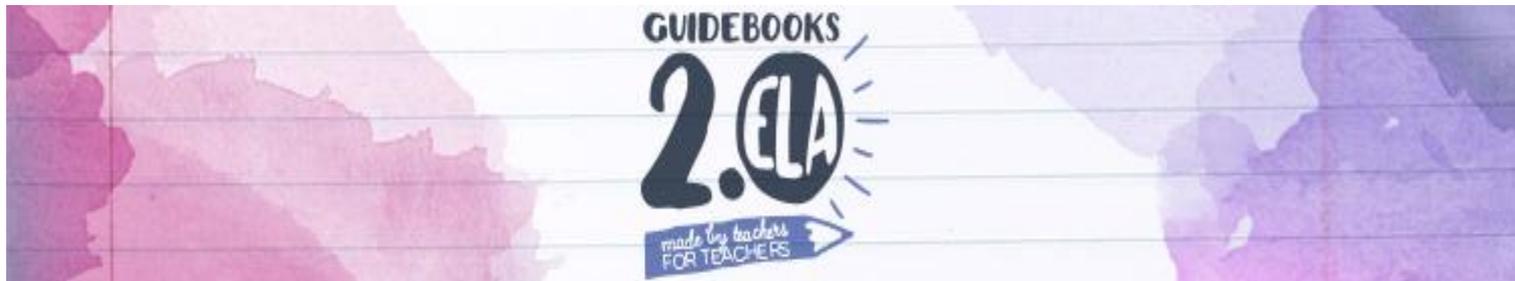


# English/Language Arts Guidebook 2.0



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**Tammy Bell & April Nobles**

*Achievement & Innovation Coordinators*

# English/Language Arts Guidebook 2.0



## **BELL RINGER**



Describe in writing the ideal English language arts classroom.

- What does the teacher do?
- What do the students do?
- What materials are they using?

# AGENDA

- **Standards Review**
- Guidebooks 2.0: Overview
- Guidebooks 2.0: How Can You Engage in Purposeful Planning?
- Guidebooks 2.0: Policies and Best Practices to Support Implementation



# Louisiana Student Standards - ELA

## Goal for English Language Arts

Students in Louisiana are ready for college or career if they can read, understand, and express their understanding of complex, grade-level texts. This means students should be able to pick up any text, such as a picture book, newspaper article, or painting, understand what the text means, and be able to speak or write about the ideas they learned or challenge from the text and why. The standards represent the steps students must take along the way to be able to meet this goal.

## Standards Review

- Louisiana educators on the Standards Review Committees reviewed all 854 ELA standards for grades K-12 and rewrote **18%** of those standards.
- In grades K-2 ELA, Louisiana educators rewrote 11% of the standards.
- In grades 3-12 ELA, Louisiana educators rewrote 20% of the standards.
- Louisiana educators created a new set of standards that ensure there are high expectations, allow teachers more freedom for how to teach, and build connections between grades so that students have a smooth transition from one grade to the next and into college or a career.

# Louisiana Student Standards Code

Part 1  
Strand Code

Part 2  
Grade Level

Part 3  
Standards #

RI

2

1

The numbering remained constant for the new ELA Student Standards.

# Louisiana Student Standards Code

## Using the ELA Enhanced Crosswalks

Work with a partner to complete items 1 through 4. As you work, if you have questions about the rationale for a revision, feel free to ask your facilitator or one of the other Standards Revision committee members who may be there to assist. Time will be called by the facilitators for grade-band discussions after about 20 minutes.

- 1) Use the Enhanced Crosswalk document for your grade to review the revisions to the standards.
  - a. Use the standard codes to write a list of the **revised** standards. Leave rows blank if don't need all of them.
  - b. Beside each code write the impact of the change on learning in the classroom.

Code	Standard/Impact on Learning

- 2) In the table below, use the standard codes to write a list of **revised** standards for which you believe training will be needed. Provide your reason for including the standard. Leave rows blank if don't need all of them.

Code	Reason

## Using the ELA Enhanced Crosswalks

- 3) Provide a **very brief summary** about the revisions that were made in your grade that you would want to share with your grade-band group. Chart your summary and place it on the wall.
  
