

REIMAGINING EDUCATION DURING COVID-19 and BEYOND

Evidence, Look-fors, & Affirmation: A Practical Guide to Observations and Feedback in the ELA Classroom

**2020 Fall Virtual Instructional Leadership Conference
October 6-7, 2020**

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section on your screen and at www.gadoe.org/sdeevents
- **Questions:** Use the question box to type questions or comments throughout the presentation
- **Feedback:** We ask all participants complete the pop-up feedback survey after the close of the session
- **Recording:** A link to the session recording and certificate of attendance will be emailed in 24-hours
- **On Demand:** All sessions will be available on-demand following the conference on the [SDE Events and Conference webpage](#)

Agenda

1. EBPs & Look Fors in the ELA classroom
2. Equity & Look Fors
3. Look-fors & affirmative feedback

K-12 ELA Practices to Increase Literacy

- Make sense of text and persevere to understand it.
- Construct viable arguments and critique the arguments of others.
- Understand and use a variety of media.
- Look for and make use of literary features.

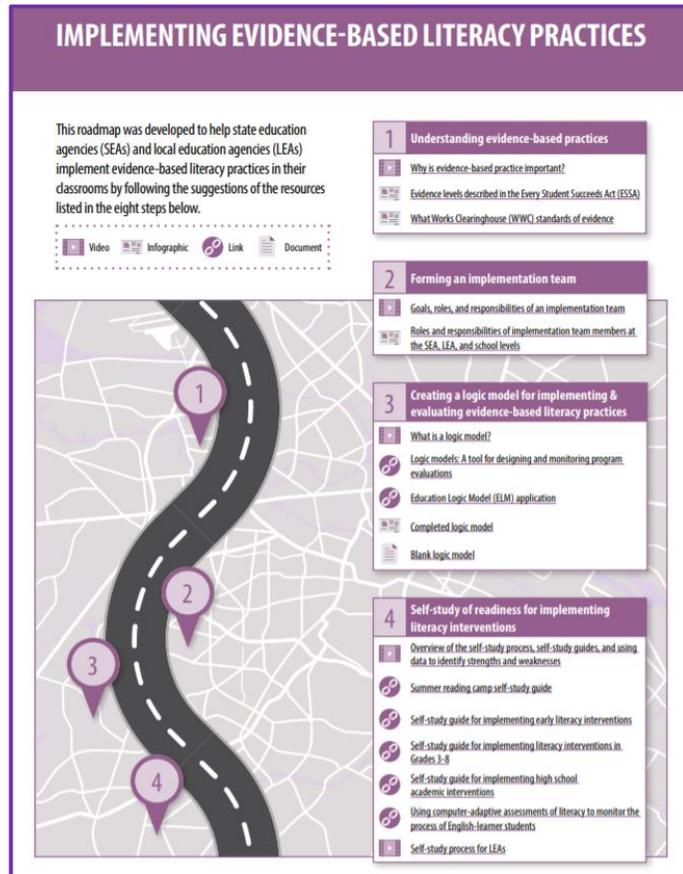
[English Language Arts Practices](#)

Ben Dickson (2018)

EBPs & Look-fors in the ELA Classrooms

Part 1

Roadmap for Implementing Evidence-Based Literacy Practices



[Source](#)

1. Understand EBPs
2. Form implementation team
3. Create logic model for evaluation
4. Self-study of readiness
5. Select EBPs
6. Select assessments
7. Implement EBPs
8. Evaluate

Evidence-based practice

WHAT IS "EVIDENCE-BASED" AS DEFINED BY THE EVERY STUDENT SUCCEEDS ACT?

(21) EVIDENCE-BASED.

(A) IN GENERAL.

Except as provided in subparagraph (B), the term 'evidence-based', when used with respect to a State, local educational agency, or school activity, means an activity, strategy, or intervention that

(i) demonstrates a **statistically significant effect on improving student outcomes or other relevant outcomes** based on

- (I) **strong evidence** from at least 1 well designed and well-implemented experimental study;
- (II) **moderate evidence** from at least 1 well designed and well-implemented quasi-experimental study; or
- (III) **promising evidence** from at least 1 well designed and well-implemented correlational study with statistical controls for selection bias; or

(ii) (i) demonstrates a **rationale based on high quality research findings or positive evaluation** that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and (ii) includes **ongoing efforts to examine the effects** of such activity, strategy, or intervention.

(B) DEFINITION FOR SPECIFIC ACTIVITIES FUNDED UNDER THIS ACT.

When used with respect to interventions or improvement activities or strategies funded under section 1003, the term 'evidence-based' means a State, local educational agency, or school activity, strategy, or intervention that meets the requirements of subclause (i), (ii), or (iii) of subparagraph (A)(i).

