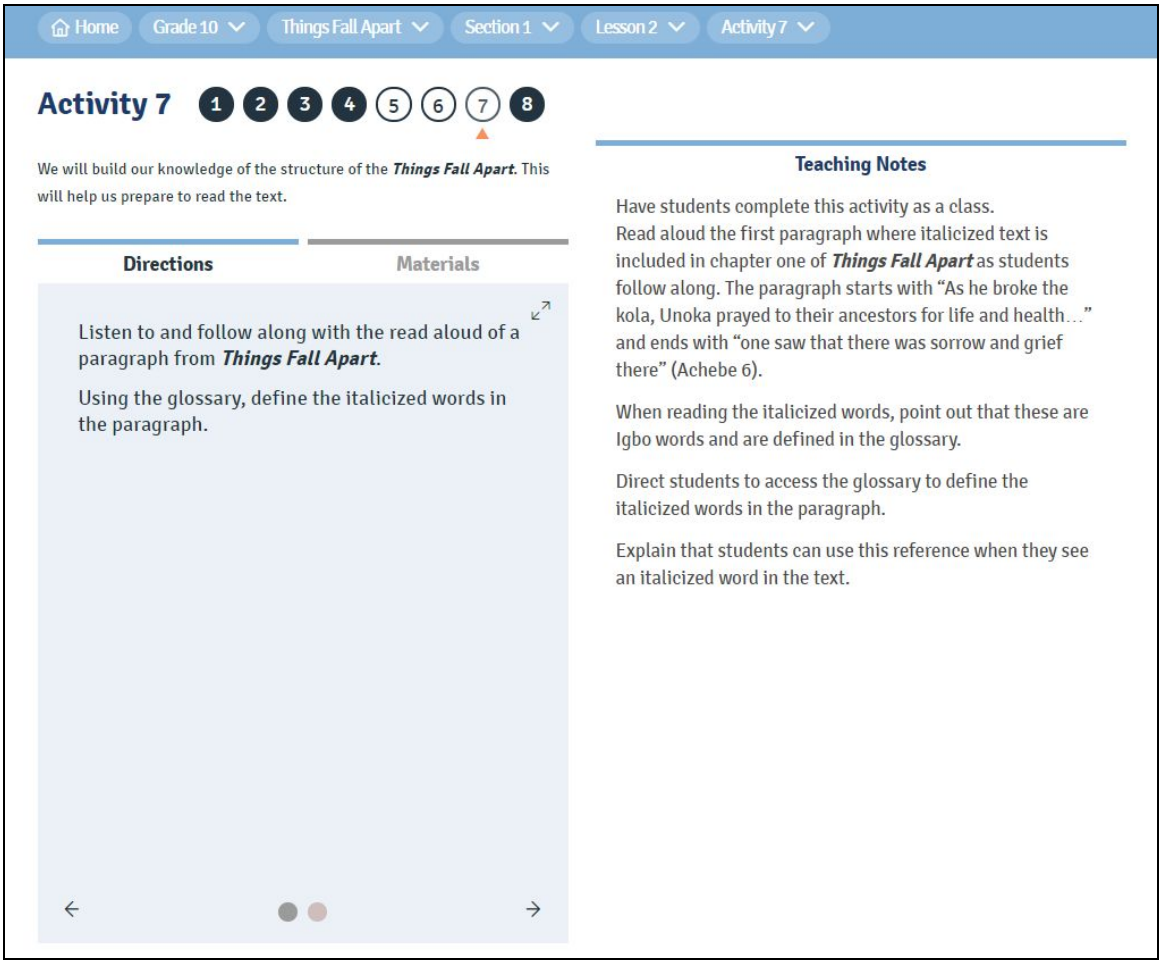
Lesson Overview Page

The lesson overview page allows users to see an overview of the lesson and lesson look-fors. Beneath the lesson look-fors is a light blue button for each activity in the lesson. The activity buttons include an activity overview, suggested pacing, and a distinction as to whether or not the activity is core or optional.



Activity Overview Page

The activity overview page allows users to see an overview of the activity, core and optional activity buttons, directions, teaching notes, and a materials tab.

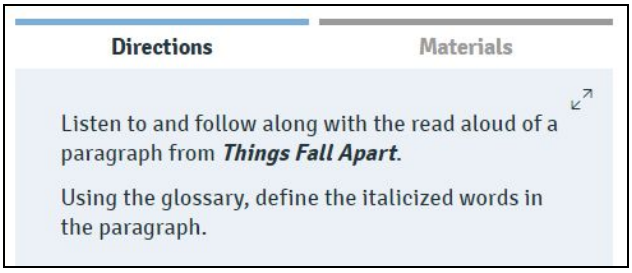


Activity Page Features

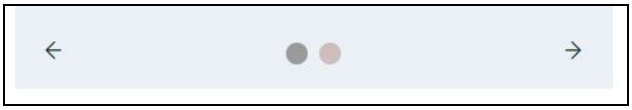
The activity page is where teachers and students will spend most of their time engaging in the work of the unit.

- **Core and optional activity buttons**: These buttons show the number of activities in a lesson and indicate whether or not that activity is core or optional. The buttons also allow users to quickly jump from one activity to another.

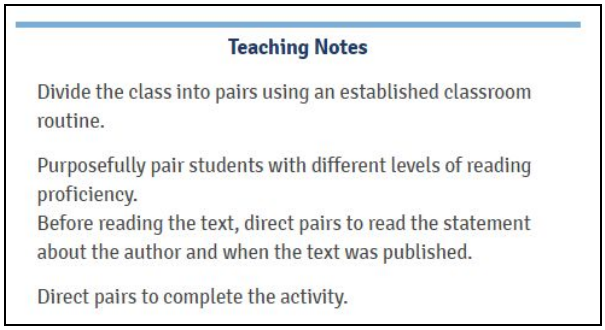
- **Directions**: The directions are the student-facing directions for the activity and appear on the activity slide, indicated by a light blue box on the left side of the page. The student-facing directions tell students what to read and do for each activity. This activity slide can be expanded to a full-page, presentation view by selecting the arrows in the upper right hand corner of the light blue box.



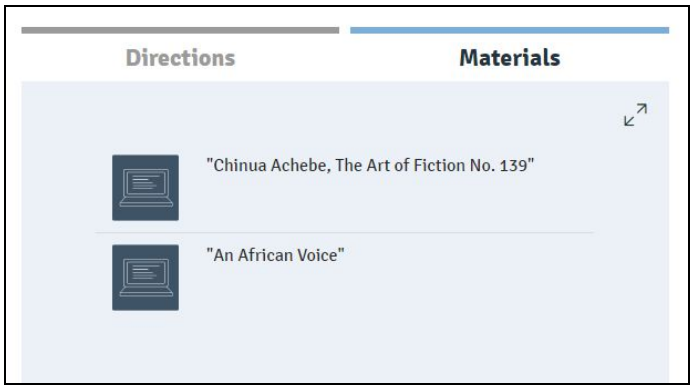
When an activity only has one slide, the arrows at the bottom of the activity slide allow users to move sequentially from each activity to the next. While most activities only have one activity slide per activity, some have more than one. When an activity has more than one slide, grey navigational dots will appear in the center of the navigational arrows at the bottom of the slide as seen below. The navigational dots allow users to move from one slide to the next within an activity.



- **Teaching Notes:** The teaching notes are the teacher-facing directions for the activity and appear to the left of the activity slide. The teacher-facing directions tell teachers how the class should be configured, what they should direct students to do during the activity, and provide in-the-moment supports and prompting questions as necessary. When the activity slide is expanded to a presentation view the teaching notes are not visible.



- **Materials**: The materials tab appears to the right of the directions tab over the activity slide. Select the materials tab to view the materials needed for each activity. This view allows users to see which text and other unit materials are required. Text names will appear, but texts are not accessible through this tab (digital access texts are directly linked in the text overview document). Tool names will also appear and individual tools are accessible here (downloadable access to all unit tools is available on the unit overview page for each unit).



APPENDIX

Reading Guide

Reading is the process by which we make meaning of written words. Being able to decode words automatically and fluently, determining how words work together in sentences to produce meaning, and having robust background knowledge and a wide vocabulary are key factors in determining our proficiency as readers (Shanahan, Fisher & Frey 2012).

The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. Complex texts are critical for exemplary English language arts instruction. All students must have regular access to texts that are at or above grade level. This does not mean students do not also engage with texts on their reading level during small-group instruction, but whole-group instruction must remain rigorous and complex.

Texts in the ELA Guidebooks were selected based on three main criteria: diversity, authenticity, and complexity.

Reading Approaches

Close Reading

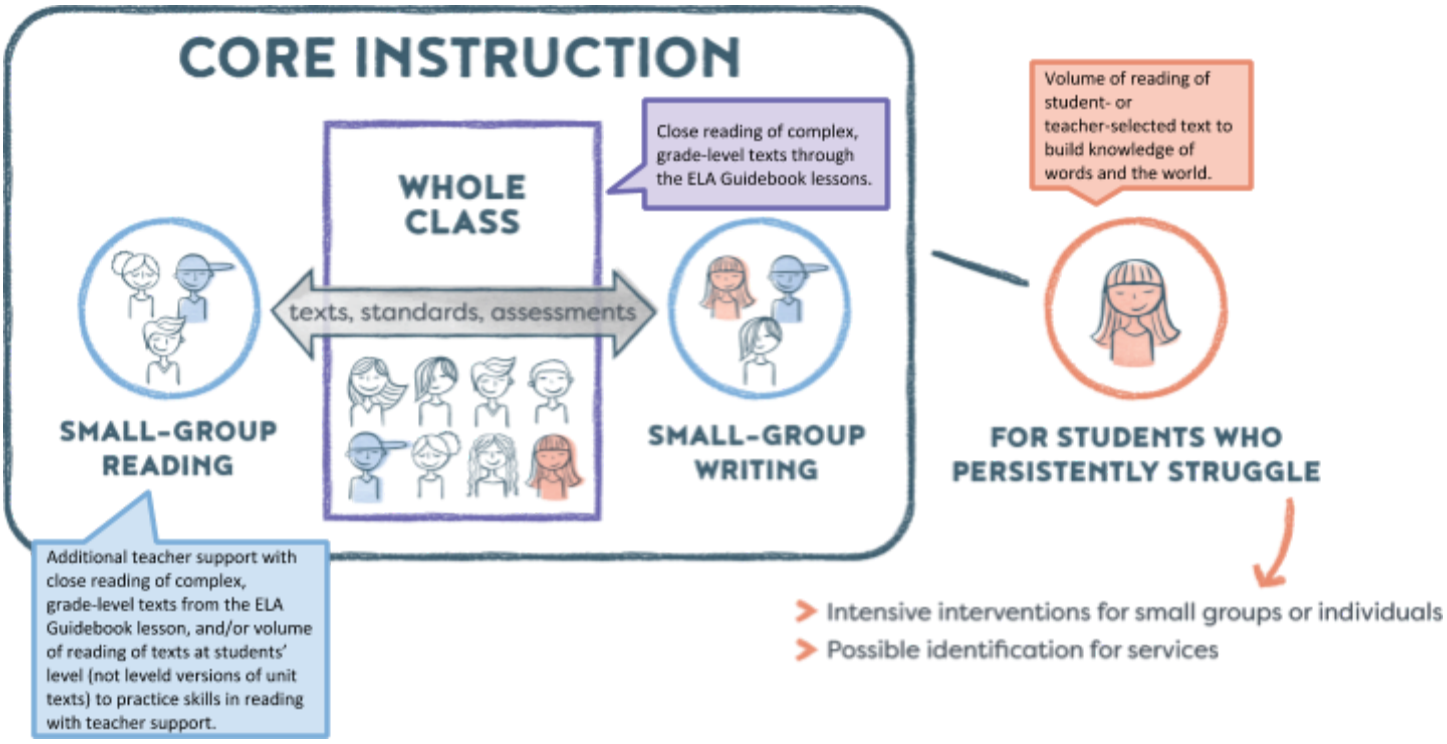
Close reading calls for students to work in various groupings to analyze complex, grade-level text through multiple readings of the same, or portions of the same, text to build skills in reading and understanding.