- 4) The committee would also like to have your feedback regarding needed professional development on the standards (revised or not revised) for your grade.

Use the Crosswalk documents to help you complete this task. Select the grade band you teach.

(3-5) = Grade 4

(6-8) = Grade 7

(9-12) = Grade 9



# Louisiana Student Standards - ELA

The ELA Louisiana Student Standards are based in three primary shifts.

The shifts are:

- Practice with complex and varied text and its academic language.
- Writing and speaking should connect to and support the reading of text.
- The goal is comprehension of text, not mastery of a skill or strategy.

# Louisiana Student Standards - ELA

**FOCUS:** Louisiana's new standards allow teachers more freedom in how to teach the skills.

## **EXAMPLE: High School Reading Standard**

- Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. ~~(Include at least one play by Shakespeare and one play by an American dramatist.)~~

**IMPLICATION:** This will require that teachers deeply understand the standards and the quality of texts necessary.

# Louisiana Student Standards - ELA

**FOCUS:** Louisiana's new standards are developmentally appropriate while maintaining high expectations for students.

## **EXAMPLE: High School Writing Standard**

- Gather relevant information **from multiple authoritative sources**, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**IMPLICATION:** This will require that teachers understand how these changes will impact their instructional materials for the research process. Teachers may need to revise current materials or select additional materials to address the new expectations.

# Louisiana Student Standards - ELA

**FOCUS:** Louisiana's new standards build across grade levels to ensure a smooth transition for students from one grade to the next and into college or a career.

**EXAMPLE:**

1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Describe how words or phrases supply rhythm and rhyme in a poem or song; <b>determine the meaning of words and phrases as they are used in text.</b>	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
6 <sup>th</sup> Grade	7 <sup>th</sup> Grade	8 <sup>th</sup> Grade
Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Analyze how <b>the overall form or structure of a text (e.g. drama, poetry, narrative, short story)</b> contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

**IMPLICATION:** This will require that teachers deeply understand the changes in the standards and how that will impact their instructional materials. Teachers may need to revise current materials or select additional materials to address the new expectations.

# Dive Deeper Into The Standards

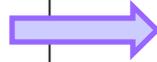
Each standard number is consistent across the grades.

1. Align the two standards across the grades.
2. Chart the grade span you teach. (3-5, 6-8, 9-12)
3. What is the common thread in that standard?
4. How do students' knowledge and skills increase with that skill?
5. What do you notice about these two standards?



# How Do the Louisiana Student Standards Stack Up?

Standard code	Reading Standard for Literature	Additional knowledge/skill from previous grade
RL.11-12.2		
RL.9-10.2		
RL.8.2		
RL.7.2		
RL.6.2		
RL.5.2		
RL.4.2		
RL.3.2		
RL.2.2		
RL.1.2		
RL.K.2		



Standard code	Reading Standard for Informational Text	Additional knowledge/skill from previous grade
RI.11-12.2		
RI.9-10.2		
RI.8.2		
RI.7.2		
RI.6.2		
RI.5.2		
RI.4.2		
RI.3.2		
RI.2.2		
RI.1.2		
RI.K.2		

# Louisiana Student Standards: Academic Support Plan

The new standards call for changes in what teachers teach.

These changes can be addressed with sensible adjustments to curriculum, training, and testing, rather than a radical overhaul.

These changes will include a focus on:

- Curriculum and resources
- Teacher training and professional development
- State and local assessments