S.1177-289 – S.1177-290

REL SOUTHEAST
Regional Education Laboratory
at Florida State University

ies NATIONAL CENTER FOR
EDUCATION EVALUATION
AND REGIONAL ASSISTANCE
INSTITUTE OF EDUCATION SCIENCES

- “statistically significant effect on improving student outcomes or other relevant outcomes” ([ESSA](#))
 - Strong
 - Moderate
 - Promising

[Source](#)

Evidence-Based Practice

- Essentially, the instructional practice has a *sound record of success*.
- This record of success is *valid and reliable*.
- Accumulations of research mean that it has worked *over and over*
- *Educational practices should be based upon appropriate, sound, accumulation of research.*

Evidence-Based Literacy Improvement

Timothy Shanahan www.shanahanonliteracy.com @ReadingShanahan

Limits of evidence-based teaching

- Evidence-based does not mean that something *will* work.
- It only means that it *has worked*.
- There are *no automatic gains* in education
- **Quality supervision**, sufficient time for instruction, high-quality & well-prepared teachers, and our daily commitment to meeting the literacy needs of our students is needed to make any “evidence-based” approach work.

Evidence-Based Literacy Improvement

Timothy Shanahan www.shanahanonliteracy.com @ReadingShanahan

Skill? Strategy? EBP?

- **Skills:** meant to be carried out quickly, easily and without conscious attention
 - Abilities required to answer questions about texts and perform tasks (automatic)
- **Strategies:** active thinking about choices for understanding & performing (meta-cognitive)
 - Intentional & complex
- **Evidence-based practices:** instructional practice with a sound record of success on improving student outcomes

-Comprehension Skills or Strategies: Is there a difference and does it matter?

-10 Things Every Teacher Should Know About Reading Comprehension

Timothy Shanahan www.shanahanonliteracy.com @ReadingShanahan

Strategies vs. Skills

Strategies:

Intentional
Metacognitive
Reflective
Complex/multi-step
Probability of success
Approximation

Skills:

Automatic
Over-learning
Immediate
Simple/single step
Certainty of success
Accuracy

10 Things Every Teacher Should Know About Reading Comprehension
Timothy Shanahan www.shanahanonliteracy.com @ReadingShanahan

Reading Comprehension Skills

- Cause and effect
- Classify and categorize
- Compare and contrast
- Draw conclusions
- Fact and opinion
- Main idea
- Important details
- Inferences
- Sequence
- Bias and propaganda
- Problem and solution
- Identify theme
- Literal recall
- Tone
- Mood
- Etc., etc., etc.

10 Things Every Teacher Should Know About Reading Comprehension
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Reading Comprehension Strategies

- Summarizing
- Questioning
- Story mapping
- Monitoring
- Question answering
- Graphic organizers
- Mental imagery
- Prior knowledge

Students need to know the

- what
- when
- how
- why

of strategies

10 Things Every Teacher Should Know About Reading Comprehension
Timothy Shanahan www.shanahanonliteracy.com @ReadingShanahan

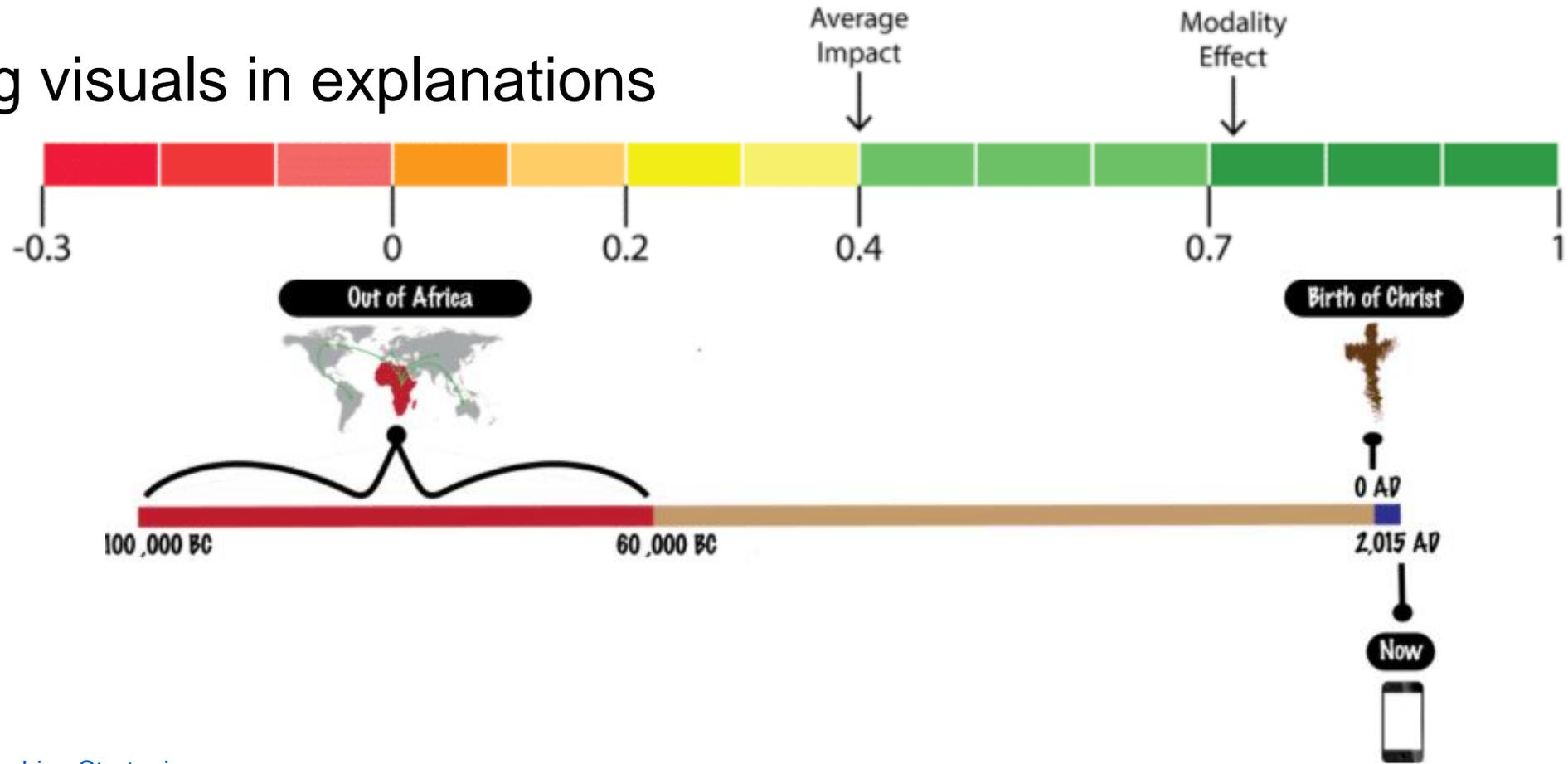
Which do you find teachers teaching the most in your schools/districts?