Volume of Reading

Volume of reading calls for students to read a wide variety of texts (e.g., different genres and formats, different levels, different lengths) on the same topic or idea to build knowledge and skills in reading. Students should also read a variety of text they select based on their interests and be held individually accountable for understanding what they read.

CLOSE READING	VOLUME OF READING
Fewer pages	More pages
Complex, grade-level text	Text at different levels of complexity
All students read the same text	Student or teacher choice of text
Teaches students to attend to text and words	Rapidly builds knowledge and vocabulary
Heavy Support	Light Support
Solely instructional	Guided or independent reading
Exposes students to higher-level content	Builds knowledge of words and the world
Gives all students access	Builds love of reading

The following framework shows how these approaches are included over the course of an ELA Guidebook unit.



Close Reading in the ELA Guidebooks

Strong readers make connections when they read. They notice when patterns exist and use that information to predict what a character might do or say or how an author might support a claim. They also notice shifts or contrasts in the text, as those signal a change in direction for a character or events. They think about how the parts of a text interact with each other and put the parts together to come up with the text's meaning or purpose.

Understanding texts at a deep level is difficult, and, for proficient readers, it is also automatic. Often teachers who are skilled at reading may not recognize the thinking process that they use to make meaning of or understand a text, which makes it hard to teach students who aren't proficient readers.

The guidebook lessons break down the steps in the reading process using the reader's circles. The lessons engage students in multiple readings of the same text or portions of the same text throughout a section of a unit. For each reading, students have a different focus or purpose based on the grade-level standards that builds on the previous reading and sets students up to be able to accomplish the next reading. This process builds students' understanding of complex texts and provides them with a thinking process they can transfer to new complex texts they may encounter on their own.

The reader's circles make explicit the thinking process strong readers use to make meaning of complex texts. To see an example of this process, first, read the excerpt from "The Raven" by Edgar Allan Poe on the next page.

Once upon a **midnight dreary**, while I pondered, **weak and weary**,

Over many a quaint and curious volume of **forgotten lore**—

While I nodded, nearly napping, suddenly there came a tapping,

As of some one gently rapping, rapping at my chamber door.

"'Tis some visitor," I muttered, "tapping at my chamber door—

Only this and nothing more."

Ah, distinctly I remember it was in the **bleak December**;

And each separate **dying ember wrought its ghost** upon the floor.

Eagerly I wished the morrow;—**vainly** I had sought to borrow

From my books **surcease of sorrow**—**sorrow** for the lost Lenore—

For the rare and radiant maiden whom the angels name Lenore—

Nameless *here* for evermore.

And the **silken, sad, uncertain rustling** of each purple curtain

Thrilled me—**filled me with fantastic terrors** never felt before;

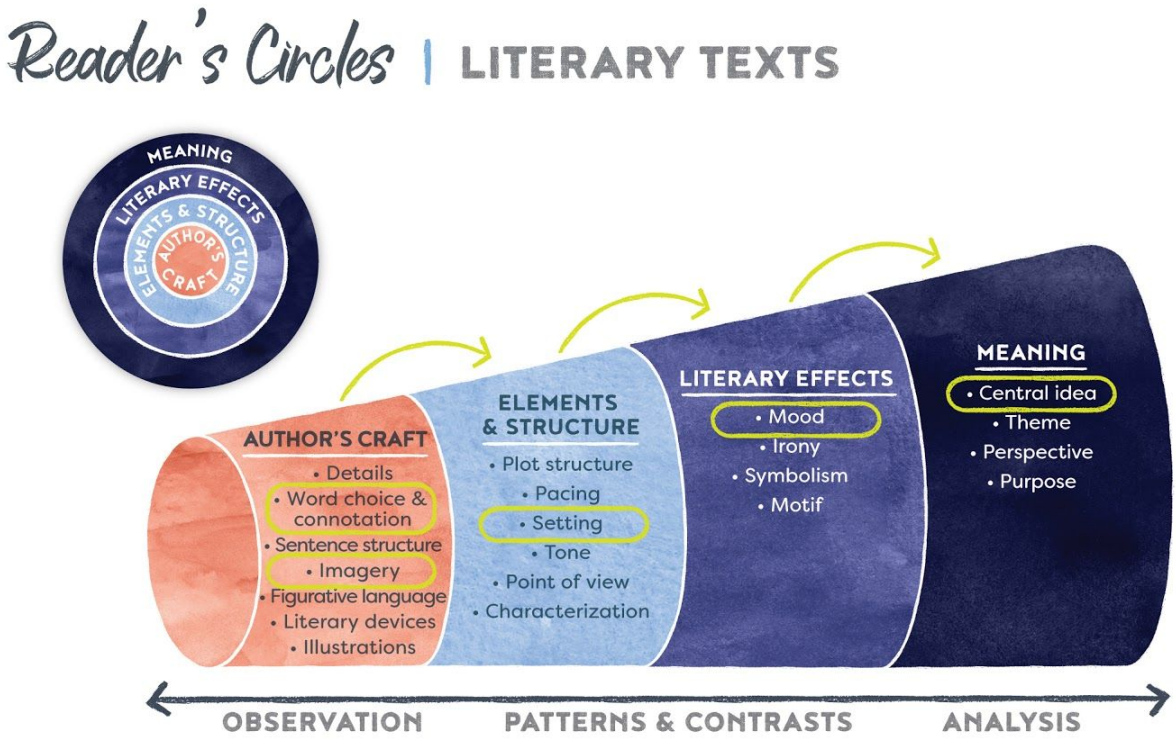
So that now, **to still the beating of my heart**, I stood repeating

"'Tis some visitor entreating entrance at my chamber door—

Some late visitor entreating entrance at my chamber door;—

This it is and nothing more."

To analyze the meaning or **central idea** of this poem, a strong reader would think about the connections (e.g., the patterns or contrasts) among the **word choice**, **imagery**, **setting**, and **mood**. The **word choice** and **imagery** in the first three stanzas of "The Raven" by Edgar Allan Poe help to establish the **setting**. Strong readers make connections between these two pieces of the poem to draw conclusions about and understand the **setting** of the poem. The dark and somber **setting** combined with the **connotation** of the words and **images** creates an eerie and foreboding **mood**. The **word choice**, **imagery**, **setting**, and **mood** contribute to the development of a **central idea** that the death of a loved one has led the speaker to feel cursed. The graphic below shows how the reader's circles can be used in order to determine the central idea of the poem.



Volume of Reading in the ELA Guidebooks

The background knowledge a reader possesses directly affects how well that person is able to understand a complex text. For example, according to research by Recht and Leslie in 1988, knowledge of the topic of the text (in this case, baseball) has a greater impact on the ability of the reader to understand the text than having a higher reading level. What the researchers found is that students with lower reading ability but more knowledge of baseball performed better on questions about a baseball passage than did students with higher reading ability but less knowledge about baseball. Thus, the general world knowledge students bring to a text impacts their ability to understand it. Knowledge is gained through experiences and text (print and nonprint). Students who read a wide variety of texts about different topics gain information about the world when travel or other experiences are not possible. Knowledge can also be gained by watching informational videos about similar topics being read. For example, some optional activities in the ELA Guidebooks include videos to support knowledge development for diverse learners.

The size of a reader's vocabulary also directly affects how well that person can read a complex text. While there are multiple ways to learn vocabulary, research has shown that most vocabulary is learned through reading. Thus, proficient readers are starting off at a higher entry point than non-proficient readers and will move faster each year relative to

non-proficient readers. Thus, non-proficient readers will need extensive exposure to grade-level texts as well as explicit teaching and support to close this achievement gap.[10] Therefore, it is essential that students are engaged in reading lots of texts throughout their K-12 experience, both during class and on their own.

Ensuring students are engaged in a volume of reading can be accomplished in several ways. For example:

1. Work with the school librarian to promote student reading for pleasure through reading clubs and associations and award programs (e.g., Louisiana Young Readers' Choice and Louisiana Teen Readers' Choice).
2. Schedule time in the school day for students to engage in independent reading (e.g., during club time).
3. Block ELA time (e.g., go from 45 minutes per day to 90 minutes per day) for teachers to have more time to engage students in independent reading.

It is important to note, however, that engaging students in a volume of reading works best when the following conditions are also met:

- Students select books which are of interest to them, as this increases the likelihood they will persist with reading a book that is complex.[11]
- Students read multiple books on the same topic (similar to how the guidebook units are designed), as this increases background knowledge and vocabulary knowledge.
- Students are held accountable for their understanding of what they read.

[10] http://www.standardsinstitutes.org/sites/default/files/the_matthew_effect_in_elaliteracy.pptx
[11] Websites like http://www.readkiddoread.com support students in selecting books based on their interests.

Reading Fluency Guide

At the heart of being able to read and understand complex texts is the ability to decode words automatically and fluently (read) and determine how they work together in sentences to produce meaning (understand). Ensuring students are fluent readers is essential to achieving the goal of English language arts.

To prepare to support students, be sure to understand what reading fluency is, how to determine students' reading fluency, and how to build students' reading fluency. Use the resources and links in this guide to support this work.

Fluent readers (1) read aloud at an appropriate pace, (2) read words and punctuation accurately, (3) read with appropriate expression, and (4) understand what they are reading. If students struggle comprehending a text, it could be an issue with their reading fluency. Use the information in this article to determine and pinpoint possible issues in your students' reading fluency.

Fluent reading is essential for reading comprehension. Readers who do not read aloud at an appropriate pace, read words and punctuation accurately, and read with appropriate expression will struggle to understand what they read. Reading fluency can be built through repeated practice. Repeated reading fluency practice can be implemented in a variety of ways. For example, when reading texts in class, ask students to read along with a fluent reader using different approaches, such as choral reading, echo reading, or paired/partner reading. The guidebook lessons include optional activities to prompt teachers to use these approaches when appropriate to support students in building their reading fluency.

The following supports also build students' reading fluency. These can be done with individual students or during small-group instruction.

- Provide students with an audio version and a printed version of a text in advance of reading it in class. Direct them to listen to the audio version and follow along with the printed version. Ask students a few text-dependent questions to check for basic understanding.
- Engage students in repeated oral readings through the fluency activities.

Writing Guide

The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. Expressing understanding of texts can be done both orally and in writing. For additional information about how to support conversations, access the Conversations Guide.

Louisiana Student Standards for English Language Arts require all students to create different types of evidence-based, written responses for varied audiences/purposes, analyze information, and present knowledge gained through research.

Writing is used both as an informal learning tool and as a formal way to express understanding of texts in the ELA Guidebook units. Each unit focuses on two instructional goals for developing students' ability to write.

1. Students must have knowledge and understanding of a text or topic to write meaningful responses.
2. Students must have writing and language skills to express their understanding clearly and coherently.

Goal One: Building Knowledge and Understanding

The first goal is met through the design of the units and the writing tasks. The ELA Guidebook units are organized so that the writing process begins with students developing their understanding to ensure they have something meaningful to write about. This shift to focus on writing about understanding levels the playing field for students. In the past, writing prompts asked students to write about their personal experiences and feelings. If students didn't have a wide variety of personal experiences and the prompt asked them to write about something about which they had no knowledge, students either had to make up an idea or write a response that was thin and superficial. Now writing tasks ask students to write about their understanding of complex texts. All students have the opportunity to build their understanding of complex texts through the unit lessons.

The ELA guidebook units are divided into sections, and sections are divided into lessons, and the lessons are divided into activities. The activities in each lesson and section build toward the section diagnostics and the culminating task in which students express their understanding of complex texts. Tools included throughout the unit help students make sense of content; often the understanding tools are used throughout the entire unit. Before students write, they often engage in a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before composing written work. These structures support students as they generate and organize their ideas for writing and research in the application unit. All students who are engaged in the lessons have the opportunity to express what they've learned along the way in the unit. This creates more opportunities for all students.