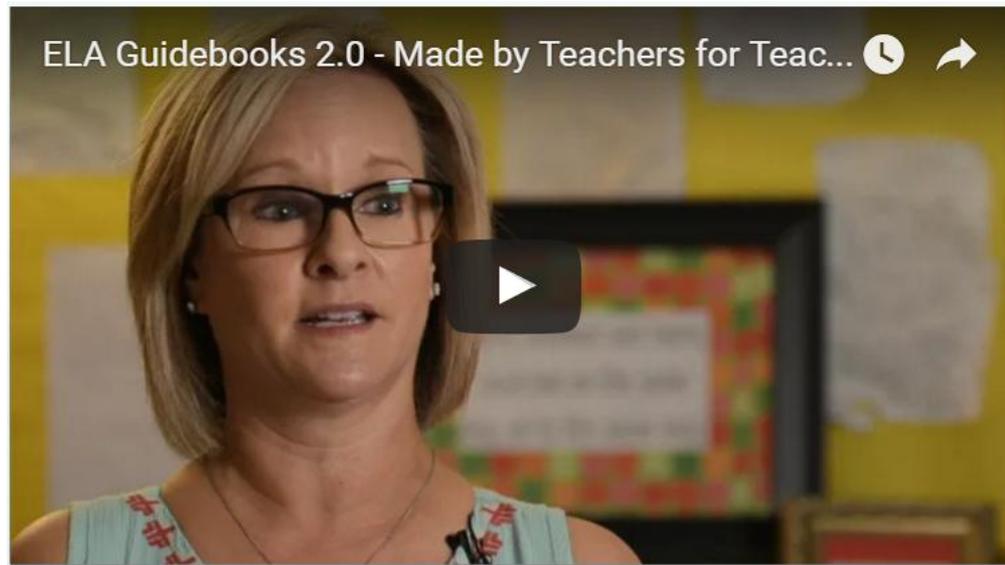
# AGENDA

- Standards Review
- **Guidebooks 2.0: Overview**
- Guidebooks 2.0: How Can You Engage in Purposeful Planning?
- Guidebooks 2.0: Policies and Best Practices to Support Implementation



# ELA GUIDEBOOKS 2.0

**ELA Guidebooks 2.0** is an English language arts curriculum for whole-class instruction. Made by teachers for teachers, the guidebook units ensure all students can read, understand, and express their understanding of complex, grade-level texts.



# LET'S TAKE A LOOK ...

You can access the ELA Guidebooks 2.0 at:

<https://learnzillion.com/resources/81666-english-language-arts-guidebook-units>

## Unit Materials



### Unit Materials

Access materials for all guidebook units in one location. This page includes access to the portal to purchase published books, the portal to purchase unit readers for additional texts, the master text list, and printable student materials for each unit.

## Grade Levels



### 3rd Grade ELA Guidebook Units

Units included: Cajun Folktales (coming June 2016), Stories Julian Tells (coming June 2016), Louisiana Purchase, Treasure Island, and Because of Winn-Dixie (coming early 2017)



### 4th Grade ELA Guidebook Units

Units included: Hurricanes (coming June 2016), American Revolution, Lightning Thief, Whipping Boy, and Pushing Up the Sky (coming early 2017)



### 5th Grade ELA Guidebook Units

Units included: Making of a Scientist (coming June 2016), The Birchbark House (coming June 2016), The Lion, the Witch, and the Wardrobe, Wonderstruck (coming June 2016), and Shutting Out the Sky (coming early 2017)



### 6th Grade ELA Guidebook Units

Units included: Steve Jobs (coming June 2016), Hatchet, Out of the Dust, The Witch of Blackbird Pond, and If Stones Could Speak (coming early 2017)

# UNIT PLANS

GRADES	UNIT
Grades 3-5	Hurricanes <i>1<sup>st</sup> Semester</i>
	Lightning Thief <i>2<sup>nd</sup> Semester</i>
Grades 6-8	Written in Bone <i>1<sup>st</sup> Semester</i>
	The Giver <i>2<sup>nd</sup> Semester</i>
Grades 9-12	The Odyssey <i>1<sup>st</sup> Semester</i>
	Fahrenheit 451 <i>2<sup>nd</sup> Semester</i>

# WHAT'S DIFFERENT?

## MADE BY TEACHERS FOR TEACHERS

- ELA Guidebooks 2.0 is a curriculum for whole-class instruction to ensure all students meet the ELA goal.

## LOUISIANA'S ELA GOAL

- The goal of an English language arts classroom is for all students to read, understand, and express their understanding of complex grade-level texts.

## ELA GUIDEBOOKS 2.0 FEEDBACK REPORT

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Pilot Feedback Report

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- What is most surprising about the feedback?
- What isn't in the feedback that you thought would be in the feedback?



