

ELA Guidebooks

made by teachers
FOR TEACHERS

Curriculum Guide

9-12 (2020)

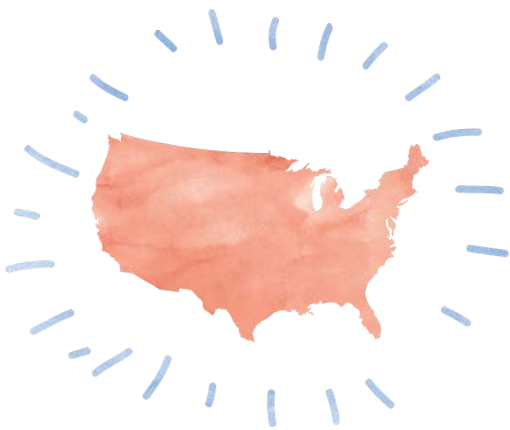


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PROGRAM DESIGN

The ELA Guidebooks 9–12 (2020) help all students read, understand, and express their understanding of complex, grade-level texts. The new Louisiana ELA Guidebooks 9–12 build students' understanding and knowledge through text sets, compelling questions, and integrated reading and writing activities.

In the ELA Guidebooks, students:

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

The curriculum was developed by the Louisiana Department of Education in partnership with Odell Education.

Guiding Principles

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.

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

Choice and Flexibility

The design of the ELA Guidebooks 9-12 (2020) allows for both teacher and student choice.

At the program level, teachers choose the development guidebooks to include in the grade or course. At the lesson level, teachers choose which activities to include in a lesson. The guidebooks provide **flexibility** because they offer a suite of optional supports and extensions to help a variety of students to succeed with a challenging curriculum. The program includes specific guidance on how to adjust lessons for timing and students' needs.

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

Coherent System of Instruction and Assessment

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

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

- Monitor
- Diagnose
- Evaluate

Guidebook Units

Each grade or course includes development and application guidebooks. Teachers choose three to four development guidebooks to teach based on students' interests and course timing. All classrooms end the course with the application guidebook.

Development Guidebook 1	Development Guidebook 2	Development Guidebook 3	Development Guidebook 4	Development Guidebook 5	Application Guidebook
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Development Guidebook Unit

Description: Students build their learning community through a series of three to four development guidebooks. Students explore additional compelling questions to develop their ability to read, understand, and express their understanding and knowledge of substantive texts and topics. Development guidebooks are either organized around a long text, supported by additional shorter texts, or a topic that is developed through a series of texts. Each course offers a mix of text or topic development guidebooks.

Timing: Each development guidebook takes approximately 30 days or six weeks of instruction for 45-minute daily lessons and approximately 18 days or three weeks of instruction for 90-minute daily lessons. The total time for all development guidebooks is approximately 20 weeks for 45-minute daily lessons and ten weeks for 90-minute daily lessons.

Content:

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

Application Guidebook Unit

Description: The application guidebook concludes the course. Students independently and/or collaboratively explore their own questions based on texts and topics related to one or more of the development guidebooks. As students progress through the development guidebooks, they choose a text or topic they want 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 guidebook will take approximately 25 days or five weeks of instruction for 45-minute daily lessons and approximately 13 days or two-and-a-half weeks of instruction for 90-minute daily lessons.

Assessment Approach

To read, understand, and express their understanding and knowledge of substantive texts and topics, students must develop their knowledge, skills, and habits. Developing this level of student understanding requires the seamless integration of instruction and assessment.

Determining learning and growth in English language arts is complicated. Approaches to standard alignment vary greatly and determining students' ability to understand through traditional assessments and data analysis is difficult and nearly impossible. As such, the ELA Guidebooks 9-12 (2020) propose a different approach for standards alignment and assessment.

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

Monitor daily > Diagnose in each section > Evaluate at the end

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 seeing 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 a culmination of turning on the race car dally 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 Selection

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

Texts were selected for guidebook units based on three main criteria: diversity, authenticity, and complexity.