Goal Two: Developing Writing and Language Skills

The second goal is met through the core and optional activities included in the units. Writing and language skills are developed through scaffolded practice over the course of a unit. Students establish understanding and deepen understanding of unit texts by composing written responses to tasks. The section diagnostics offer multiple formal opportunities to express understanding in writing prior to students being evaluated on the culminating task. Use these opportunities to monitor and diagnose students' writing skills over the course of the unit. Many tools included in ELA Guidebook lessons include support for students to understand the qualities of strong written work, including analyzing models of strong and weak oral and written responses. Students also work to develop word- and sentence-level language proficiency through the core and optional activities that ask students to attend to details by deciphering words or analyzing a mentor sentence. Students emulate the language and structure of complex texts to meet grade-level language standards.

The Louisiana Student Standards for English Language Arts are vertically aligned, which means that they progress from year to year. Use the Writing Progressions and the Grammar Guide to identify the skills students are expected to be proficient with in each grade. When using the writing rubrics for each grade, be sure that students' writing is meeting the specific grade-level expectations.

Supporting All Students

While the guidebooks units are designed to accomplish both instructional goals, students will likely need additional support outside the core activities either individually or during small-group instruction. The theory for providing support is described in the Diverse Learners Guide.

The following resources and approaches should inform the types of support given to students to ensure they are clearly and coherently expressing their understanding of complex, grade-level texts. All support provided during writing tasks should be based on students' unique needs.

Resources for Building Knowledge and Understanding:

- The Read Approach supports students in establishing, deepening, and extending understanding of complex, grade-level texts
- The Reading Guide includes information about how students build knowledge and vocabulary through close reading and volume of reading.

Resources for Developing Skills:

- The Grammar Guide can be used to do the following:
    - Understand what students' written language should look like at each grade level;
    - Target specific grammar skills through mentor sentences and sentence frames at each grade level; and
    - Identify places where students are missing knowledge about language and locate from an earlier grade level what to work on individually or during small-group instruction.
- The mentor sentence protocol helps students break down key sentences with sophisticated syntax to better understand the structure of academic language.
- The Writing Revolution provides teachers with an evidence-based and proven instructional methodology, the Hochman Method.
- The tools in the ELA Guidebook units (e.g., the forming claims tool, organizational frame tool, model essay tool).

- The Supports Flow Chart provides support for expressing understanding of complex texts and developing language proficiency. Many optional activities are grounded in this theory of support.

Diverse Learner Guide

The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. To ensure that all students, including those who struggle, are able to reach this goal, a teacher must support students throughout the instructional process.

Support is central to the design of ELA Guidebooks and is made explicit through the inclusion of optional activities. This theory of diverse learner support was employed to develop many of the optional activities. Student-friendly directions create a consistent structure across all grades and lessons, which help students stay on track and understand what they need to know and be able to do at the end of each unit. Lesson look-fors and the culminating task exemplars set the bar for quality student work. The teaching Notes provide in-the-moment supports to break down the ideas and concepts in the activity and give suggestions for how to help students who need more support in achieving the lesson look-fors.

The ELA Guidebook Approach to Support[12]

The guiding principles of the ELA Guidebooks emphasize the need for flexibility and support during ELA instruction. Therefore, the optional activities and materials are designed to ensure support for all learners, including those diverse learners who learn in a different way and at a different pace than their peers.

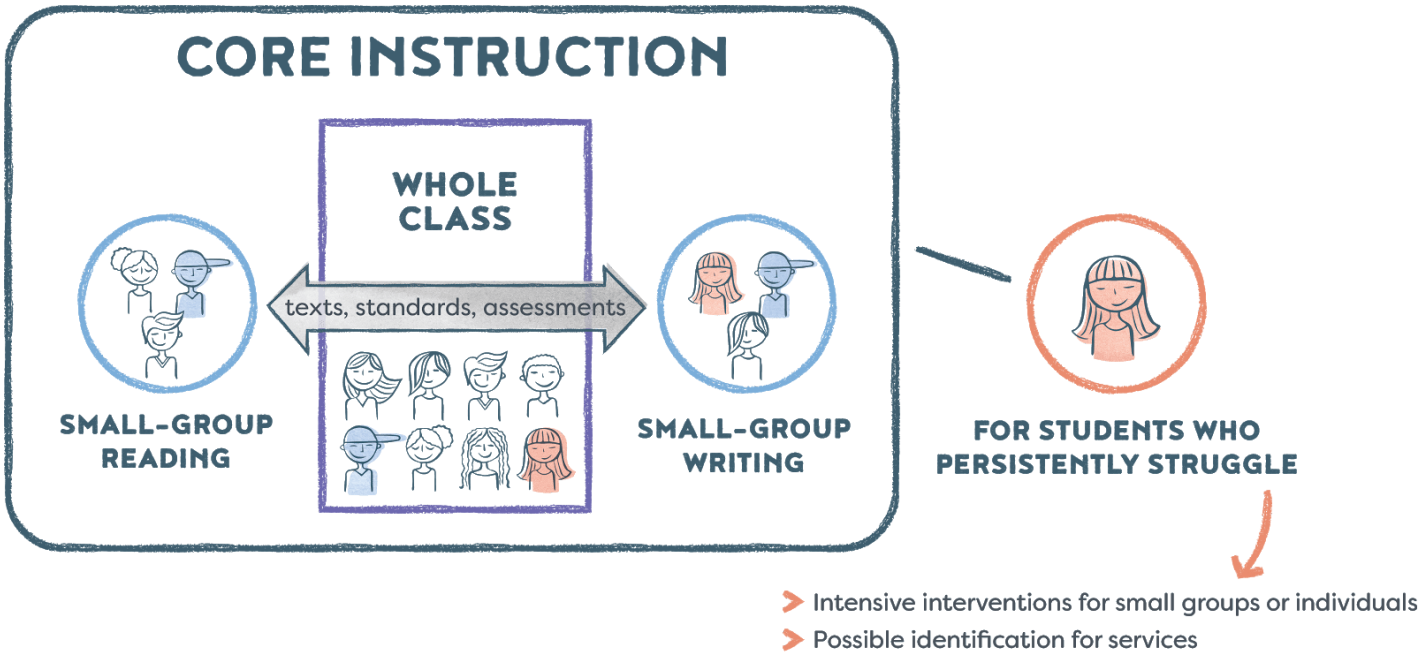
Based on this definition, all students can be classified as "diverse learners" at some point in the instructional process. Thus, when teaching ELA Guidebook lessons, teachers must understand the grade-level standards and and their students' current ability to make instructional decisions that will ensure all students read, understand, and express their understanding of complex, grade-level texts

Guiding Principles for Diverse Learners

1. All students should regularly engage with rich, authentic grade-appropriate, complex texts.
2. All students should have full access to grade-level instruction and engage in academic discourse and meaningful interactions with others around content, even with "imperfect" developing language.
3. Rather than having different expectations for students based on their abilities, all students should have opportunities to meet the grade-level standards through appropriate scaffolds and supports.
4. Instructional supports should not supplant or compromise rigor or content.
5. Specialized instruction should build on and enhance what occurs during regular instruction.
6. The instructional design and language should not get in students' way of accessing lesson content.
7. Students' knowledge of another language should be seen as an ability and called upon as a way to support students as they develop and express their understanding in a new language.
8. Language instruction should be integrated with reading and writing instruction and focused on understanding and communication.

[12] From Pimentel, S. (2016, July 13). Keynote Address: Realizing Opportunities for English Language Learners. In Standards Institute. Retrieved August 28, 2016, from http://www.standardsinstitutes.org/sites/default/files/realizing_opportunites_for_ells.7.14.16.pptx

ELA Classroom Structure to Support Diverse Learners



Whole-Class Instruction: All students should participate in whole-class instruction daily with lessons core activities. Review possible supports to use during whole-class instruction.

Small-Group Instruction: Across a year, all students may experience targeted small-group instruction. Small-group instruction should be used flexibly to ensure that all students get their needs met, whether to support them in meeting the standards or extending their learning beyond the standards. The content of small-group instruction should be connected to the unit being taught during whole-class instruction, and it sometimes may include support for skills below the grade level to fill in gaps so students meet the grade-level standards. The section diagnostics provide teachers with relevant data based on student work to determine next steps for support. Review the process for identifying students who need small-group instruction and the possible supports to use during small-group instruction.

Intensive interventions: Reserved for students who continue to struggle to meet grade-level standards after they have received the full gamut of possible supports during whole-class and small-group instruction, intensive interventions should be used in addition to, not as a substitute for whole-class and small-group instruction. The content of intensive interventions should target students' specific needs based on assessments given to determine specific skill deficits. Interventions should support the approaches used during whole-class and small-group instruction, but the curriculum used during intervention might be different from the curriculum used during whole-class and small-group instruction.

Supports During Whole-Class Instruction

ELA Guidebook units include multiple layers of support. The following lists identify supports for reading, writing and language, and speaking and listening for all students during whole-class instruction.

Reading

- Texts for guidebook units are purposefully selected to support knowledge building. Each unit includes an evaluation plan which identifies the knowledge building connections among the unit texts.
- The organization of the units supports vocabulary development. Students read a series of texts on the same topic using common vocabulary.
- Optional activities are included as students prepare to read to build quick background knowledge on topics and ideas needed to understand the unit texts. These knowledge building activities do not pre-teach unit content, but rather focus on knowledge that the author of the text assumes the reader has.
- Teachers are often directed to read aloud complex texts on the first readings to model fluent reading and can choose to engage students in choral reading and echo reading to build fluency, self-confidence, and motivation. Optional activities are included as students prepare to read to support fluency practice using grade-level texts.
- Students engage in multiple readings of complex texts with teacher support for different purposes and the multiple readings are organized to make explicit the thinking process strong readers engage in to determine the meaning or purpose of a text. The close reading tool is included in many lessons and can be used to help students navigate this process.
- Students are prompted to discuss the language of complex texts through deciphering words and analyzing mentor sentences.
- Teachers are directed to monitor student understanding throughout each lesson via the lesson look-fors.

Writing and Language

- Writing is used both as a way to understand and as a formal way to express understanding of texts in the section diagnostics and culminating tasks.
- Units are organized so that the writing process begins with building knowledge and understanding of texts to ensure students have something meaningful to write about.
- Units are divided into sections, and sections are divided into lessons, and the lessons are divided into activities. The activities in each lesson and section build toward the section diagnostics and the culminating task in which students express their understanding of complex texts. This structure supports students as they generate and organize their ideas for writing and research in the application unit.
- Tools included throughout the unit help students make sense of content; often the understanding tools are used throughout the entire unit.
- Before students write, they often engage in a formal discussion (e.g., Socratic seminar) in which students develop and refine their ideas and supporting evidence orally in collaboration with others before composing written work.
- The tools in the ELA Guidebook units (e.g., the forming claims tool, organizational frame tool, model essay tool).
- Culminating task exemplars illustrate grade-level language use and organization.
- Sentence stems and answer frames are often included throughout the unit to support students in organizing their thoughts.
- Lesson activities engage students in exploring sentence-level meaning and the structures of the English language in the context of the unit texts.

Speaking and Listening

- Diverse formats of texts are included in each unit (e.g.,, songs, videos, radio broadcasts), so students practice their listening skills.
- Various types of discussions (e.g., pairs, small groups, whole class) are included in each unit.
- Teachers are prompted to purposefully pair students in various groupings (e.g., homogenous and heterogenous) based on the purpose of the activity and possible supports.
- Many conversations begin as a pair, move to groups, and then the whole class to give students the opportunity to understand and practice expressing understanding before sharing their ideas in front of the whole class.
- Conversation stems and teacher talk moves probe student thinking by asking students to restate their ideas and/or say more and prompt students to engage in more thoughtful oral exchanges.
- Optional activities are included as students prepare to discuss to practice discussion norms as needed.