# ELA GUIDEBOOKS 2.0

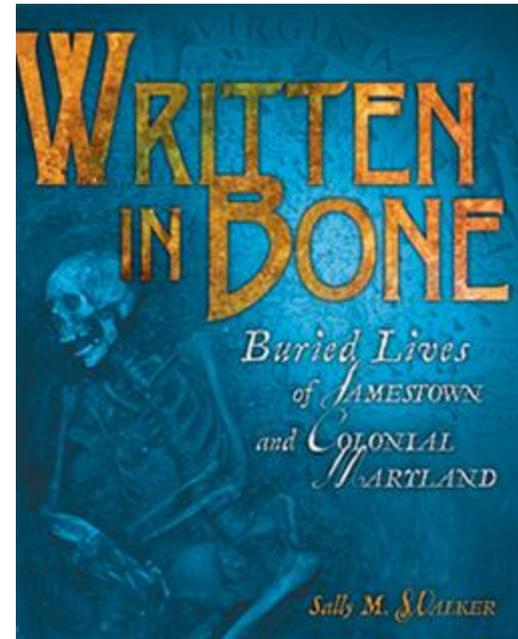
## HOW TO ACCESS

### LET'S TAKE A TOUR!

- Access the [Written In Bone](#) unit.

To teach the guidebooks well, you must:

- Know the Texts
- Know the Assessments
- Know the Standards
- Know the Supports

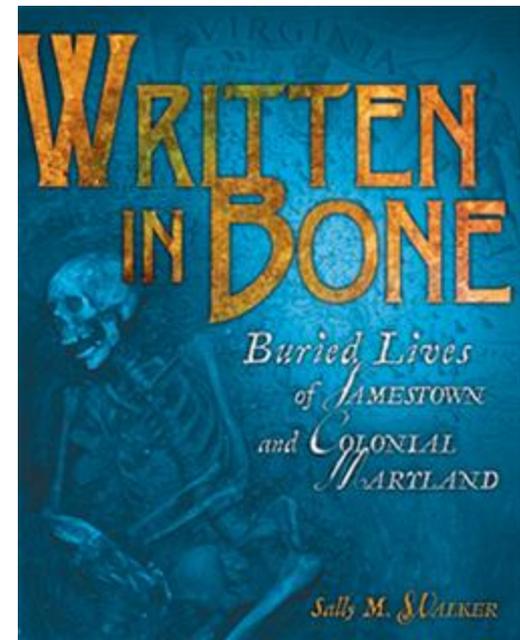


# ELA GUIDEBOOKS 2.0

## HOW TO ACCESS

### KNOW THE TEXTS

- Access the [Text Access Page](#).
- Why is reading the texts in advance of teaching them important?
- Why is the order of the texts in the unit important?

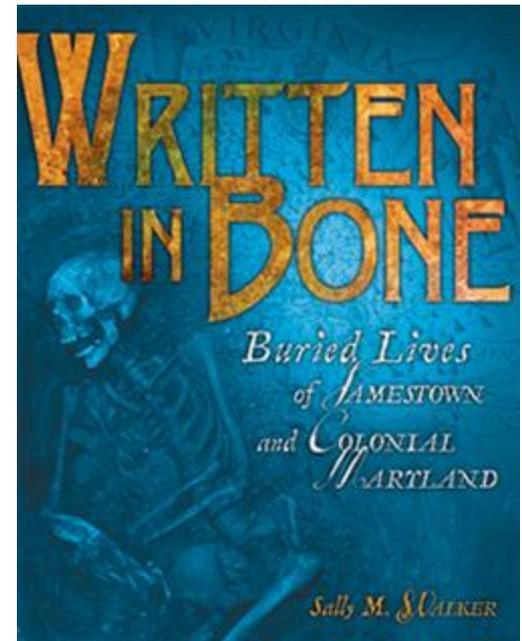


# ELA GUIDEBOOKS 2.0

## HOW TO ACCESS

### KNOW THE ASSESSMENTS

- Access the [Assessment Overview Page](#).
- What can you learn from taking the assessments?
- How do the unit assessments align with end-of-the-year assessments?