- A. Skills
- B. Strategies
- C. Both

6 High-impact EBPs

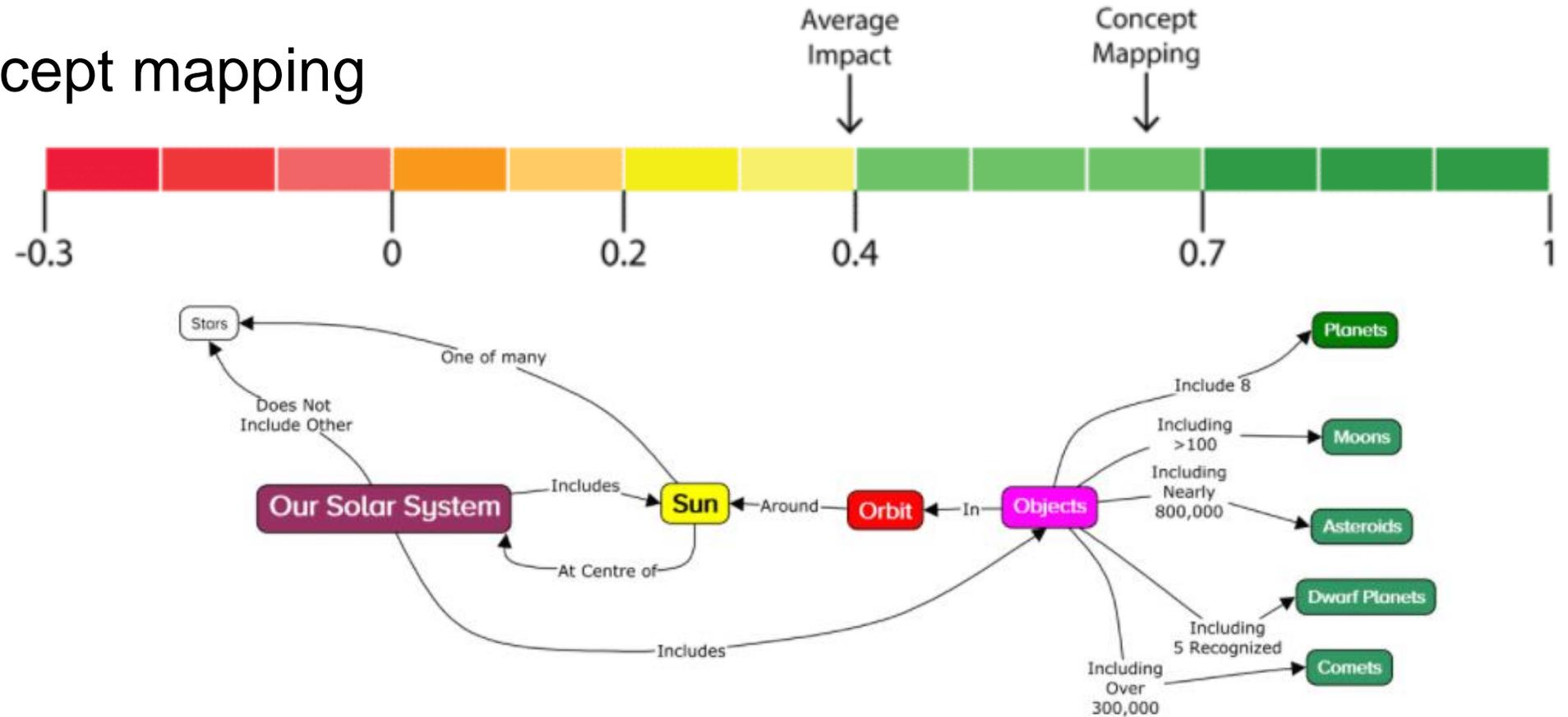
1. Using visuals in explanations



[6 High-impact Teaching Strategies](#)
Shaun Killian (2019)