Diversity

Diverse texts present different perspectives. They encourage students to learn about multiple sides of a single issue or see an event or idea from another perspective. Oftentimes texts with perspectives that challenge each other are included in 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 and there are a range of perspectives included throughout the various units in the related texts. Additionally, the associated choice reading with each unit presents the opportunity to incorporate additional texts which reflect the preferences of individual classrooms.

Diverse texts are also diverse in format. The guidebooks contain a variety of genres and formats.

Authenticity

Texts are authentic when they are used in their original form and used for purposes that contribute to a student's development as 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 both builds knowledge and is relevant to the unit instruction. 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. They 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 important themes, concepts, or topics they cover.

Guidebook Structure

All guidebook units are broken down into sections, lessons, and activities. The guidebook 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. The following explanation of the curriculum will help you use it effectively.

- **Guidebook Units (Development, Application)**
 - **Sections**
 - **Lessons**
 - **Activities (Core and Optional)**

Guidebook Units

In each guidebook unit, students read a series of texts to explore a 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 ask 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 be successful on the task and should build over the course of the guidebook unit.

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.
- Grade students using a rubric.
- Make decisions about the next development guidebook units to teach.

Sections

A section is generally one to two weeks in length. Each unit is made up of several sections. 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 lesson will contain an activity labeled as “section diagnostic.” Each section is similar to a “mini unit” because the section diagnostic prepares students for the culminating task. Review students' work using a section diagnostic checklist and an exemplar to determine students' progress and diagnose any needs.

Use information from the section diagnostic activities to:

- Diagnose students' needs and determine which optional activities to include or skip. If students are mostly “getting it” (i.e., demonstrating understanding and progress), move forward through the next section's core activities. If all or some students demonstrate a need for further support or extension, build in optional activities. Optional activities focus on building background knowledge or skills in reading or writing or extending learning with new texts. Optional activities can be taught to the whole class or a small group of students.
- Grade students using a section diagnostic checklist.
- Determine whether students are improving as a result of instruction.

Lessons

Lessons are designed to be 45-90 minutes in length and can be taught between one to two class periods, depending on student needs, class schedule, 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 objective. 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 with each activity. The in-the-moment supports are general supports and include activity-specific prompting questions to support reading comprehension and writing.

Activities

Activities are designed to be between 5 and 45 minutes in length. They are identified as core or optional.

Core activities must be included in a lesson and completed by all students.

Optional activities can be included in a lesson and are intended to be completed by the whole class, a small group, or individual students, based on student need. When optional activities are being provided to small groups or individuals, the rest of the class might be prereading, rereading, independent reading, or completing an independent activity.

Optional activities are included to build background knowledge, develop language proficiency, understand complex texts, practice reading proficiently, and hone discussion and writing skills.

Type of Optional Activity	Intended Audience
	Students who:
Background Knowledge	<ul style="list-style-type: none">• are new to the unit.• are unfamiliar with the topic.
Language	<ul style="list-style-type: none">• struggle to understand complex texts.• struggle to construct written responses.• have limited vocabulary
Meaning Making	<ul style="list-style-type: none">• read fluently, but struggle to understand complex text.• possess low reading proficiency.
Reading Skills	<ul style="list-style-type: none">• struggle to understand complex texts.• possess low reading proficiency.
Discussion and Writing Skills	<ul style="list-style-type: none">• experience difficulty organizing their thoughts.• struggle to express oral understanding of texts.• struggle to express understanding of writing.

Optional activities are not limited to supporting students who struggle. Activities are also provided to extend learning for students who have high reading proficiency.

Every activity begins with an activity overview, which includes information about the activity as well as the materials and the class configuration necessary to implement the activity. For reading activities, the activity overview also includes establishing a purpose for reading the text. All activities are aligned to standards.

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. Use a combination of the core and optional activities. The total length of a lesson depends on how many activities are chosen.