# ELA GUIDEBOOKS 2.0

## HOW TO ACCESS

### KNOW THE ASSESSMENTS

- Access the [Standards Overview Page](#).
- Look at the [culminating writing task exemplar response](#).  
How does it demonstrate the following standard for grade 7?

Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.  
(W.7.1a-d)

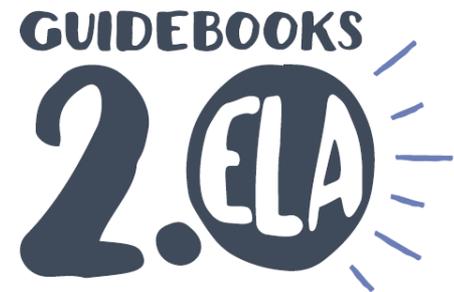


# ELA GUIDEBOOKS 2.0

## HOW TO ACCESS

### KNOW THE SUPPORTS

- Access the [Get Started page](#).
- Access [Lesson 2](#) from the *Written In Bone* unit.
- What are the learning goals of the lesson?
- How do those align to the grade-level standards?
- What supports are provided?
- What additional supports are needed?



# ELA GUIDEBOOKS 2.0

## SCAVENGER HUNT



English Language Arts Guidebooks 2.0 Units

### ELA GUIDEBOOKS 2.0 SCAVENGER HUNT

- Access the Classroom Support Toolbox on Louisiana Believes.
- Select Teacher Support Toolbox.
- Within the Teacher Support Toolbox where can you search by content area?
  - a. Standards
  - b. Instructional Resources
  - c. Goals
  - d. Student Learning Targets
- Click search by Content Area. Select K-12 ELA Planning.
- Where can you locate the ELA Guidebooks 2.0?
  - a. K-12 Louisiana Student Standards for ELA
  - b. Enhanced Crosswalks
  - c. Planning Guides
  - d. Sample Unit Plans
- Describe the information provided in ELA Guidebooks 2.0 – A Closer Look.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Access the ELA Guidebooks 2.0 - Feedback Report. List the three major lessons learned through the Guidebooks 2.0 pilot.
  1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_

(continued on back)



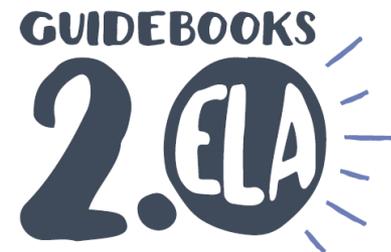
# LUNCH

Please be back and ready to begin at 12:30 p.m.