Supports During Small-Group Instruction

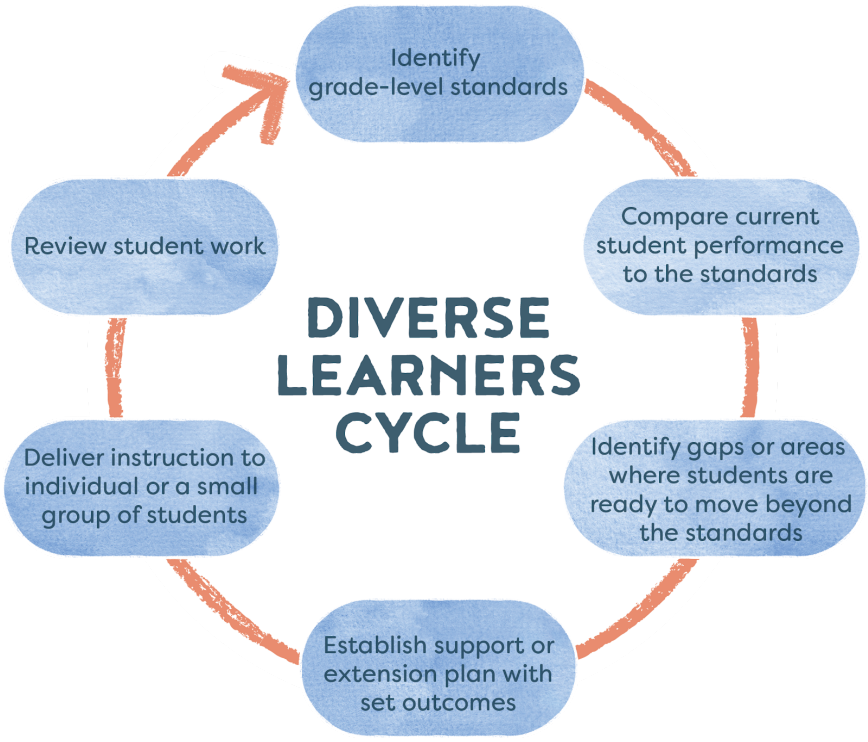
Despite the supports provided for whole-class instruction, diverse learners will likely need regular additional support either as individuals or in small groups. Additionally, students who are academically advanced should be given opportunities to extend their learning during small-group instruction. This type of differentiated support is made explicit through the optional activities included in each lesson.

Additional Supports for Diverse Learners:

To support diverse learners, teachers must know who, why, what, when, and how:

- Who needs support?
- Why do they need that support?
- What support do they need?
- When will they need that support?
- How will they get that support?

In general, the diagram to the right describes a decision-making process to answer these questions. Selecting the best supports (step four) depends on an understanding of the grade-level standards (step one) and students' current ability (steps two and three). The guidebook lessons include optional activities. Understanding this process will help teachers understand which optional activities to include and whether or not the optional activity should be done whole-class, small-group, or independently to support students' needs.



Supports Flow Chart: This document provides links to information, guidance, and supports that are general and help students read, understand, and express their understanding of complex texts.

The cycle for providing support for diverse learners is complicated and dynamic, so while the diagram provides a process teachers can generally follow, there will always be situations where teachers may need to deviate. Small groups should be flexible and change size and composition often based on students' needs. Form small groups based on a wide variety of data obtained from monitoring and diagnosing student performance during lessons and section diagnostics to make these decisions. Monitor student work often to determine where support is working or not working and where more support is needed.

The following example illustrates how the diverse learners cycle of support could work for a grade 10 teacher.

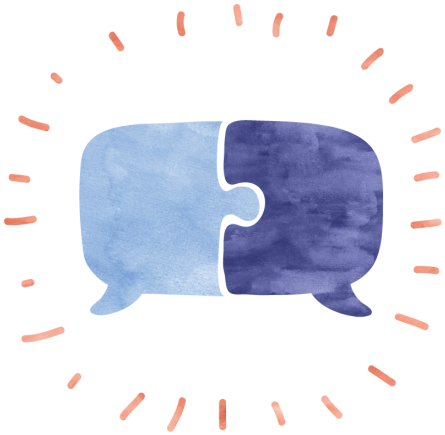
- **STEP ONE**: The teacher identifies that when grade 10 students write an essay they must introduce precise, knowledgeable claims that analyze substantive texts.
- **STEP TWO:** When teaching a grade 10 unit, *Things Fall Apart*, the teacher compares multiple samples of students' claims from section 1, lesson 5, activity 2 to the teacher-created exemplar to identify which students have met the standard and which students have not.
- **STEP THREE**: The teacher identifies which students have not met the standard of forming claims and determines what knowledge and skills those students might be missing. For example, the teacher concludes that almost all students were not able to demonstrate an understanding of the relationship between Okonkwo and Unoka and how that relationship impacts the characters, and some students did not understand how to structure a claim statement to clearly show the relationship of complex ideas.
- **STEP FOUR**: Next, the teacher establishes an instructional plan with set outcomes for each group of students who need more support. For example, for students who did not understand the relationship between the characters, the teacher establishes the desired outcome: Students will understand how character relationships and interactions impact the characters. The teacher then selects the optional activities in lesson 7 that support meaning making to use whole-class to reach the desired outcome since almost all students needed this support.
- **STEP FIVE**: While other students are writing independently to form claims during lesson 9, the teacher pulls together the students who were not previously able to structure effective claim statements. The teacher provides some students with teacher-created sentence stems and directs other students to utilize the claims reference guide as they compose their claim statements.
- **STEP SIX**: The teacher reviews those students' newly completed claims to determine how well the supports helped the students meet the grade-level standard. If some of those students still have not met the desired outcome of the support, the teacher continues to provide support using the same or different supports.[13] If other students have met the grade-level standard, the teacher reduces the supports but continues to check the students' work to ensure they continue to meet the expectations of the grade-level standard.

[13] The optional activities and the supports flow chart provide a starting place for supporting students. However, neither document is exclusive or inclusive of all possible supports to help students read, understand, and express their understanding of complex, grade-level texts.

Other types of instructional tasks that might be conducted during small-group instruction to meet varied student needs:

- Students engage in activities to build required background knowledge for the unit.
- Students read texts at their reading level (not a leveled version of a whole-class text) or in their home language to build additional background knowledge for the unit.
- Students read above-grade-level texts connected to the unit content to challenge them and extend learning.
- Students receive targeted reading and writing instruction based on gaps in knowledge or skills (e.g., additional vocabulary instruction or grammar instruction).
- Students receive time to practice their reading fluency using grade-level texts.
- Students receive individualized oral feedback on their writing.

Conversations Guide



The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. Whether listening to texts read aloud, engaging in conversations with peers or the teacher, or delivering a formal presentation, oral language plays a critical role in the development of this goal. Across grades K-12, the standards for speaking and listening ask students to have a variety of productive conversations in different groupings with diverse partners (SL.1), listen actively to develop understanding of a text, topic, or idea (SL.2 and SL.3), present their evidence-based ideas formally to various audiences (SL.4), and use visuals and language during collaboration that are appropriate to the task (SL.5 and SL.6).

The ELA Guidebooks lessons provide multiple opportunities for students to develop their oral language ability and to engage in productive conversations. Productive conversations allow students to express their ideas through writing or speaking, listen carefully and understand the ideas presented in writing or speaking, provide evidence to support their claims, and establish new ways of thinking by elaborating on or challenging the thoughts of others.[14]

What does a productive conversation look like? Academic Discussions: Analyzing Complex Texts

The following steps help teachers to prepare for classroom conversations that are productive:

STEP ONE: Ensure you have a deep understanding of the text or topic under discussion and anticipated student responses and misconceptions.

Prior to engaging in the unit, read all the texts in the unit and review the evaluation plan. Doing this will better equip you to focus on and pull out the big ideas of each text so that student conversations focus on what is most important for students to understand. Prior to engaging in a particular conversation, develop an exemplar response. Exemplar responses should be aligned to the grade-level standards and capture the knowledge students should be expressing during the conversation.

Materials

- Access the text overview document from the unit overview page to locate all the texts in the unit.
- Access the Evaluation plan from the unit overview page to determine when students will be assessed through discussion.
- Annotate the teaching notes to include an exemplar student response and in-the-moment supports to remediate anticipated misconceptions.

STEP TWO: Create an environment which supports all students in engaging in productive conversations.

During the unit, prioritize classroom conversations. This means setting up an environment in which all student ideas are valued and heard and carving out time for classroom conversations. Students must feel safe both to share their ideas at the risk of being wrong and to revise their thinking based on the ideas of others. This also means that lessons might take longer than indicated. The suggested pacing is a guide, not a mandate. If the suggested pacing for an activity is 15

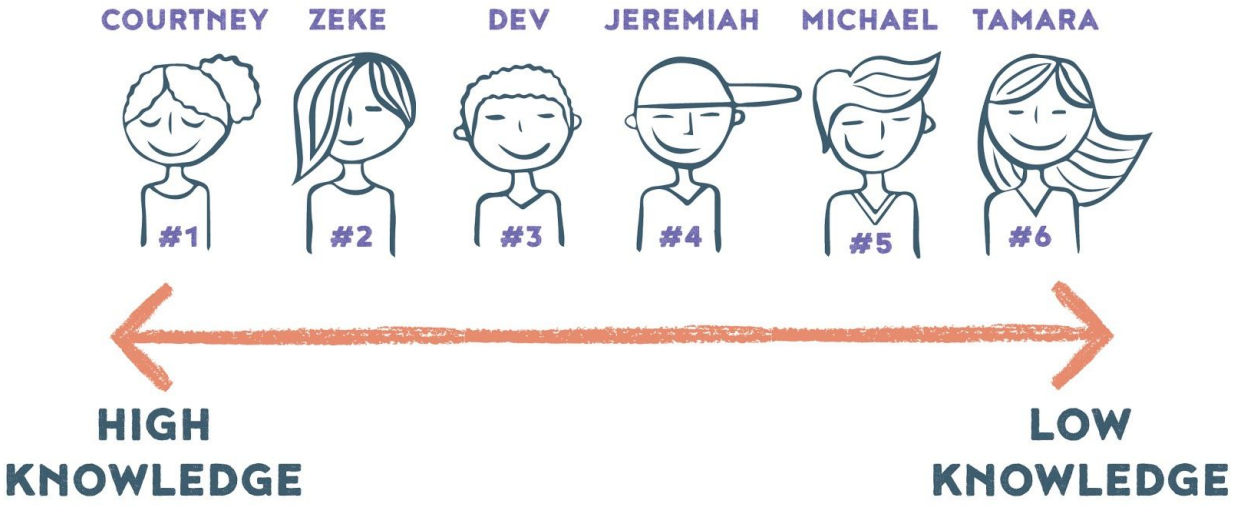
[14] Michaels, S., & O'Connor, C. (2012). Talk Science Primer [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

minutes out of a 45-minute lesson, the same ratio of time (e.g., 30 minutes out of 90-minute lesson) should be considered when determining lesson timing.

Throughout the guidebook lessons, it says, “Divide the class into pairs/groups using an established classroom routine.” Be sure to structure student groups in different configurations purposefully throughout the units. There are many factors to consider when pairing/grouping students, such as content knowledge, social skill levels, and language proficiency. Student grouping needs to be varied and groups should sometimes be self-selected based on common interests.

Homogenous groups or same-ability groups work well for specific tasks like problem solving. For example, two students learning English as a new language might collaborate in their home language as they work on tasks to be completed in English. Heterogeneous groups or mixed-ability groups work well for cooperative learning experiences, as all students get the chance to develop their thinking and language abilities. For example, a cooperative learning experience might be one in which each team member is assigned a task based on his or her ability to accomplish and share with the rest of the team. When grouping students with different abilities, be sure that each student is held accountable for demonstrating understanding. For example, a student learning English as a new language can orally dictate a response while a student with higher English proficiency writes the response. Students can then swap roles for the next task.