Materials

To implement an ELA Guidebooks 9-12 (2020) unit, teachers need:

1. The units
2. The texts
3. The handouts
4. The reference guides
5. The teaching guides (optional)
6. Additional materials, such as reading logs, sticky notes, and highlighters

Teacher Materials	Student Materials
Units available at Louisiana Curriculum Hub	Projected activity content
Texts available through American Reading Company and XanEdu	Novels and Unit Readers
A copy of the handouts, available under the Materials link for each unit	Student Materials (individual handouts printed from the site or book purchased through XanEdu)
A copy of the reference guides, available under the Materials link for each unit	1 set of printed reference guides (Note: The reference guides are a curriculum purchase and stay the same for all units.)
Teaching notes, available digitally for each lesson A Teaching Guide can be purchased for each unit through XanEdu.	N/A
Other materials (e.g., projector)	Other materials (e.g., highlighters, sticky notes)
Curriculum guide, which can be printed	1 learning log

Texts in guidebook units include texts in the following formats:

- Trade books/novels
- Excerpts/shorter texts (e.g., poems, articles, online written texts)
- Videos via DVD
- Videos via streaming/link
- Songs via CD
- Songs via online link
- Websites/interactive online content

HOW TO USE GUIDEBOOKS

Guidebook Components

Each guidebook unit includes an overview with an evaluation plan, text overview, and list of necessary 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 includes the culminating task, rubric, and exemplars and describes how you can monitor, diagnose, and evaluate students over the course of a unit. Review the evaluation plan before teaching a guidebook unit. Use the information about the culminating task to determine the knowledge, skills, and habits students will need and identify how and where those will be built and evaluated over the course of the guidebook unit.

Text Overview

The text overview document identifies the texts used in the guidebook unit. The whole-class texts read in the guidebook unit are analyzed for their complexity, which is described in the text overview document. Poems, videos without transcripts, and visual texts are not analyzed for their complexity. Review the text overview document to determine how to access the guidebook unit texts and determine what makes them complex and how you might be able to help all students access the complex texts.

Section Overview

The section overview describes the section diagnostic activity and includes a rubric to support your review of students' work on the section diagnostic. The lessons in the section and their descriptions are also listed on the section overview.

Lesson Overview

The lesson overview includes the lesson look-fors, a list of core and optional activities which comprise the lesson, and a list of materials used in a lesson. Use the list of materials to ensure students have all the materials they need for the lesson. Use information from the lesson overview, your knowledge of the culminating task, students' performance on previous lessons and section diagnostics, and your class schedule to select which activities to teach in a lesson. For example:

	Lesson 1	Lesson 2	Lesson 3
Optional Activity One 15 minutes	X		
Core Activity Two 20 minutes	X		
Optional Activity Three 15 minutes	X		
Core Activity Four 20 minutes		X	
Optional Activity Five 10 minutes			
Core Activity Six 20 minutes		X	
Core Activity Seven 40 minutes			X

Activity Content

Every activity contains the following components, and each has a specific purpose to support students in meeting the expectations of an activity.

- **Description** includes a summary of the activity content and expectations.
- **Suggested pacing** provides information about how long an activity might take; however, this is a suggestion, not a mandate. You will likely find you need to adjust time on some lessons depending on the needs of your students.
- **Teaching notes** provide instructions for how to deliver the activity content with students and include in-the-moment supports. Supports include additional questions, guidance, and modeling suggestions you can use as you deliver your instruction to ensure students meet the expectations of the lesson look-fors.
- **Materials** for the guidebook activities include:
 - Texts such as printed texts, including novels and the guidebook reader, and digital texts, including DVDs and streaming videos accessible via a link.

- Reference guides, which are guides about literacy topics (e.g., theme, style, avoiding plagiarism). Students should have access to the reference guides for every activity. Some activities will require students to read a reference guide, but students may also choose to access the reference guides to support them in completing an activity.
- Handouts, which are consumable documents. Some handouts are used in a single activity and some handouts are used and completed across multiple activities. Students will need to access their completed handouts throughout the unit, so students should keep track of their completed handouts. While students record and organize their thinking in an activity on a handout, the goal of the activity is to elicit thinking and build knowledge, skills, and habits, not to complete the handout. Encourage students to reflect on how the handouts help them organize their thoughts so they can use similar thinking processes when they are asked to read texts independently.
- Learning log, which is a place for students to record answers, responses, and notes. Students should have access to their learning log for every activity.

Instructional Approaches

Students read, discuss, present, or write in each activity. Activities follow approaches for reading, discussing, presenting, and writing.