6 High-impact EBPs

2. Concept mapping

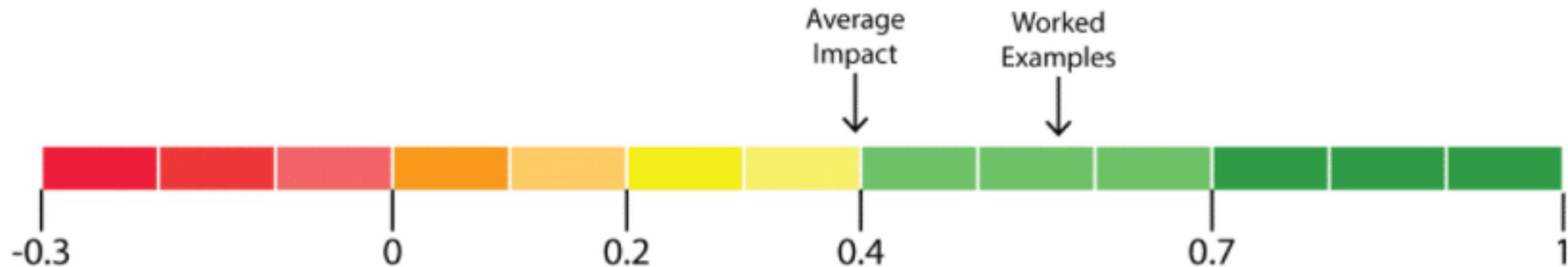


[6 High-impact Teaching Strategies](#)

Shaun Killian (2019)

6 High-impact EBPs

3. Using worked examples



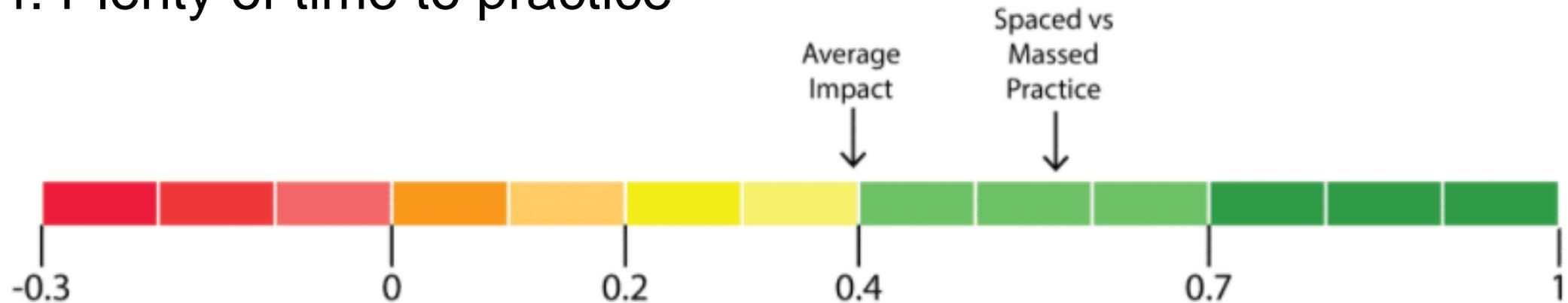
A worked example is a demonstration of the steps involved in solving a problem (i.e., modeling)

[6 High-impact Teaching Strategies](#)

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6 High-impact EBPs

4. Plenty of time to practice



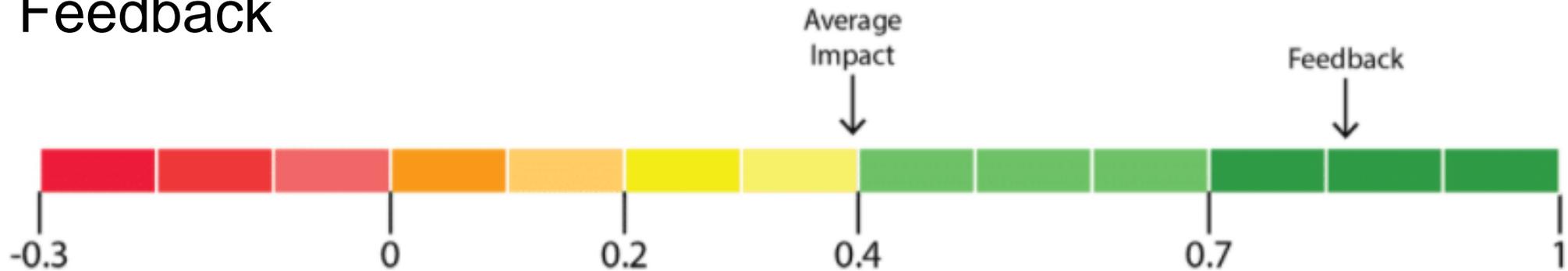
Practice that is spaced out over time is more effective than what is done in one sitting (massed).