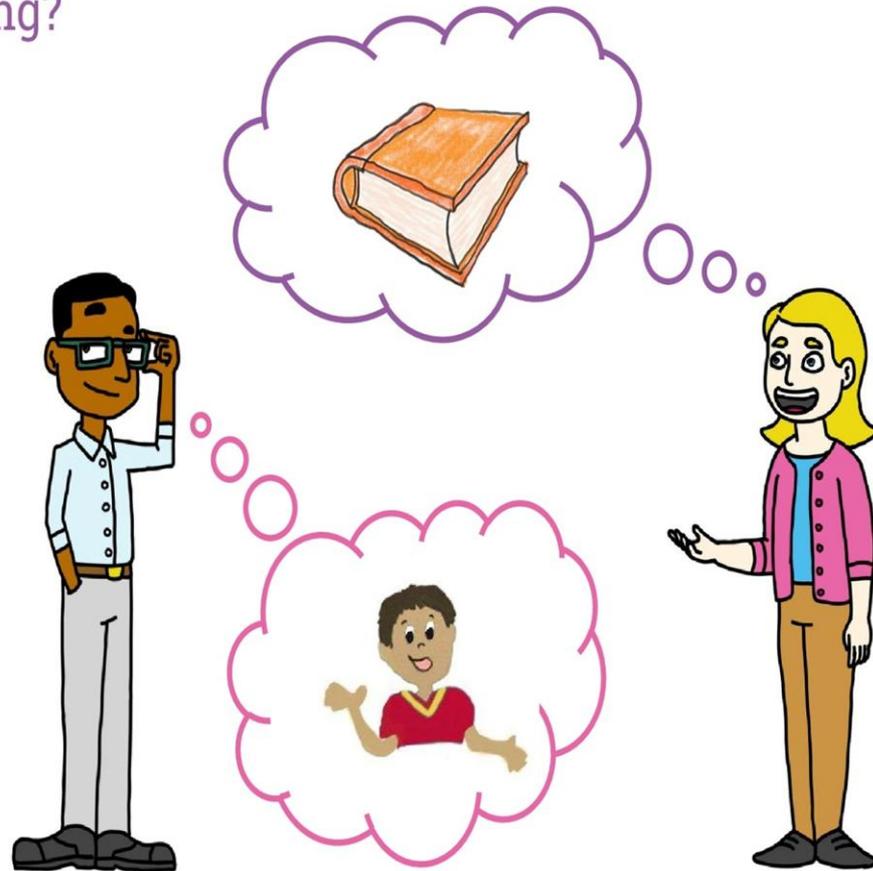
# AGENDA

- Standards Review
- Guidebooks 2.0: Overview
- **Guidebooks 2.0: How Can You Engage in Purposeful Planning?**
- Guidebooks 2.0: Policies and Best Practices to Support Implementation



## What is purposeful planning?

- Understanding the goal of the lesson - what should students understand by the end of the unit?
- Thinking about how to teach the skills and knowledge to ALL students



## How do you currently use curriculum materials in purposeful planning?

Turn and talk to a partner about this question. Think about . . .

- What steps do I currently take to plan a lesson?
- How do I currently communicate daily learning goals in my classroom?
- Who are the students I currently consider when I plan a lesson?
- What do I currently do to ensure each of my students is successful at reaching the lesson goal?

Briefly record your answers on the chart paper at your table.

## What does “purposeful planning” look like with Guidebooks 2.0?

What are today's goals?

Who are my students?

Where are they likely to struggle?



# How does Guidebook 2.0 help me plan an effective lesson?

## Lesson 24: Compare Charlie to the monster in Frankenstein

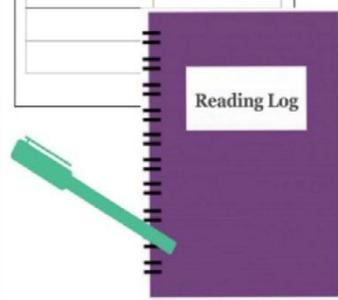
Students read an excerpt from Chapter 13 of Frankenstein and then work in pairs to select a quote that reveals...

## Let's Prepare! ▾

### Assessment Overview

Each unit assessment has three parts, which together measure the following claims:

- Students read and comprehend a range of complex texts independently.
- Students write effectively when using and/or analyzing sources.



**Reading Log**

You will need:

- “Flowers for Algernon” by Daniel Keyes
- The excerpt from *Frankenstein*; or, *Prometheus Bound* by Mary Shelley
- A highlighter
- Your theme handout
- Your reading log



TOPIC/IDEA

THEME STATEMENT

SUPPORTING EVIDENCE	
Direct quotation or paraphrase	How does it connect?

### Teaching notes Print all

**Suggested Pacing:** ~ 20 minutes

**Directions:**

- Read aloud the excerpt from Chapter 13 of Frankenstein.

**Guiding Questions and Prompts:**

- As needed, stop at various points for think alouds to support students with their highlighting. For example, stop after reading the second paragraph and ask students what they highlighted. They should indicate they highlighted statements such as:
  - “Presently I found that [the stranger] was endeavouring to learn their language”
  - “I improved rapidly in the use of language”
  - “in two months I began to comprehend most of what they said”

## EXIT TICKET

## Where can we focus our planning time to make the greatest impact on student achievement?

- ✓ Pacing
- ✓ Student groupings
- ✓ Directions
- ✓ Instruction
- ✓ Modeling
- ✓ Ancillaries

### Our students often need us to:

- Facilitate deeper reading and discussion
- Teach or reinforce new skills
- Scaffold writing tasks

How can we . . .