The Read Approach

- **Prepare to read:** Students prepare to read the text, including setting the context and developing reading skills. They also make choices about independent reading, media study, 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 the text and react to the text. They also conduct research to gather information about a topic or idea.
- **Deepen understanding:** Through questioning, evidence gathering, and analysis, students 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.

The Discuss Approach

- **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.

The Present Approach

- **Prepare to present:** Students work to understand the task and determine their focus, refine their thinking in response to the task by answering questions, gathering and organizing evidence, and conducting research, form their claims, and develop skills in composing presentations.
- **Develop presentations:** Students develop and revise presentations so that they conform to the expectations of a 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.

The Write Approach

- **Prepare to write:** Students work to understand the task and determine their focus, refine their thinking in response to the task by answering questions, gathering and organizing evidence, and conducting research, 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 a 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.

CREATING PRODUCTIVE CLASSROOMS

Whether listening to texts read aloud, engaging in conversations with peers, or delivering a formal presentation, oral language plays a critical role in the development of students' literacy. Throughout high school, 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 9-12 (2020) provide multiple opportunities for students to develop their oral language and to engage in productive conversations. Productive conversations allow students to express their ideas through writing or speaking, listen carefully and understand 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.¹

The following are steps to create a productive classroom.

Step One: Develop a deep understanding of the text or topic under discussion.

Prior to engaging in the unit, read all the texts in the unit and review the unit assessments. 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.

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 environment² 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.

Pair and group students strategically. There are many factors to consider when 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.

¹ Michaels, S., & O'Connor, C. (2012). *Talk Science Primer* [PDF]. Cambridge, MA: TERC. Retrieved from https://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf

² <http://www.tolerance.org/publication/classroom-culture>

Homogeneous 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 extremely extroverted student with an extremely 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 pairs or groups.

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.

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.

Sample Discussion Norms

Be prepared: Come to the discussion prepared, having formed a claim and gathered evidence.

Demonstrate understanding: Support your ideas by referring to evidence from texts and other research on the topic or issue to demonstrate understanding.

Take notes: Record the claims, reasons, and evidence, summarizing points of agreement and disagreement and taking note of how to support or refine your claim.

Communicate effectively: Use language similar to the language in the conversation stems and strategies to accomplish your purpose in communicating.

Engage actively: Invite and allow others to speak at least once, stimulating a thoughtful, well-reasoned exchange of ideas and ensuring a full range of positions on a topic or issue are heard.

Listen: Pay attention to and acknowledge others, thoughtfully considering their ideas.

Continue the conversation: Address your peers and listen to and build on each other's thoughts by posing and responding to questions that make connections among ideas and probe the thinking of others.

Remain open: Be willing to change your ideas or perspective based on new, credible information.

Refine and revise: Revisit, refine, and revise understanding and knowledge based on the discussion, resolving contradictions when possible and determining when additional information or research is required.

Reflect critically: Think about and evaluate the success of the discussion and how well you and your peers followed these norms.

Step Four: Guide conversations with “talk moves” to determine student understandings and clear up misconceptions.

Engaging in productive classroom conversations can help students develop more complex thought 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.³ If students are not providing responses similar to the lesson look-fors, 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 conversations by tracking student responses and/or scripting conversations. Be sure to provide feedback to students as suggested in Step Three.

Teacher Talk Moves⁴

Use these prompts during discussions to guide students in taking ownership of their thinking and meeting each goal. Wait time is also useful for meeting each conversation goal. Allow enough time after asking a question for students to think through their responses, before responding to student ideas, in order to encourage students to add more information.

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?”

³ 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.

⁴ Adapted from <https://www.nsta.org/conferences/docs/2015SummerInstituteElementary/NineTalkMovesFromTERC.pdf>.

- “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?”

SUPPORTING ALL STUDENTS

Support is central to the design of the ELA Guidebooks 9-12 (2020). Guidebook units are organized around text sets, which support knowledge and vocabulary development. Guidebook units also use backward design, so all students, including diverse learners, understand the demands of the unit and have ample opportunities to build and practice their skills before they complete culminating tasks. Additionally, the following principles undergird the design of the guidebook units.