To form heterogeneous groups, start by identifying the task to be completed. Use that knowledge to determine which factor is most important for the success of the group work. For example, if the task is a debate, students’ social skill levels might be more important for the success of the group work than content knowledge. Create a continuum from high-to-low for the selected factor. For each class of students, place the names in order on the continuum. Then, number the names. Start grouping students so that the ability levels are more closely matched. For example, out of a class of 24 students, place student #1 with student number #13, student number #2 with student number #14, and so on.



Once all students have been matched, look at the groups and consider other factors. For example, placing an especially extroverted student with an especially introverted student may not be a very productive grouping even if they are more closely matched in content knowledge. If you have English language learners in your classroom, also consider students’ language proficiency when forming pairs and groups. Similar to the numbering system above, students with high language proficiency are best paired with students with intermediate language proficiency and students with low

language proficiency also pair well with students with intermediate language proficiency. Balance any mismatched pairing/groups.

Materials

- Example of how to structure an environment for conversations.

STEP THREE: Establish consistent norms and procedures for conversations.

Part of establishing a safe environment for student conversations is establishing agreed-upon norms and procedures for classroom conversations at the beginning of the school year that will apply every time there is a conversation. These norms and procedures should be presented, discussed, and modeled with students to ensure there is agreement. These norms and procedures should also be posted in the classroom or provided to students.

Sample norms and procedures:

- I will be listening for both what you say (knowledge/content) and how you say it (skills/behaviors).
- Each member in a pair/group is held accountable for contributing to the group (e.g., one student writes a response while another student revises and edits the response, or each group member completes and shares an individual task (assigned based on individual levels of language proficiency) with the team).
- Every conversation will begin with setting a goal for the conversation and end with a reflection on our success in meeting that goal.

As students engage in conversations throughout the year, provide feedback on the extent to which they uphold the norms and follow the procedures. As needed, provide explicit instruction on norms or procedures that need improvement. For example, if most students are having difficulty using academic language in their conversations, script what students say during a conversation and share the script with the class. Discuss ways to improve future conversations using the conversation stems or provide sentence frames/models of turn-taking to guide student conversations during group work. Optional activities are included in many lessons to practice discussion norms.

Materials

- Access the Academic Conversations Guide in the Reference Guides.
- Access the Questioning Guide in the Reference Guides.
- Use tools to reflect on discussion.

STEP FOUR: Identify the purpose of and provide guiding questions for each conversation.

Prior to engaging in a conversation, identify the purpose of the conversation and its connection to the unit focus or the text under study. Identify the main conversation question as well as the prompting questions included in the Teaching Notes. Review how these questions lead to the student through the different layers of the reader's circles. Consider your students and adapt and/or add questions that will most directly lead to students providing responses similar to the aligned to the lesson look-fors. During the conversation, explicitly state the purpose of the conversation for students and remind students of the conversation norms.

Materials

- Review the lesson look-fors. These provide content expectations for the conversation.

- Access the reader's circles to develop questions to scaffold and extend student responses.

STEP FIVE: Guide conversations with "talk moves" to determine student understandings and misconceptions.

Engaging in productive classroom conversations can help students develop more complex thoughts and can reveal their misunderstandings. Use these conversations as an opportunity to keep track of and guide student learning. As students reveal their misunderstandings, it is important to help them revise their thinking. Having illogical conversations or conversations about inaccurate content could harm rather than support student learning.

As students engage in conversations, be sure to monitor what they are saying and how they are saying it.[15] If students are not providing responses similar to the student look-fors for the lesson, use "talk moves" to guide them to explain their reasoning, revise their responses, or think more deeply about the text or topic under discussion. Keep track of students' progress in formal discussions by using a section diagnostic checklist and/or scripting conversations. Be sure to provide feedback to students as suggested in Step Three.

Materials

- Access section diagnostic checklist to diagnose students' needs during formal discussions.
- Read pages 13-20 of this article[16] about using talk moves in the classroom.
- Access teacher talk moves to guide students in more productive conversations.
- See the use of talk moves in action in an English language development classroom.

[15] Students learning English as a new language should be encouraged to engage in conversations with imperfect language. Hold them accountable for what they are saying and support them in how they are saying it.
[16] Michaels, S., & O'Connor, C. (2012). Talk Science Primer [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

Vocabulary Guide

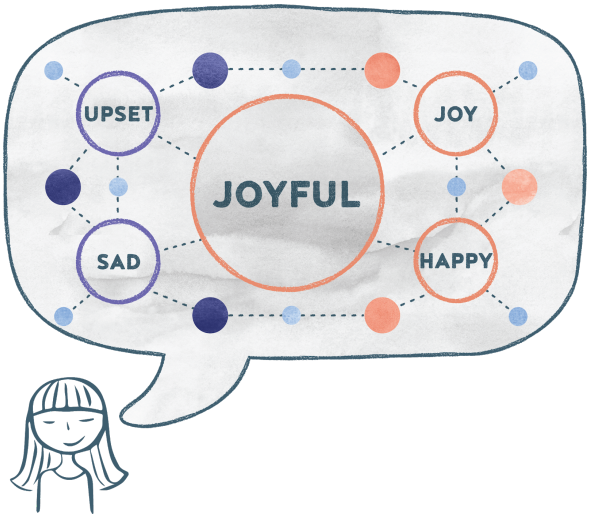
The goal of ELA is for all students to read, understand, and express their understanding of complex, grade-level texts. At the heart of being able to read and understand complex texts is the ability to decode words automatically and fluently[17] and determine how they work together in sentences to produce meaning. Having "language sense" combined with other factors, such as having robust background knowledge and a wide vocabulary, is a key determining factor in what makes a student able to read and understand complex texts (Shanahan, Fisher, & Frey 2012).

The size of a reader's vocabulary also directly affects how well that person can read a complex text. While there are multiple ways to learn vocabulary, research has shown that most vocabulary is learned through reading. Thus, proficient readers are starting off at a higher entry point than non-proficient readers and will move faster each year relative to non-proficient readers. Thus, non-proficient readers will need extensive exposure to grade-level texts as well as explicit teaching and support to close this achievement gap[18]

To speed up vocabulary growth for all students:

- Read aloud texts that are written at a level above what students can read independently.
- Engage students in studying the language of complex texts through work with mentor sentences.
- Ensure students have an opportunity to read a large volume of texts for interest and pleasure.
- Prompt students to read a series of texts on the same topic.
- Teach words and phrases that demand more teaching time.

How does reading a series of texts on the same topic speed up vocabulary learning? The way we store words in our brains is an ever-shifting nexus. As we learn new words, we connect them to words that have already been learned. When we read the word "joyful," we tag it to "joy" and "happy"; we may also tag it to "upset" and "sad." Knowing that "joyful" is the opposite of "sad," or that "joyful" and "joy" mean similar things but are in different forms, helps us to know more about the meaning of those words. As we read more words in different contexts, our nexus of words grows in size and the connections among words grows stronger, allowing us to know the meaning of more words from reading than we can be taught directly (Adams 2009).



Learning words in English is about making connections. The goal of teaching vocabulary in ELA should be to build students' understanding that one word can have varied, but related, meanings, depending on context. This means that students must be reading the same words in multiple contexts. For example, as we encounter the word "challenge" across multiple texts, it also helps grow our understanding of "difficult," "challenging," "easy," and "obstacles."

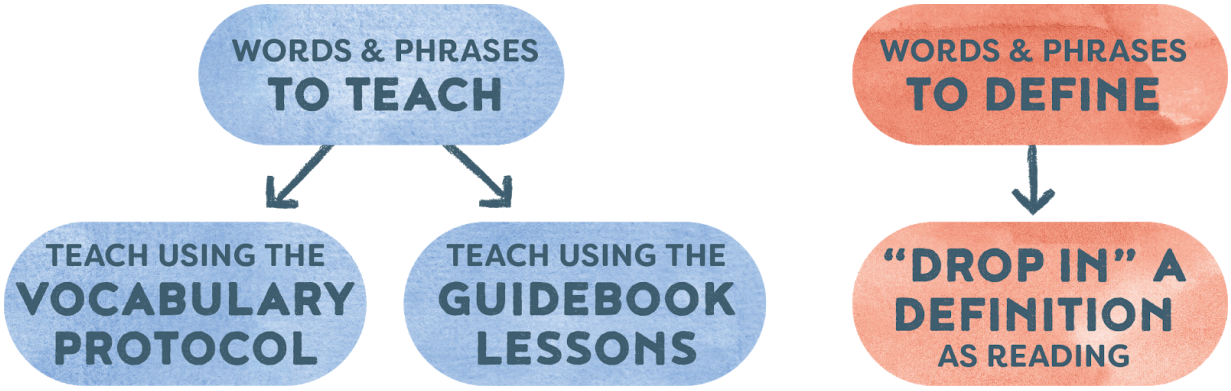
Growing students' vocabulary knowledge is a critical goal of the ELA Guidebooks. Each unit is organized as a series of texts on the same topic. By design, the units provide context for students to grow their vocabulary knowledge at a rapid rate. That said, additional work can be done with words and phrases in the units outside of the instruction provided in the guidebooks. The following page provides a recommended process to support this work. In the classroom, the main

[17] Access the Reading Fluency Guide to learn more about supporting students in reading complex texts.
[18] http://www.standardsinstitutes.org/sites/default/files/the_matthew_effect_in_elaliteracy.pptx

words and phrases to focus on are those that need to be taught explicitly to students. These include words and phrases important both to building knowledge for the unit focus and to understanding the meaning of a complex text. Students must have a solid understanding of these words and phrases so they can read, understand, and express their understanding of complex, grade-level texts.

There are two sets of words and phrases in the guidebook units:

- **Words and phrases to teach** include words and phrases likely to appear in future texts students will read, important to understanding the text, not a commonly known synonym for a concept or idea most students know, and/or that have different senses or meaning in different contexts. For example "cling" is far more than a synonym for "hold" and should be taught. "Blemish" is both a skin condition and a negative action or event in a person's work history, so it is worth teaching explicitly.
- **Words and phrases to define** are also important to students' ongoing language development, but they take less time to teach. These include words and phrases that are concrete, have a commonly known synonym, and/or can be easily explained in 2-3 words. For example, "accustomed" can be easily defined as "used to."



Identify vocabulary using the Academic Word Finder and/or the words identified for each unit.

General Protocol for Explicitly Teaching Vocabulary[19]

1. **Presentation**: Present the word or phrase in context.
2. **Definition**: Guide students to use context clues, word parts (i.e., prefixes, root words, suffixes), or word relationships (e.g., synonyms, antonyms, etc.) to develop a student-friendly definition.
3. **Explanation**: Ask students to explain the word or phrase orally or in writing with words and/or pictures.
4. **Connections**: Help students make connections. For example:
    - Have students classify or compare the new word and phrase with other known words (e.g., identify synonyms or word families or write analogies).
    - Show a short video that illustrates a real-life context.
    - For English language learners, connect the word to the home language or identify cognates.
5. **Application**: Direct students to use the word or phrase in new contexts. For example:
    - Ask students to answer questions about the text that require them to use the word or phrase.
    - Have students participate in wordplay or games with the word or phrase, such as acting out the meaning.

This protocol is built into optional activities for deciphering the meaning of words.

[19] Each step can be taught across several lessons or combined into a single lesson. Some of these steps, such as steps 3-5, can be completed for homework. Make decisions about how and when to teach vocabulary based on students' knowledge and vocabulary needs.