[6 High-impact Teaching Strategies](#)

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6 High-impact EBPs

5. Feedback



Feedback involves:

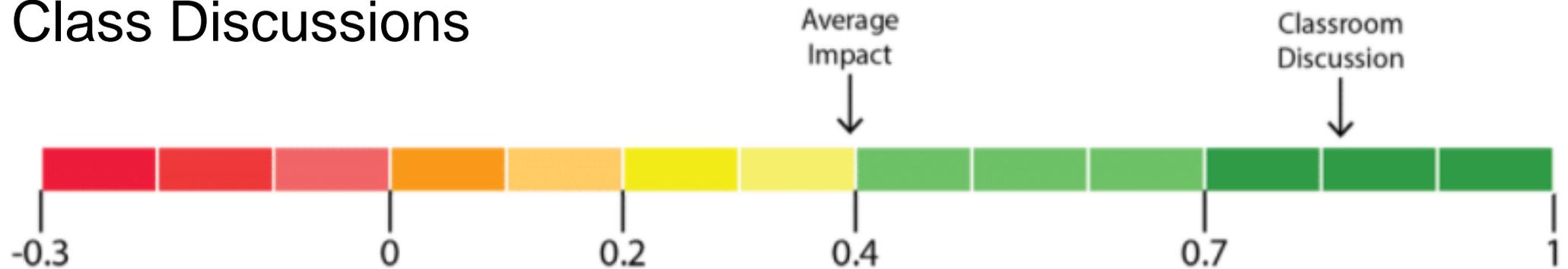
- ✓ Commenting on a student's work
- ✓ Helping them see how they can improve their work

[6 High-impact Teaching Strategies](#)

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6 High-impact EBPs

6. Class Discussions



- ✓ Instructional Conversation
- ✓ Questioning the Author
- ✓ Literature Circles
- ✓ Collaborative Reasoning

[6 High-impact Teaching Strategies](#)

Shaun Killian (2019)

Which EBP is/are least commonly used in your schools/districts?



- A. Using visuals in explanations
- B. Concept mapping
- C. Using worked examples
- D. Plenty of time to practice
- E. Class discussions

Guides for Look-fors

GaDOE Instructional Framework

GaDOE Pervasive Practices in ELA



**STANDARDS-BASED CLASSROOM
INSTRUCTIONAL FRAMEWORK**

DEPARTMENT OF
SCHOOL & DISTRICT
EFFECTIVENESS



Instructional Framework

20% 20% 55% 5%

Opening Transition Work Session Closing
Time will vary based on instructional focus

PERVASIVE LESSON PRACTICES

Teacher will embed pervasive practices throughout lesson based on instructional focus

Literacy Across the Content:

- Disciplinary literacy
- Content literacy
- Close reading
- Disciplinary research/reading to learn

Writing Across the Content

- Content writing
- Writing process
- Writing to learn

Vocabulary Development:

- Academic vocabulary
- Content vocabulary
- Discipline vocabulary
- Engages in classroom talk reflective of discipline-specific habits of thinking

Formative Assessment:

- Formal assessments
- Informal assessments
- Standards-based feedback

Classroom Culture:

- Models practices and procedures
- Encourages risk-taking and collaboration
- Demonstrates high expectations in classroom discourse

OPENING

Teacher:

- Introduces standard(s), learning target(s) and success criteria
- Engages students/accesses prior knowledge and makes connections
- Provides explicit instruction aligned to standard(s), including skill development and conceptual understanding
- Models problem-solving and comprehension strategies
- Asks challenging questions

Student:

- Accesses prior knowledge
- Engages in note-taking strategies
- Participates in classroom discussions; investigates and analyzes thinking
- Asks thought-provoking and clarifying questions using language of the standards

TRANSITION TO WORK SESSION

Teacher:

- Provides guided student practice
- Engages students in discipline-specific discussion
- Introduces organizing tools
- Reviews learning targets, success criteria and expectations for work

Student:

- Engages in guided practice
- Participates in discussion
- Prepares organizing tools
- Asks clarifying questions

WORK SESSION

Teacher:

- Facilitates independent and small group work; scaffolds learning task
- Purposefully assigns collaborative groups and differentiates tasks
- Monitors, assesses and documents student progress and provides standards-based feedback
- Provides small group instruction
- Allows students to engage in productive struggle, make mistakes, and engage in error analysis
- Conferences formally and informally with students

Student:

- Engages in independent or collaborative learning
- Demonstrates proficiency on skills and concepts related to content standards
- Completes conceptually rich performance tasks, research or guided practice
- Conferences with teacher and receives standards-based feedback

CLOSING

Teacher:

- Formally or informally assesses student understanding
- Provides data-driven, standards-based targeted feedback to students
- Explicitly clarifies misconceptions in student understanding
- Summarizes and celebrates progress toward learning target and mastery of standard(s)
- Identifies next steps for instruction based on data analysis

Student:

- Shares, assesses, and justifies work using language of the standards
- Provides peer feedback and asks clarifying questions using language of the standards
- Reflects and summarizes progress toward mastery of learning target/standard based on success criteria

Georgia Department of Education
July 2016 • Page 1 of 1



Pervasive Lesson Practices in English Language Arts

The lists below represent "look fors" during ELA lessons. Note: Please be reminded that this is **not an exhaustive list**, but rather a list of sample indicators of practices that may be observed during an ELA lesson.