Guiding Principles for Diverse Learners⁵

1. All students should regularly engage with meaningful, grade-appropriate complex texts.
2. All students should have full access to grade-level content and engage in academic discourse and meaningful interactions with others around this content, even with developing language.
3. All students, regardless of ability, 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 and should build on and enhance what occurs during regular instruction.
5. Students' language, literacy, and cultural knowledge are assets that should be leveraged as they develop and express their understanding in a new language.
6. Language instruction should be integrated with reading and writing instruction and focused on making meaning and communication.

Guidebook Supports

The ELA Guidebooks 9-12 (2020) include multiple layers of support to address the needs of diverse learners during whole-class and small-group instruction. To provide multiple supports, each lesson includes core and optional activities. Optional activities are built-in support for diverse learners. These are generally focused on building background knowledge required for understanding but not included in the texts of the unit, practicing reading fluency, and building language skills such as vocabulary knowledge, syntax analysis, and composition skills. Use the optional activities with the whole class or small groups of students.

Every activity includes in-the-moment supports you can use during an activity to provide quick support for diverse learners.

In addition to the optional activities and in-the-moment supports, use the following practices to support diverse learners.

- When reading a text aloud, provide a synonym or student-friendly definition for a difficult word.
- When speaking, model correct tone, voice, and intonation and draw attention to how these might change depending on the situation and task.

⁵ 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_opportunities_for_ells.7.14.16.pptx

- Allow students learning English as a new language to engage in class conversations using language that may still have imperfect features. In other words, when providing feedback, focus on the content of the discussion or comment rather than the grammar.
- Learn about and incorporate students' home language and cultural knowledge into the instruction to encourage understanding of literacy concepts, vocabulary, and content knowledge.
- Observe students as they engage in conversations with peers. Give students specific action steps and/or goals to accomplish in the next conversation. Observe the next conversation and provide additional feedback on students' progress.

APPENDIX

Use the following checklists to support implementation of the ELA Guidebooks 9-12 (2020).

Planning Checklist for Teaching a Guidebook Unit

- Review the [course-at-a-glance](#).
- Determine which three development guidebook units will you teach.
- Be sure you understand the instructional approaches for reading, discussing, presenting, and writing and how the guidebooks support all students.
- Determine how you will structure your classroom and schedule your time to teach all students.
- Read the evaluation plan.
- Read the text overview.
- Access, read, and analyze the guidebook unit texts.
- Reread the evaluation plan and access the rubric.
- Identify the knowledge, skills, and habits students need to build over the course of the unit to be successful on the culminating task.
- Review the section diagnostics for each section.
- Identify how each section diagnostic prepares students for the culminating task.
- Review the section overview for the first section of the unit.
- Review the lesson overviews for the first section.
- Create a “road map” for the first section which identifies: (1) What knowledge, skills, and habits are built in the lessons? (2) How do the knowledge, skills, and habits prepare students for success on the culminating task?
- Identify the materials for the first section and be sure you have access to those materials in your classroom.
- Repeat this process for the remaining sections.

Guidebook Planning Road Map

Unit Title and Focus	
Read the evaluation plan.	
Read the text overview.	
Access, read, and analyze the unit texts. Jot notes, make connections among texts, and look for areas where students might struggle due to qualitative measures of complexity.	
Reread the evaluation plan and access the rubric.	
Analyze the culminating task and exemplar. What knowledge and skills do students need to be successful?	
Review the section diagnostics for each section.	
Identify how each section diagnostic prepares students for the culminating task.	
Jot additional notes and thoughts, including coplanning possibilities.	