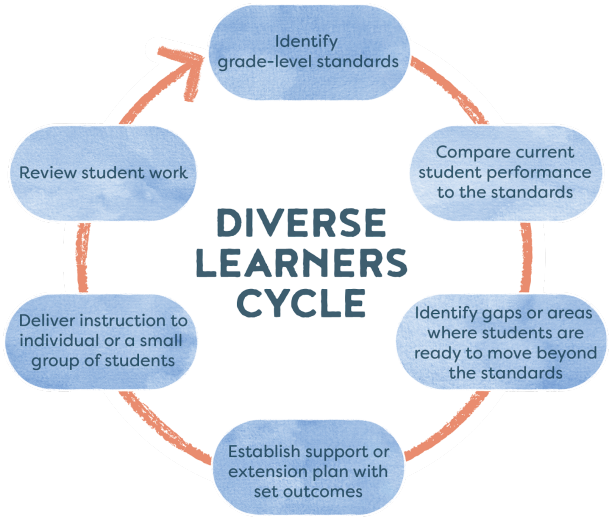
Supports Flow Chart

The goal of 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 ELA Guidebook lessons include supports to ensure students reach this goal. Diverse learners may also need additional support. This guide includes information, guidance, and supports to use either independently or with small groups of students during core 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" solution.
- **Make decisions based on student results.** The cycle for providing support 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. Monitor 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 be in service of helping 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 a 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

Supports for Reading and Understanding Complex Texts[20]

Standard(s)	Observations	Possible Issues	Possible Supports
Students apply grade level phonics and word analysis skills in decoding words. (RF.3)	• Student reads words inaccurately and/or does not blend the syllables of a word.	• Reading words letter sound by letter sound or using incorrect vowel sounds • Lacks knowledge of monosyllabic phonic elements	• Practice blending multisyllabic words: ○ Break apart a multisyllabic word by syllables on index cards. Provide the cards to students. Say the word aloud. Ask students to repeat the word aloud. Prompt students to put the syllables in the order they are spoken aloud. Say the whole word aloud. Repeat this process with several multisyllabic words. ○ Read a multisyllabic word aloud. Ask students to write each syllable on an index card. Prompt students to connect the index cards and read the word aloud. Then, prompt students to write and say the word. ○ Use other activities to practice blending multisyllabic words. • Identify and direct students to practice reading aloud words in advance of reading a complex text (e.g., multisyllabic words, key vocabulary, common sight words or high frequency words). Possible words to use for most texts are included on the Additional Supports for Diverse Learners included for each text in a unit. • Work with students on developing awareness of English phonemes not present in the students' home language. • If students are literate in their home language, give more attention to differences between that language and English and less attention to elements that transfer.
Students read with sufficient accuracy and fluency to support comprehension. (RF.4) Reading Fluency Guide	• Student gets "stuck" on words.	• Lack of automaticity in reading	• Use supports from the row above.

[20] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

Students read with sufficient accuracy and fluency to support comprehension. (RF.4) Reading Fluency Guide	• Student's reading is "choppy." • Student performs below grade-level on fluency assessments.	• Reading disfluency	• Read the Reading Fluency Guide for additional information about fluency and supporting students. • Engage students in weekly practice through the fluency tasks. • Use various activities for improving fluency. • Use paired/partner reading, echo reading, and/or choral reading. • In advance of reading the text in class, give students an audio recording[21] of a text to listen to and follow along with the printed text several times. Ask students to respond to 3-4 questions to allow them to begin building understanding, such as: ○ "What is this text about?" ○ "What happens in this text?" ○ "What questions do you have?" ○ "What does this text make you wonder about?" • Have students record their reading (using an application like fluencytutor®) and listen to themselves to evaluate their pronunciation, fluency and comprehension.
Students read with sufficient accuracy and fluency to support comprehension. (RF.4) Reading Fluency Guide	• Student reads with no expression. • Student performs below grade-level on fluency assessments.	• Reading disfluency • May not recognize punctuation	• Use supports from the row above. • Use echo reading. • Ensure students can distinguish among declarative, interrogative, and exclamatory sentences.
Students use a variety of strategies to determine meaning of unknown and multiple-meaning grade-level words and phrases. (L.4) Vocabulary Guide	• Student doesn't know the meaning of important words and phrases in the text. • Student performs poorly on the vocabulary subclaim on assessments.	• Lack of strategies for determining meaning	• Concentrate over the course of the unit on vocabulary important to the unit focus (words listed in the first lesson of each unit) and the meaning of a given text (words listed on the Additional Supports for Diverse Learners). Teach these words using the protocol in the Vocabulary Guide. • Create and post word displays organized around content and concepts within the unit that show how vocabulary words and phrases are related/connected to other known words (e.g., word families, synonyms, and antonyms).

[21] Audio recordings are available through https://librivox.org/ and can be made available through using a text-to-speech application like Read&Write from TextHelp.

			• Engage students in understanding how words connect in the text to produce meaning. • Use the mentor sentences approach and work with students to determine the meaning of important words and phrases in the sentences. • Provide students with visual dictionaries for additional individual vocabulary support as they read complex texts.
Students understand figurative language, word relationships, and nuances in the meaning of words and phrases and use this knowledge to interpret words and phrases in complex texts and analyze how specific word choices shape meaning and tone. (L.5, RL.4, and RI.4) Vocabulary Guide	• Student does not understand the various meanings of words and phrases with layers of meaning (literal and figurative). • Student performs poorly on the vocabulary subclaim on assessments.	• Limited word knowledge • Lack of strategies for determining meaning	• Engage students in a volume of reading. • Use supports from the row above.
Students acquire and use grade-level words and phrases and gather vocabulary knowledge when considering a word or phrase is important to comprehension. (L.6) Vocabulary Guide	• Student uses below grade-level words and phrases in speaking and writing. • The student's writing style is not appropriate to the task and audience. • Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.	• Limited word knowledge • Lack of "language sense" (e.g., ability to put words and phrases together in English to create meaning) • Does not have exposure to or is not asked to grapple with grade-level text • Lack of exposure to the English language • Lack of strategies for determining	• Use supports from the row above.

		meaning ● Lack of audience awareness and/or understanding of differences in informal and formal writing	
Reader's Circles for Literary Text (RL.2-9, L.4, L.5, and L.6) Reader's Circles for Informational Text (RI.2-9, L.4, L.5, and L.6) Reader's Circles for Literary Nonfiction (RL.2-9, RI.2-9, L.4, L.5, and L.6)	● Student demonstrates grade-level fluency on fluency assessments, but does not demonstrate understanding. ● Student performs poorly on the literary text and/or informational text subclaims on assessments. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	● Limited word knowledge ● Limited background knowledge ● Lack of "language sense" (e.g., ability to put words and phrases together in English to determine sentence-level meaning) ● May not make connections (e.g., recognize patterns and contrasts and draw conclusions about the meaning)	● Use supports from the rows related to the possible issues. ● In addition to the guidebook lessons, support individuals or a small group of students with background knowledge, language, structure, and/or meaning of complex, grade-level texts. Use the Additional Supports for Diverse Learners. ● Ahead of the unit, assess students' knowledge of content and ideas not taught in the unit but needed to understand the unit texts.[22] For students who demonstrate limited background knowledge, help them build background knowledge in advance of the unit. For example: ○ Have students watch short videos; ○ Direct students to research briefly about an unknown aspect of the unit topic, take notes, and share their findings with their peers; ○ Ask students to read additional texts to demonstrate understanding. ■ Texts on the unit topics but at their reading level (not leveled versions of unit texts) ■ Texts about similar topics happening in other locations around the world (e.g., Prior to teaching the American Revolution unit, have students read a text about a revolution in a country in which they are familiar.) ● Engage students in a volume of reading of texts at their reading level on topics of interest, and direct students to write about their understanding of the texts using vocabulary from the texts.

[22] Example: in the Louisiana Purchase unit, students need to know what a port is and why having access to a port would be important. This content is not taught in the unit, so students who don't have this knowledge may have trouble with the unit texts.

			• Have students create a concept map for the unit topic(s) and vocabulary.

Supports for Engaging in Academic Discussions[23]

Standard(s)	Observations	Possible Issues	Possible Supports
Students prepare for and participate effectively in a range of conversations and collaborations, building on others' ideas and expressing their own clearly by adapting their speech to a variety of contexts; they also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.1 and SL.6) Conversations Guide	• Student does not participate or responds with one- word answers; student participates, but it is disconnected from the rest of the conversation.	• Does not demonstrate understanding of complex texts • Limited word knowledge • Lack of active listening or ability to track the main points of the conversation • Lack of proficiency with standard English usage, mechanics, and/or spelling	• Use supports from the rows related to the possible issues. • Structure classroom conversations according to the Conversations Guide. • Give a simple name to each activity so students learn verbal cues. • When speaking, be sure to model correct tone, voice, and intonation and draw attention to how these might change depending on the situation and task. • Discuss the differences between the structures and features of spoken and written language. • Encourage students learning English as a new language to develop a reasonable interpretation of extended discourse (e.g., summary, gist, big picture ideas) rather than expecting them to process every word literally. • Engage students in echo talking, in which they repeat what others say with the same expression and pacing. Encourage students to use complete sentences when they speak formally, but allow students learning English as a new language to engage in class conversations using language that may still have imperfect features. This looks like focusing on content rather than grammar when providing feedback to students. • Prior to discussions, provide students with a sample transcript of informal responses to the discussion question.[24] Ask students to revise the conversation to include academic language similar to the conversation stems (located in the reference guides), increase the length of responses, use transitions, such as "however" and "in addition," and use evidence to support the responses. Review students' revisions and provide feedback on how to incorporate more academic language. Then, during the conversation,

[23] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.
[24] This is based on "Fortify a Conversation" from Jeff Zwiers.

			encourage students to share statements from their revised conversations when appropriate. ● Provide a conversation frame, like an answer frame, for students to use as they work in pairs or groups. ● 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). ● Script what students say during conversations and then share those with the whole class, highlighting specific knowledge or skills that are meeting expectations and/or discussing ways to improve in future conversations. ● Observe students as they engage in conversations with peers. Use a discussion tracker or section diagnostic checklist. Give students specific action steps/goals to accomplish in the next conversation. Observe the next conversation and provide additional feedback on students' progress. ● Ask students to reflect on their speaking and listening skills in formal and informal conversations.
Students present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. (SL.4 and SL.6)	● Student's presentation is not clear or coherent.	● Does not demonstrate understanding of complex texts ● Limited word knowledge ● Inability to organize ideas logically ● Lack of proficiency with standard English usage,	● Use supports from the rows related to the possible issues. ● Engage students in echo talking, in which they repeat what others say with the same expression and pacing. ● Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. Allow students learning English as a new language to use their home languages or varieties of language during the drafting process, including working with and talking in pairs.

Conversations Guide		mechanics, and/or spelling	• Present an organizing idea for the presentation and prompt students to describe the focus of each body paragraph based on the organizing idea. • Provide an organizing idea and an organizational frame (e.g., the "Painted Essay™") and direct students to use the frame as they create their presentation. • Support students in using the "Organization" section of the reference guides.