. . . facilitate deeper reading and discussion?

. . . teach or reinforce new skills?

. . . scaffold writing tasks?



Hurricanes  
Lesson 5:  
Chapter 1 of  
*My Louisiana Sky*



## What did we do to support our students' learning?

Facilitate deeper reading and discussion

Teach or reinforce new skills

Scaffold writing tasks

# Collaborate with your group to purposefully plan a lesson

1.

Read through the lesson. Note the:

- Sequence, Timing, Materials
- Goals & Student Look-Fors
- Connection to end of unit assessments

2.

Begin Planning with your group:

- Customize the specific area of focus identified: *Facilitate Reading and Discussion, Teaching and Reinforcing New Skills, Scaffolding Writing*

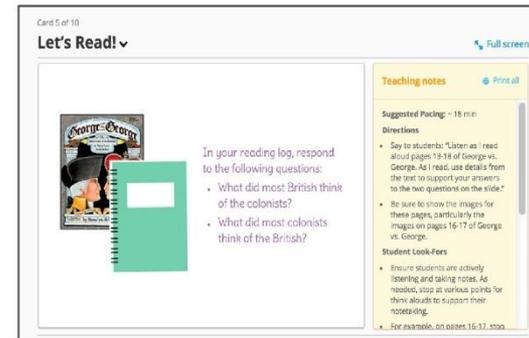
3.

- Customize the lesson by filling out the note-taking sheet or creating student facing materials

Card 5 of 10

### Let's Read! ▾

Full screen



In your reading log, respond to the following questions:

- What did most British think of the colonists?
- What did most colonists think of the British?

**Teaching notes** Print all

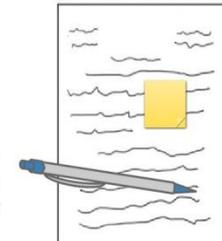
**Suggested Pacing:** 15 min

**Directions**

- Say to students: "Listen as I read aloud pages 13-18 of *George vs. George*. As I read, use details from the text to support your answers to the two questions on the side."
- Be sure to show the images for these pages, particularly the images on pages 16-17 of *George vs. George*.

**Student Look-Fors**

- Ensure students are actively listening and taking notes. As needed, stop at various points for think alouds to support their note-taking.
- For example, on pages 16-17, stop



## What did you learn about purposeful planning?

Discuss with your planning team:

- What are 3 things you learned during planning and the Gallery Walk that you will be sure to do when planning a Guidebooks 2.0 lesson?
- What is **similar** and **different** about teaching using Guidebooks 2.0 and your current practice?



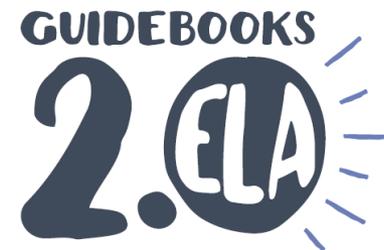
## After this session, you now...

- **Understand** what purposeful planning looks and sounds like.
- **Customize** a Guidebooks 2.0 lesson.
- **Feel** more confident using available resources to make adjustments to ensure all students meet the identified learning goals.

# AGENDA



- Standards Review
- Guidebooks 2.0: Overview
- Guidebooks 2.0: How Can You Engage in Purposeful Planning?
- **Guidebooks 2.0: Policies and Best Practices to Support Implementation**



# IMPLEMENTATION PLAN

## STEP ONE: PROPOSED UNITS

GRADES	UNIT
Grades 3-5	Hurricanes <i>1<sup>st</sup> Semester</i>
	Lightning Thief <i>2<sup>nd</sup> Semester</i>
Grades 6-8	Written in Bone <i>1<sup>st</sup> Semester</i>
	The Giver <i>2<sup>nd</sup> Semester</i>
Grades 9-12	The Odyssey <i>1<sup>st</sup> Semester</i>
	Fahrenheit 451 <i>2<sup>nd</sup> Semester</i>

# IMPLEMENTATION PLAN

## STEP TWO: ACCESS MATERIALS

Teachers will get access to materials ...