Section No.	<p>(1) What knowledge, skills, and habits are built in the lessons?</p> <p>(2) How do the knowledge, skills, and habits prepare students for success on the culminating task?</p>	<p>Identify:</p> <ul style="list-style-type: none"> ● Texts ● Instructional Strategies ● Section Diagnostic Notes ● Optional Activities to Include
1		
2		
3		
4		
5		
6		
7		
8		
9		

Planning Checklist for Teaching a Guidebook Lesson

- Review your guidebook unit road map. Be sure you know the purpose of the lesson and its connection to the culminating task. Be sure to share this information with students as well.
- Review the lesson overview and identify the activities of the lesson.
- Decide which activities you will teach based on your students' support needs and your school schedule.
- Annotate the Teaching Notes. Make notes about pacing, revisions or additions to the questions, specific things to watch for with individual students and the in-the-moment supports.
- Identify the materials for the lesson and be sure you have access to those materials in your classroom.
- Make any anchor charts⁶ or additional classroom visuals to support students with the lesson.
- Prepare any other materials necessary for the lesson, such as writing statements of the board, gaining access to computers for research, etc.
- Determine and communicate with students (1) how each lesson prepares students for the culminating task and (2) the expected learning goals of each lesson.

⁶ 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/>.

ELA Classroom Structure

An effective ELA classroom is structured so that students receive instruction through whole-class instruction and small-group instruction and have time to engage in choice reading and writing. This structure helps students build the knowledge, skills, and habits necessary to read, understand, and express their understanding of meaningful texts and knowledge of substantive topics.

Set up your classroom so that it allows for a combination of whole-class instruction, small-group instruction, and choice reading time.

Core and some optional activities are best taught during whole-class instruction.

Across a year, all students may experience small-group instruction. Small-group instruction is time for all students to get their needs met, whether that involves additional support for meeting the lesson look-fors or providing opportunities to extend their learning. Groups should be flexible and change size and composition often. Form small groups based on evaluation of a wide variety of data (e.g., student test scores, student work, student responses during classroom discussions, and/or observation data from student group work). The content of small-group instruction should be connected to the guidebook unit being taught during whole-class instruction and can include optional activities. It sometimes may include support for skills below the grade level to fill in gaps so students meet the lesson-look fors.

Possible types of instructional tasks during small-group instruction:

- Students complete an optional activity to build additional background knowledge for the unit.
- Students complete an optional activity to read texts in their home language about the guidebook topic.
- Students read above-grade-level texts connected to the unit content to challenge them.
- Students practice reading texts fluently.
- Students complete an optional activity to build composition skills in preparation for writing.
- Students receive individualized oral feedback on their writing.

Choice reading time should be used for students to engage in a volume of reading based on their interests.

Example Schedules

Based on each school's schedule and each teacher's classroom, the timing of a guidebook lesson will look different. The examples of lesson timing below could take place in a single teacher's classroom over the course of a school year. Schedule your time based on the content of each guidebook lesson and your students' needs.

Schedule Description	Timing Example
High school with 52 minute classes; teaching three development guidebooks, and the application guidebook in a school year	Teach one guidebook lesson for 50 minutes
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 90 minutes
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 90 minutes

Reading Philosophy

Reading is the process by which we make meaning of written words. Being able to decode words automatically and fluently,⁷ 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).

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.

1. **Close Reading:** Students work in various groupings to analyze complex, grade-level texts through multiple readings of the same, or portions of the same, text to build skills in reading and understanding.
2. **Volume of Reading:** Students 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 wide variety of texts they select based on their interests and be held individually accountable for understanding what they read.

Close Reading ⁸	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

Close Reading in the Guidebooks

⁷ Access the [Reading Fluency Guide](#) to learn more about supporting students in reading complex texts.

⁸ From <http://achievethecore.org/file/4703>

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 don't know the thinking process they use to make meaning of or understand a text, which makes it hard to teach students who aren't proficient readers.

The reading approach in the guidebook lessons starts with establishing understanding, then deepens understanding, and finally extends understanding. The close reading activities in the guidebooks 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 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.

Volume of Reading in the Guidebooks

The background knowledge a reader possesses directly affects how well that person is able to understand a complex text. 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.

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, those who can read well often do more reading, which helps them learn more words, thus making them better at reading over time. Conversely, those who don't read well often do less reading, which means they learn fewer words, thus making them worse at reading over time.⁹ Therefore, it is essential that students are engaged in reading lots of texts, both during class and on their own outside of class.

Engaging students in a volume of reading works best when the following conditions are 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.¹⁰
- 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.