Supports for Expressing Understanding of Complex Texts[25]

Standard(s)	Observations	Possible Issues	Possible Supports
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student's writing does not address the prompt. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts	• Use supports from the row related to the possible issue. • Teach students to analyze the prompt to determine how to respond.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student has a lot to say in their writing, but it has no focus. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Inability to organize ideas logically • Lack of organizational skills in writing	• Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. • Focus on one aspect of quality at a time in students' writing. For example, if the focus of a lesson is on writing a thesis, give feedback on that aspect, not the student's lack of sentence variety. • Use shared writing to model how to organize an essay. Emphasize the qualities of a strong response during the shared writing. • Create a shared organizing idea/thesis statement. Provide students with strong and weak examples. Prompt them to identify the best examples and explain why. Then, as a group, write a model organizing idea/thesis statement. Direct students to use that organizing idea/thesis statement for the task. • Model how to revise an organizing idea/thesis statement to ensure it meets the qualities of a strong organizing idea/thesis statement for the type of writing (i.e., informative/explanatory or

[25] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

			opinion/argument). For example: Provide students with a student example that needs revision and prompt them to evaluate the quality of the organizing idea/thesis statement, using questions such as: ○ "What is this writer's thesis statement?" ○ "Does it have a claim and reasons?" ○ "How can I revise this to ensure it is a strong thesis statement?" Work as a group to make revisions to the organizing idea/thesis statement. Then direct students to review and revise their own or a partner's organizing idea/thesis statement using a similar process. ● Present an organizing idea/thesis statement for the task and prompt students to describe the focus of each body paragraph based on the organizing idea/thesis statement. ● Provide an organizing idea/thesis statement and an organizational frame (e.g., the "Painted Essay™") and direct students to use the frame as they write body paragraphs to support the organizing idea/thesis statement. ● Support students in using the "Organization" section of the reference guides. ● Support students in using the "Claims" section of the reference guides. ● As a group, create an organization template based on an exemplar student response. Then direct students to use that template as they write their own response. For example: Provide students with an exemplar response and discuss with students the structure/organization of the response by identifying the role/purpose of each sentence in the response (e.g., "How does this model begin? After restating the question, what does the writer do? What is the purpose of the next sentence? How does it connect to the first sentence?"). Then have students write a response on notebook paper. As they write, prompt them as needed by orally reminding them of the various frames (e.g., "Remember,

			the model started by restating the question. How would you restate this question?" or "After restating the question and providing the answer, in the model, it provides evidence for the answer/how the writer knew the answer. How do you know that's the right answer? What evidence can you provide from the text?").
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	• Student includes many details which are irrelevant or unnecessary. • Student performs poorly on the Written Expression subclaim on assessments. • Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	• Does not demonstrate understanding of complex texts • Inability to develop and organize ideas logically • Lack of organizational skills in writing • Lack of understanding of relevant evidence	• Analyze the use of evidence in an exemplar response. For example: Provide students with an exemplar response. Ask students to identify the writer's organizing idea/thesis statement. Have them identify the structure of the organizing idea/thesis statement (e.g., claim and reasons) and locate evidence in the response (e.g., label or color code) which supports the organizing idea/thesis statement each reason and the claim. Discuss as a group how the evidence supports the organizing idea/thesis statement. In later grades, discuss why the evidence is relevant. (As needed, define "relevant.") Ask students to identify additional evidence which could support one or more of the writer's reasons and claim. In grades 7 and higher, ask students to identify evidence which opposes or conflicts with the writer's claim. Analyze the structure of the sentence which acknowledges the opposing or conflicting claim, emphasizing the words the writer uses to refute the opposing or conflicting claim and evidence (e.g., "While...," "Whereas...," or Despite..."). • Work with students on expressing ideas through brainstorming maps, evidence charts, and/or outlines before writing a first draft. Provide students with possible evidence to use in future essay. Ask students orally or in writing to identify the claim or idea the evidence supports and explain how it supports that claim or idea. Discuss which evidence is most relevant for the each claim or idea and why. In grades 7-12, model how evidence for the opposing claim can be used in an argument using the evidence sentence starters and transitions. • Use shared writing and evidence sentence

			starters from the reference guides and guidance for using transitions to connect ideas from the reference guides to model how to incorporate relevant evidence into an essay. Emphasize the qualities of a strong response during the shared writing. ● Support students in using the "Connecting Ideas" section of the reference guides. ● Support students in using the "Integrating Quotations" section of the reference guides.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	● Student has trouble getting started or student's writing is not clear or coherent. ● Student performs poorly on the Written Expression subclaim on assessments. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric..	● Does not demonstrate understanding of complex texts ● Inability to organize ideas logically ● Lack of organizational skills in writing	● Use supports from the rows related to the possible issues. ● Allow students learning English as a new language to use their home languages or varieties of language during the writing process, including working with and talking in pairs. ● If students are literate in their home language, give more attention to differences between that language and English and less attention to elements that transfer (e.g., leverage their cultural and linguistic knowledge related to writing, which may or may not align with writing standards in English).[26]
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and	● Student's writing is short. ● Student performs poorly on the Written Expression subclaim on	● Does not demonstrate understanding of complex texts ● Limited development ● Limited use of	● Use supports from the rows related to the possible issues. ● Incorporate technology into daily lessons, including using word processing applications and submitting typed written responses digitally. ● Provide direct keyboarding instruction

[26] In English, writing tends to develop linearly, requiring the writer to directly state the point being made; logic is valued over language use and emphasis is placed on counterarguments and audience. This does not hold true in other languages and, therefore, the influence of English language learners' cultural and linguistic backgrounds impact their writing in English. For example:

- The rules of "articles" and "tenses" do not exist in many languages.
- Typical Chinese style praises eloquent language and avoids making direct points or arguments.
- Typical Japanese style is restrained, undemonstrative, cautious, and understated. Flashes of insight are valued without the intermediary steps of syllogistic reasoning.
- Typical Arabic style does not tend to present different perspectives or counterarguments; does not challenge what is socially validated; and pays more attention to impressiveness than to logic and reasoning.

audience. They write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (W.4, W.10) Writing Guide	assessments. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	evidence ● Lack of writing fluency ● Lack of keyboarding proficiency	using a keyboarding program.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	● Student's writing lacks paragraphs. ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	● Inability to organize ideas logically ● Lack of organizational skills in writing	● Use supports from the rows related to the possible issues.
Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (W.4) Writing Guide	● Student uses "crutches" when writing, such as “I’m going to tell you...,” “Now that I’ve told you about...,” or “I know this because....” ● Student receives a low score on the Reading Comprehension and Written Expression portion of the writing rubric.	● Lack of organizational skills in writing ● Inability to transfer skills from speaking to writing ● Does not have knowledge of writing style and purpose ● Lack of audience awareness and/or understanding of differences in informal and formal writing	● Use supports from the rows related to the possible issues. ● Give students a list of “crutches” and ask them reread their written response and highlight those crutches. Use shared writing and evidence sentence starters from the reference guides and guidance for using transitions to connect ideas from the reference guides to model how to remove and/or replace the crutches in various sentences from the students’ written responses. Then ask students to repeat the process used during the shared writing to remove and/or replace the remaining crutches in their written response.

Supports for Developing Language Proficiency[27]

Standard(s)	Observations	Possible Issues	Possible Supports

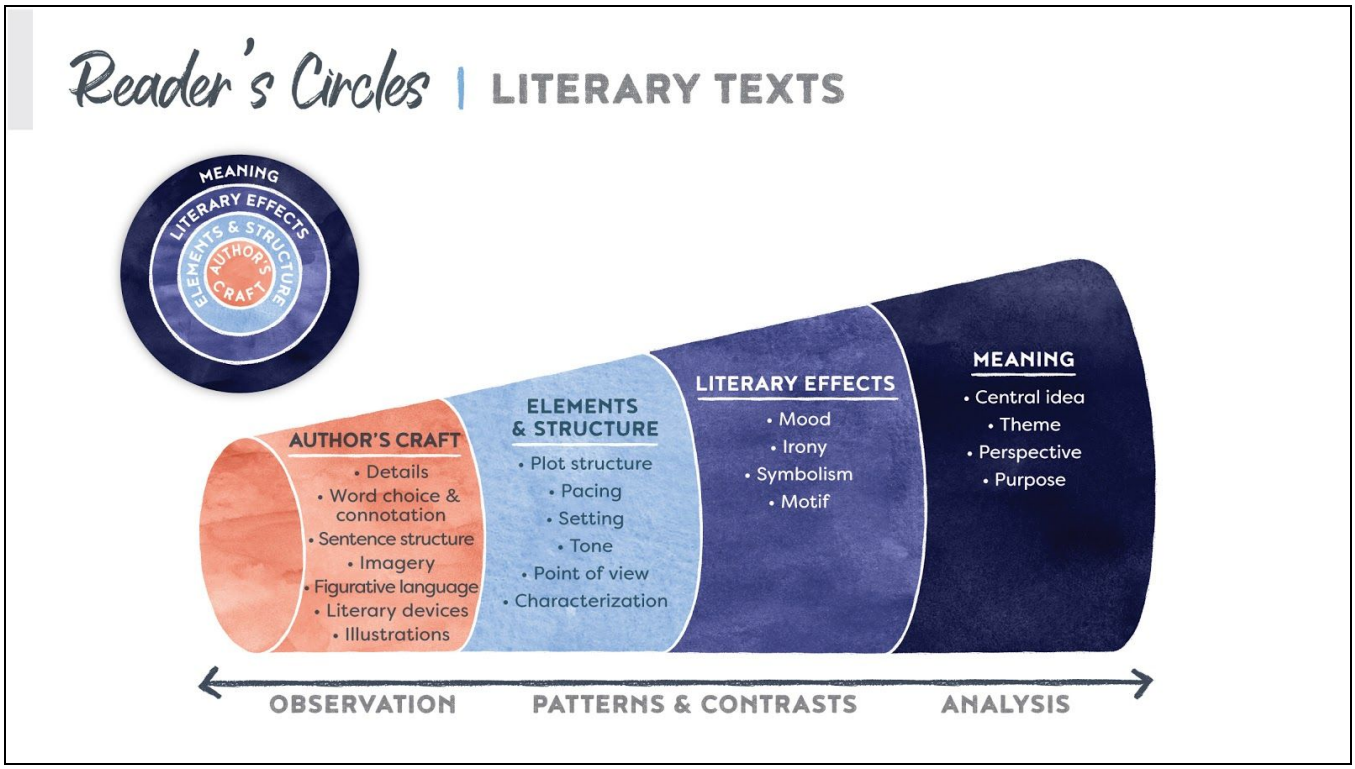
Students demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing and grammar and usage when writing or speaking. (L.1, L.2)
Writing Guide
Grammar Guide
	• Student cannot put together a complete sentence and/or demonstrates a pattern of errors.
	• Student performs poorly on the Knowledge of Language and Conventions subclaim on assessments.
	• Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.
		• Limited word knowledge
		• Lack of "language sense" (e.g., understanding that a complete sentence includes a subject and predicate)
		• Lack of proficiency with standard English usage, mechanics, and/or spelling
			• Use the sentence stems and answer frames provided in the teaching notes as in-the-moment supports.
			• Support students in using the "Organization" section of the reference guides.
			• Use the Grammar Guide to identify language skill deficits in student writing to focus on during small-group instruction.
			• Diagnose student gaps and provide students with targeted practice using an application such as Quill.
			• Use the The Writing Revolution and/or mentor sentence approach during small-group instruction to:
			  ○ Explain how the parts of a sentence (e.g., conjunctions, phrases, clauses, parts of speech) function in particular sentences.
			  ○ Target specific grade-level or below grade-level writing conventions with which students needs support. Have students look at a sentence that uses the convention properly and discuss how that convention is used to create meaning in the sentence. Then have students write or revise a sentence in their own writing to use the targeted convention correctly.
			• Provide students with sentence fragments and complete sentences. Prompt students to identify the fragments and rewrite as complete sentences.
			• Provide students with sentence frames that use a subordinating conjunction and direct students to complete the sentences to demonstrate understanding of the text they are reading.
			• Provide students with a kernel sentence and prompt them to expand the sentence through a series of questions.
			• Help students use appositives to provide additional detail and clarity to their

[27] This chart is not inclusive or exclusive of all supports which will help students meet the ELA goal.