Literacy Across the Content: Reading			
Disciplinary Literacy (specialized reading practices)	Content-Area Literacy (general reading strategies)	Close Reading	Disciplinary Research/Reading to Learn
Teachers modeling how to use information from visual charts and graphs to deepen understanding of the text	Teachers providing explicit instruction on text features (e.g., boldface headings, vocabulary, captions)	Students reading independently while annotating text	Students accessing information on a topic from credible sources using written and digital resources
Teachers providing explicit instruction on discipline-specific text features (e.g., charts, graphs, diagrams, boldface vocabulary)	Teachers providing opportunities for real world application or creative application of content (e.g., students use digital platform to communicate information)	Teachers modeling text annotation	Students organizing and analyzing accumulated evidence.
Students analyzing information from a primary and/or secondary source documents (e.g., newspaper article, survey, map, research article, etc.)		Teachers modeling critical thinking and analysis	Students demonstrating fidelity to research format. (e.g. labs, argument essay, speeches, editorials)
		Students engaging in think-pair-share after reading a "chunk" of text	
		Students moving from Think-Pair-Share to small group discussion to large group discussion	
		Students analyzing information from several texts (written, digital, visual, speech)	

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November 21, 2016 • Page 1 of 5

Resources for Look-fors

Leading Professional Learning: Building Capacity Through Teacher Leaders > Module 6 > Reading 2: Power Tool: Look Fors

Power Tool: Look Fors

Good professional development includes clearly defining what appropriate and effective instructional innovation looks like in the classroom. Implementing a new innovation requires that every teacher participates in the plan at a high level. An essential part of creating effective professional development is setting clear expectations. Look fors help establish standards for high-quality innovations in the classroom and bridge the gap between learning what to do and doing it.

Definition and Purposes for Look Fors

A look for is a clear statement that describes an observable teaching or learning behavior, strategy, outcome, product, or procedure. Observers search for look fors when they visit a classroom or examine student work. Teachers can reflect on look fors to compare their teaching practices to established standards, define what they learn through professional development, and develop descriptors for classroom practice. School and district leaders can use look fors to define standards for all classrooms, identify achievable and identifiable improvements, and unify a school around a common focus and set of practices.

Examples of Look Fors

Generic look fors have clear descriptions or indicators on classroom design, general standards for curriculum implementation, and instructional techniques. These general standards are good starting points for teacher team discussions about good teaching practice. Specific look fors describe a detailed teaching technique or proven practice. These look fors are directly connected to specific innovations that teachers study in professional development workshops.

Nancy worked with an elementary school faculty to create a set of look fors on a writer's workshop. During the workshop, teachers studied findings from leading thinkers and authors such as Lucy Calkins (1994), Nancie Atwell (1987), Donald Graves (1983), and Ralph Fletcher and JoAnn Portalupi (2001). Teachers began to put the writing techniques into practice and experimented

Source: From *Align the Design: A Blueprint for School Reform* (Chapter 6: "Developing Powerful Professional Development," pp. 106-111) by N. J. Mooney and A. T. Mausbach, 2008, Alexandria, VA: ASCD. Copyright 2008 by ASCD. Reprinted with permission.

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School Leader's Literacy Walkthrough

Kindergarten, First, Second, and Third Grades

Introduction	2
Overview of the Tool	2
Using the Tool	2
Pre-Walkthrough Meeting Guide.....	3
Post-Walkthrough Meeting Guide.....	4

Marcia Kosanovich
Kevin Smith
Trudy Hershey
LaTara Osborne-Lampkin
Barbara Foorman
August 2015

REL southeast
REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY

FLORIDA STATE UNIVERSITY
FCRR

This School Leader's Literacy Walkthrough was developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

IES Institute of Education Sciences

Regional Educational Laboratory Southeast
At Florida State University

Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4-12

REL 2020-018
U.S. DEPARTMENT OF EDUCATION

A Publication of the National Center for Education Evaluation and Regional Assistance at IES

Which tool(s) will be most helpful to your work moving forward?