⁹ http://www.standardsinstitutes.org/sites/default/files/the_matthew_effect_in_elaliteracy.pptx

¹⁰ Websites like <http://www.readkiddoread.com> support students in selecting books based on their interests.

Accountability for choice reading is necessary, but it should also not be cumbersome for students, as one of the goals of engaging students in choice reading is to increase their enjoyment in reading. One way to hold students accountable is to ask them, at a few points in their reading, to talk or write about the text based on a grade-level standard.

Sample Independent Reading Protocol

Independent Reading Log for _____
(Independent Reading Text Title and Author)

	Date of next reading check-in	Reading Goal: Page _____ to Page _____	Initials
1			
2			
3			
4			
5			
6			
7			
8			
9			

Sample Independent Reading Protocol (continued)

To demonstrate you've met your reading goal, select one of the following standards and write a response addressing the selected standard. Be sure to include a written response for each of your reading goals.

- **Standard 2:** Determine a theme or central idea of your independent reading novel. Analyze how the theme emerges, including how it is shaped by the characters, setting, and/or plot. For example, what points of view or perspectives are portrayed in your independent reading text? How do they relate to and/or contrast one another? What message does this reveal?
- **Standard 2:** Write an objective summary of a scene or chapter of your independent reading novel.
- **Standard 3:** Select a scene from your independent reading novel. Analyze how the characters interact and develop over the course of the scene. How does the interaction advance the plot or develop the theme?
- **Standard 4:** Select a word or phrase from the text and determine how it is used in your independent reading novel.
- **Standard 5:** Analyze how the author's choice to structure the text, order events in the text, or manipulate time in the text create effects, such as mystery, tension, or surprise.
- **Standard 6:** Analyze how a particular point of view or culture experience in your independent reading novel is similar to, different from, or reflective of another work of literature.
- **Standard 7:** Analyze how the representation of a character, setting, or plot in your independent reading novel is similar to or different from the same subject or key scene in a different artistic medium.
- **Standard 9:** Analyze how the author of your independent reading novel draws on and transforms source material in their writing.

Demonstration of Understanding	
Date of check-in: _____ Did I meet my goal? Yes _____ No _____ If not, why not? _____ _____ _____ _____ _____ _____ _____ _____	

(Note: Students will need several copies of this table during the course of reading an independent reading novel.)

Vocabulary

At the heart of being able to read and understand complex texts is the ability to decode words automatically and fluently¹¹ 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 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, those who can read well get better at it as they get older, and those who don’t read well get worse at it as they get older.¹² 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.”

In the classroom, the main 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 meaningful texts and knowledge of substantive topics.

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

¹¹ Access the [Reading Fluency Guide](#) to learn more about supporting students in reading complex texts.

¹² http://www.standardsinstitutes.org/sites/default/files/the_matthew_effect_in_elaliteracy.pptx

- Words and phrases to teach
- Words and phrases to define

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 two to three words. For example, “accustomed” can be easily defined as “used to.”

Writing Philosophy

Writing is used both as an informal learning tool and as a formal way to express understanding of texts in the guidebook units. Students must have knowledge and understanding to write something meaningful, and students must also have skills to express their understanding clearly and coherently.

Goal One: Building Understanding and Knowledge

The 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, as all students have the opportunity to build their understanding of meaningful texts and knowledge of substantive topics through the guidebook lessons.

The backward design of the guidebook units also helps build understanding and knowledge. The guidebook units are divided into sections and sections are divided into lessons; the activities in each lesson (e.g., discussions, note taking, completing graphic organizers and smaller writing assignments) build toward the culminating task. Handouts included throughout the guidebook units help students make sense of content. These structures support students as they generate and organize their ideas for writing and research. All students who are engaged in the classroom work have the opportunity to express what they’ve learned along the way in the guidebook unit. This creates more opportunities for all students.

Goal Two: Developing Writing and Language Skills

Writing and language skills are developed through the core and optional activities of a guidebook unit. Use practice opportunities and the lesson look-fors to monitor whether students’ writing skills build over time. Some core and optional activities focus on developing word- and sentence-level language proficiency. Students are also asked to emulate the language and structure of complex texts to meet grade-level language standards.

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