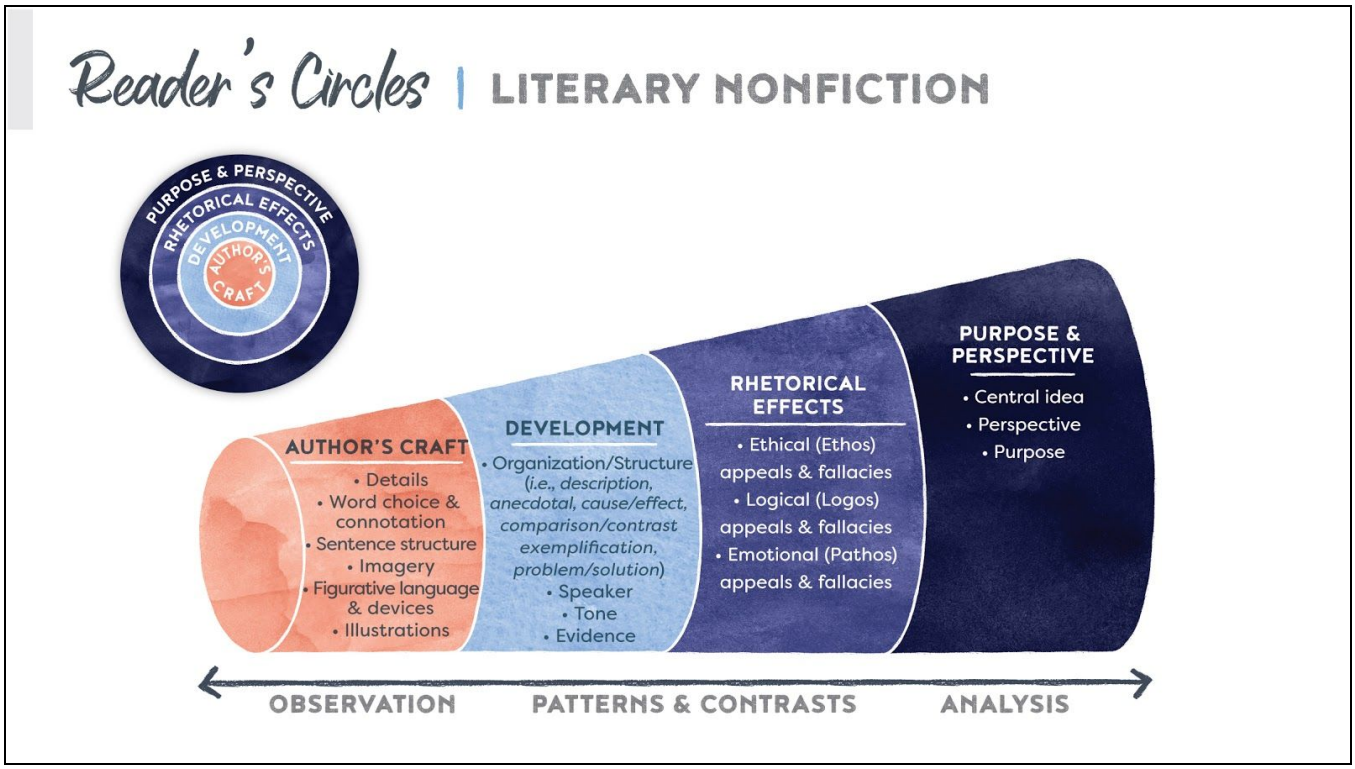
			sentences. Provide students with appositive practice based on the text they are reading. ● Focus students' attention on how grammatical structures contribute to the meaning of a phrase, clause, and/or sentence. Ask students to compare the structure of a phrase, clause, or sentence in English to the structure of a phrase, clause, or sentence with similar meaning in the students' home language. Focus on the difference in order/structure and how each contributes to the meaning.
Students apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or writing. (L.3) Writing Guide Grammar Guide	● Student's writing lacks sentence variety and/or fluency. ● Student performs poorly on the Knowledge of Language and Conventions subclaim on assessments. ● Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.	● Limited word knowledge ● Lack of "language sense" (e.g., ability to put words and phrases together in English to create meaning) ● Lack of exposure to/reading of written English-language text	● Pair the student who needs support with an "expert" buddy reader. Provide both students with a copy of the student's writing who needs support. Ask the "expert" to read the writing aloud. Ask the student who needs support to note sentences that are difficult to understand when read aloud. Prompt the student who needs support to revise these sentences. ● Prompt students to write the first two words of every sentence. Work with students to determine repeated sentence beginnings. Provide students with a variety of sentence beginnings to select from to revise their writing. ● Ask student to highlight the sentence types in their writing. Encourage the student to revise their writing to include more sentence types based on their highlighted prompt.
Students acquire and use grade-level words and phrases. (L.6) Vocabulary Guide Conversations Guide Writing Guide Grammar Guide	● Student uses below grade-level words and phrases in speaking and writing. ● The student's writing style is not appropriate to the task and audience. ● Student performs poorly	● Limited word knowledge ● Lack of "language sense" (e.g., ability to put words and phrases together in English to create meaning) ● Does not have exposure to or is not asked to grapple with	● Use The Writing Revolution method during small-group instruction to support students' language development. ● Give students access to "Super Synonym Sets for Stories" and "Exceptional Expressions for Everyday Events" from TextProject.org to use when they write.

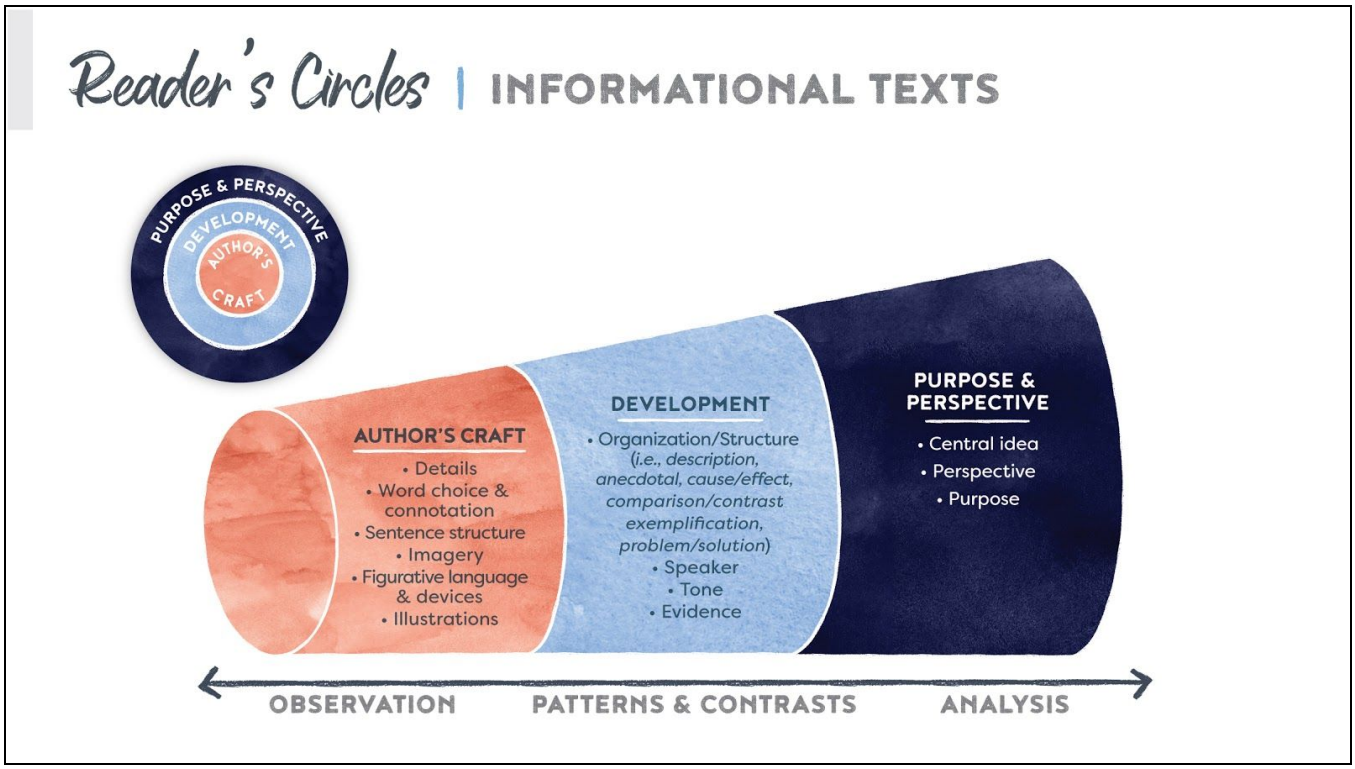
	on the Knowledge of Language and Conventions subclaim on assessments. ● Student receives a low score on the Knowledge of Language and Conventions portion of the writing rubric.	grade-level text ● Lack of exposure to the English language ● Lack of audience awareness and/or understanding of differences in informal and formal writing	
Students are able to form upper and lowercase letters. Writing Guide Grammar Guide	● Student's writing is illegible.	● Poor handwriting ● Issues with fine motor skills ● Lack of knowledge of the English alphabet, letters, letter sounds.	● Provide appropriate assistive technology for students. ● Allow students to produce their responses digitally; use an application, such as SnapType, to turn hardcopy handouts into digital handouts. ● Provide direct handwriting instruction using a handwriting program.

Reader's Circles: Literary Texts



Reader's Circles: Literary Nonfiction Texts




Reader's Circles | INFORMATIONAL TEXTS
PURPOSE & PERSPECTIVE
DEVELOPMENT
AUTHOR'S CRAFT
AUTHOR'S CRAFT
• Details
• Word choice & connotation
• Sentence structure
• Imagery
• Figurative language & devices
• Illustrations
DEVELOPMENT
• Organization/Structure (i.e., description, anecdotal, cause/effect, comparison/contrast exemplification, problem/solution)
• Speaker
• Tone
• Evidence
PURPOSE & PERSPECTIVE
• Central idea
• Perspective
• Purpose
OBSERVATION
PATTERNS & CONTRASTS
ANALYSIS

Independent Choice Reading Protocols

During independent choice reading, students read independently and then react to the text in their learning logs using one of the following protocols.

Choice Reading Questions and Prompts

Student Directions:

In your learning log, write a response about your choice reading text.

1. Write a summary of a scene, section, or chapter of your choice reading text.
2. Select a word or phrase from the text and explain how it is used in your choice reading text.
3. How do the characters in your choice reading text develop, interact, and develop a theme?
4. What are the central ideas or themes of your choice reading text? How are they developed?
5. How does the style of your choice reading text contribute to its power, persuasiveness, or beauty?
6. Analyze how a sentence, paragraph, or section of your choice reading text develops the author's ideas or claims.
7. Evaluate the effectiveness of the structure the author uses in your choice reading text.
8. How does the author use rhetoric to advance the point of view or purpose?
9. Compare your choice reading text with other texts with similar themes, purposes, and/or rhetorical features.
10. Analyze how your choice reading text draws on and transforms source materials.

Rolling Knowledge Journals

Complete the rolling knowledge journal after reading and annotating each text after each independent choice reading activity. The rolling knowledge journal is a place for you to collect new learning about the knowledge topic and capture connections that add to your existing knowledge on the topic.

1. Read and annotate the text, then answer the following questions in the correct columns:
    - What new knowledge did I collect about the topic while reading this text?
    - How did this text add to knowledge I already had about this topic?

Rolling Knowledge Journal Template

	New Learning	Adds to Learning
	What new knowledge did I collect about the topic while reading this text?	How did this text add to knowledge I already had about this topic?
Day 1 page#s	•	•
Day 2 page#s	•	•
Day 3 page#s	•	•

Sensational 6 Journals

Complete the sensational 6 journal after reading and annotating each text after each independent choice reading activity. The sensational 6 journal is a place for you to collect and practice using vocabulary that is important to understanding the text.

1. Read and annotate the text, then determine the six words from the section that you read that are most important to understanding the central idea or theme of the text.
2. Next use your 6 words to write about the most important ideas of the text. You should have as many sentences as you do words.
3. Complete this chart for each time that you read.
4. After reading for three activities, go back and review your words.
5. Select six words from ALL the word lists that stand out as the most important to the central idea or theme of the text you read. These words will be known as the "Sensational 6."
6. Use the "Sensational 6" words to summarize the knowledge you gained and your understanding of the text.

Sensational 6 Journal Template

	Six Words	Six Sentences (original sentences)
Day 1 page#s	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Day 2 page#s	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.
Day 3 page#s	1.	1.
	2.	2.
	3.	3.
	4.	4.
	5.	5.
	6.	6.

Sensational 6	
Summary Write a summary using the "sensational 6." Be sure to underline the vocabulary words.	

Teacher Talk Moves[28]

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?

Wait time is useful for meeting each conversation goal. Allow enough time after asking a question for students to think through their responses and before responding to student responses to encourage students to add more information.

[28] Adapted from https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf

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