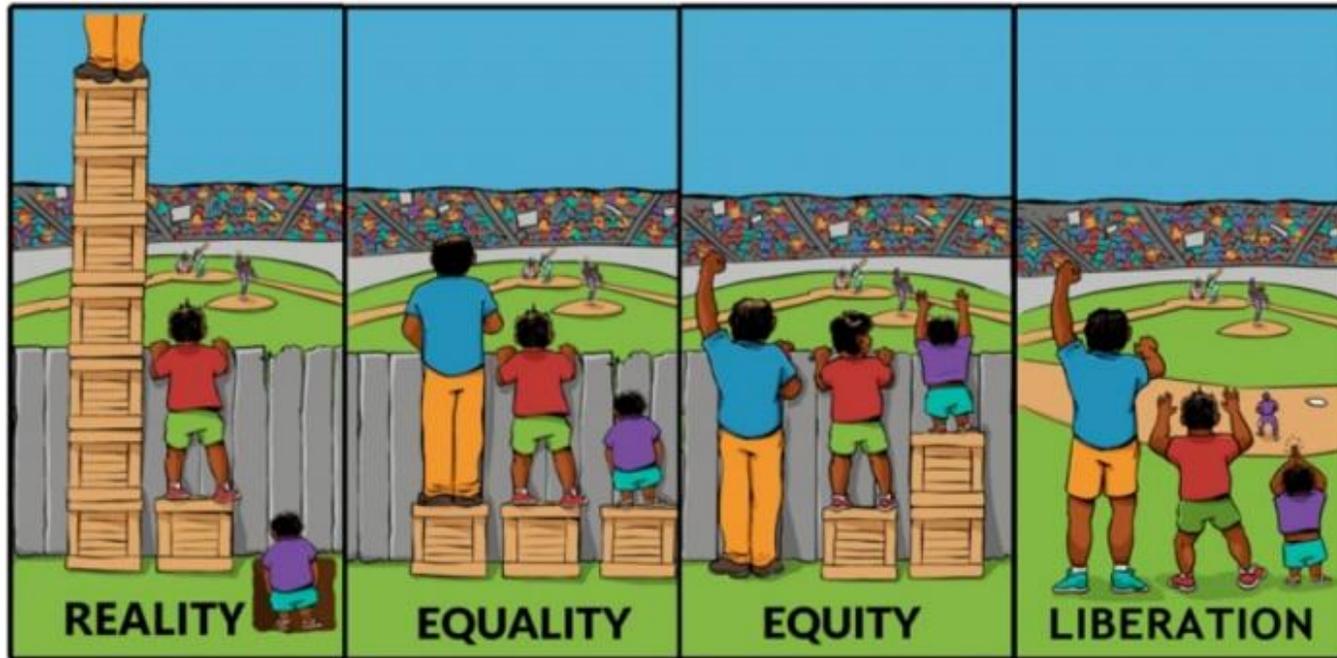


- A. Instructional Framework
- B. Pervasive Practices in ELA
- C. Literacy Walkthrough Checklists
- D. All of the above

How to Make the Literacy and Equity Connection

Part 2

Equity in Literacy Planning



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“Educational equity means that all students should have access to the right resources they need at the right moment in their education, regardless of their race, gender, sexual orientation, disability, ethnicity, language, religion, family background, or family income.”

The Aspen Institute

Which of the following is an example of an equitable instructional process?



- A. Giving all students the same assignment
- B. Assigning students different work based on their racial identification
- C. Telling families that if classroom instruction is not working for their students, they should teach the materials at home
- D. Letting students work toward the same outcome using different learning modalities

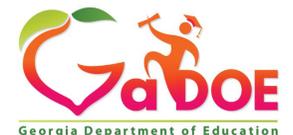
Equity Instructional Planning Look-fors



Equity Instructional Planning Look Fors

Big Ideas	Teacher Look Fors	Student Supports
Content Standards	<p>This lesson aligns to the Georgia Standards of Excellence.</p> <p>This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).</p>	<p>All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence.</p> <p>Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. <i>Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEDAR-GA Project website. Use the following link to access that information: Georgia Department of Education</i></p>
Multiple Modalities	<p>This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.</p>	<p>Present materials in multiple ways. <i>This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.</i></p> <p>The students should be able to show their knowledge in multiple formats. <i>Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.</i></p>
Coherent Instruction	<p>This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.</p>	<p>Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below:</p> <ul style="list-style-type: none"> • Add some time for students to process material. • Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors. • Chunking the material. • Repetition may be required for some students. • Provide visual representations.
Individualized Education Program	<p>This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.</p>	<p>The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom.</p> <p>Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link Georgia Department of Education.</p>

This document was created to assist in evaluating lessons for equity during the planning process.



Driving Practices & Unified Skillsets for ELA

This document contains holistic, standards-based skillsets for grades K-12. These unified skillsets support specific driving practices that are integral parts of meaningful and purposeful learning in English language arts.



June 2020



Literary Texts.

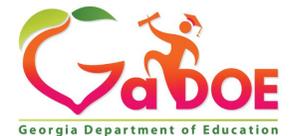
- RI.1:** Textual Evidence in Informational and Literary Nonfiction Texts
- RL.1:** Textual Evidence in Literary Texts
- RI.4:** Word Choice in Informational and Literary Nonfiction Texts
- RL.4:** Word Choice in Literary Texts
- RI.9:** Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts
- RL.9:** Analyze, Compare, Contrast, Connect, Disconnect Literary Texts
- RI.10:** Read and Comprehend a Variety of Grade-Level Informational and Literary Nonfiction Texts
- RL.10:** Read and Comprehend a Variety of Grade-Level Literary Texts

6 th Grade	7 th Grade	8 th Grade
ELA.GSE.6.RI1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.7.RI1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	ELA.GSE.8.RI1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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ELA.GSE.6.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	ELA.GSE.7.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.GSE.8.RI4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELAGSE6RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	ELA.GSE.7.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	ELA.GSE.8.RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
ELA.GSE.6.RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	ELA.GSE.7.RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	ELA.GSE.8.RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

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12

June 2020



How to Weave it All Together

Start with the Standards

Literary Texts.
RI.1: Textual Evidence in Informational and Literary Nonfiction Texts
RL.1: Textual Evidence in Literary Texts
RI.4: Word Choice in Informational and Literary Nonfiction Texts
RL.4: Word Choice in Literary Texts
RI.9: Analyze, Compare, Contrast, Connect, Disconnect Informational and Literary Nonfiction Texts
RL.9: Analyze, Compare, Contrast, Connect, Disconnect Literary Texts
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ELA.GSE.6.RI9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	ELA.GSE.7.RI9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing the different evidence or advancing different interpretations of facts.	ELA.GSE.8.RI9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Georgia Department of Education 12 June 2020