- Books

The district will purchase a class set (30) of texts.

- Additional Texts

Some texts will be purchased and some must be downloaded.

- Student Materials

Teachers will be responsible for accessing digital materials and printing.

# IMPLEMENTATION PLAN

## STEP THREE: TRAINING AND SUPPORT

FRONT END SUPPORT	BACK END SUPPORT
<p><b>General Overview</b></p> <ul style="list-style-type: none"><li>• What makes ELA Guidebooks 2.0 different from other curricula?</li><li>• What are all the different parts and pieces?</li></ul>	<p>Support teachers as needs arise.</p> <p>Possible topics:</p> <ul style="list-style-type: none"><li>• Principal Training: Guidebook classroom look-fors</li><li>• Adjusting lessons and schedules to support all learners</li><li>• Grading to reflect learning</li><li>• Scoring writing and adjusting instruction</li></ul>
<p><b>How Do the Units Work?</b></p> <ul style="list-style-type: none"><li>• How are students' knowledge and skills built through texts over the unit?</li></ul>	
<p><b>How Do You Plan Purposefully?</b></p> <ul style="list-style-type: none"><li>• How do teachers plan to teach all students?</li><li>• What additional materials, adjustments, etc. can be made to support all learners?</li></ul>	



# IMPLEMENTATION PLAN

## ADDITIONAL POLICIES AND PRACTICES

Additional policies and practices to consider:

- **Grading policies**  
What will be graded?
- **Assessment practices**  
How will you assess? How often? Is it purposeful?
- **Scheduling practices**  
Length of class period, student frequency

# DISTRICT FOCUS AREA CONNECTION

- **CURRICULUM**

We will utilize and support this high quality curriculum that is aligned to state and national standards.

- **SCHOOL LEADERSHIP**

Goals will be set utilizing student data from the use of the Guidebooks 2.0. Leaders **MUST** study the curriculum and support implementation!

# DISTRICT FOCUS AREA CONNECTION

- **ASSESSMENT**

Informal assessments are included within the Guidebooks 2.0. Cumulative assessments are provided at the end of the unit. These assessments are aligned to the CCSS. The district will create and utilize assessments to determine student growth and achievement.

# DISTRICT FOCUS AREA CONNECTION

- **PROFESSIONAL DEVELOPMENT**

Professional Development will be ongoing throughout the duration of the year to ensure the Guidebooks are being taught with fidelity.

# EXIT TICKET

## Weebly Scavenger Hunt

### WEEBLY SCAVENGER HUNT

- Access the Achievement and Innovation site at: [louisianasds.weebly.com](http://louisianasds.weebly.com)  
What are the four resource types found on this page?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- The **Curriculum Resources** page contains curriculum tools teachers can use to plan daily lessons. Which of the following is NOT found on the Curriculum Resource page?
  - a. English Resources
  - b. Math Resources
  - c. Science Resources
  - d. Social Studies Resources
  - e. **HIS**ET Resources
  - f. TABE Resources
  - g. Renaissance Place Resources
  - h. Plato Resources
  - i. Unique Learning Systems Resources
- The **ELA Curriculum Resources** page contains information for teachers utilizing the Guidebooks 2.0. What four categories can be found on this page?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
  4. \_\_\_\_\_
- Access the **Instructional Resources** tab. Write a brief description about the types of resources found on this page.
  - Academic Vocabulary  
\_\_\_\_\_
  - Anchor Charts  
\_\_\_\_\_
  - Engagement  
\_\_\_\_\_
  - Exit Tickets  
\_\_\_\_\_

(continued on back)

<http://louisianasds.weebly.com/#/news/>



# LINKS

- **English Language Arts Guidebook 2.0 Units**  
<https://learnzillion.com/resources/81666-english-language-arts-guidebook-units>
- **English Language Arts Guidebooks 2.0**  
<http://www.louisianabelieves.com/academics/ela-guidebooks>
- **Unit Materials**  
<https://learnzillion.com/resources/90991-unit-materials>
- **Weebly**  
<http://louisianassd.weebly.com/#/news/>