6th Grade: Cite textual evidence

7th Grade: Cite several pieces of textual evidence

8th Grade: Cite the best piece of textual evidence

Big Ideas



Equity Instructional Planning Look Fors

Big Ideas	Teacher Look Fors	Student Supports
Content Standards	<p>This lesson aligns to the Georgia Standards of Excellence.</p> <p>This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).</p>	<p>All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence.</p> <p>Making content more accessible for all students can be accomplished using High Leverage Practices. These high leverage practices can be used to in every classroom to assist students in learning the material. <i>Some examples of high leverage practices are providing scaffolded supports, use explicit instruction, use flexible grouping and use strategies to promote active student engagement. More information is available on the CEEDAR-GA Project website. Use the following link to access that information: Georgia Department of Education</i></p>
Multiple Modalities	<p>This lesson utilizes the principles of Universal Design for Learning to assist ALL students in accessing, using and expressing the material.</p>	<p>Present materials in multiple ways. <i>This could include using articles, videos, verbally explaining to the student, making the lesson tactile, making the lesson visual and having inquiry.</i></p> <p>The students should be able to show their knowledge in multiple formats. <i>Some of these formats could include writing, verbally explaining, discussion, creating a play, drawing or creating a presentation.</i></p>
Coherent Instruction	<p>This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students.</p>	<p>Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below:</p> <ul style="list-style-type: none"> • Add some time for students to process material. • Provide explicit instruction in using graphic organizers, other instructional materials and social-emotional behaviors. • Chunking the material. • Repetition may be required for some students. • Provide visual representations.
Individualized Education Program	<p>This lesson is providing Specially Designed Instruction for each student with disabilities in the classroom.</p>	<p>The IEP Team determines the individualized accommodations that each child requires to be successful in the general education classroom.</p> <p>Ensure that the lesson adapts content, methodology and delivery of instruction as part of Specially Designed Instruction to address each student's unique needs in the class based on their disability to ensure access of the child to the general curriculum so that students can meet the same education standards that apply to all children. More information is available at the following link Georgia Department of Education.</p>

Content Standards

This lesson aligns to the Georgia Standards of Excellence.

This lesson addresses all parts of the Georgia Standards of Excellence (not just the content).

All our students should be working toward learning the content that is outlined in the Georgia Standards of Excellence.

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Providing equity in the classroom can take many forms depending on the student population which leads to the importance of differentiated instruction. The teacher should consider student needs and then differentiate instruction. A few examples of things to consider when differentiating are included below:

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Which section(s) of the Equity Instructional Look-fors document needs the most attention in your school/district?



- A. Content Standards
- B. Multiple Modalities
- C. Coherent Instruction
- D. Addressing the IEP



Equity Lesson Planning Look-fors Walkthrough Tool Example

- Formative
- Can be used by school leaders, coaches, department chairs and teachers
- Can be used before or after instruction has occurred
- **Non-evaluative**

Equity Instructional Planning Look Fors Walkthrough Example for ELA

Descriptor	Unit/Lesson Look Fors
<p>Content Standards</p>	<ul style="list-style-type: none"> ○ All students are working toward learning the content that is outlined in the Georgia Standards of Excellence for ELA. ○ The content is made more accessible for all students using High Leverage Practices. <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ scaffolded supports ○ explicit instruction ○ flexible grouping ○ engagement strategies
<p>Multiple Modalities</p>	<ul style="list-style-type: none"> ○ Material is presented in multiple ways. <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ utilizing media ○ using read alouds ○ making the lesson tactile ○ making the lesson visual ○ The students can show their knowledge in multiple formats. <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ including writing ○ talking about their learning ○ utilizing media ○ writing in many modes ○ creating visual representations ○ creating a presentation
<p>Coherent Instruction</p>	<ul style="list-style-type: none"> ○ This lesson considers the needs of students in the classroom and provides for the needs of those students using differentiated instruction to reach ALL students. <ul style="list-style-type: none"> • Examples: <ul style="list-style-type: none"> ○ providing student choice ○ providing explicit instruction in using graphic organizers and other instructional materials ○ chunking the material ○ repeating instructions ○ tiering assignments
<p>Individualized Education Program</p>	<ul style="list-style-type: none"> ○ This lesson is providing Specially Designed Instruction for each student with a disability in the classroom. ○ The lesson adapts <ul style="list-style-type: none"> ○ Content ○ Methodology ○ Delivery of instruction

Let's Do a Walkthrough



Content Standards



In which section(s) do you find evidence of Content Standards?

- A. Big idea/Topic
- B. Standard Alignment
- C. Instructional Design

Big Idea/ Topic
Introduction to Short Story Unit Skill: Plot Elements

Standard Alignment
<p>ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p>ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain- specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts</p> <p>ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.</p>

Instructional Design	
Lesson Description	Introduction to Short Story Unit (Plot Elements)
Materials	<ul style="list-style-type: none"> • Thank You M'am by Langston Hughes • Thank You M'am Audio • Thank You M'am Clip • Thank You M'am Warm Up • Narratives PowerPoint or watch Learn Plot Diagram Using Movie Clips (5:45 minutes). • Student Handout(s) <ul style="list-style-type: none"> ○ Plot Diagram ○ Interactive Plot Diagram ○ Narratives Guided Notes

Multiple Modalities



7th Grade

Sample English Language Arts Learning Plan

Big Idea/ Topic
Introduction to Short Story Unit Skill: Plot Elements

Standard Alignment
<p>ELAGSE7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).</p> <p>ELAGSE7L6: Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ELAGSE7RL10: Read and Comprehend a Variety of Grade-Level Literary Texts</p> <p>ELAGSE7SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics and texts, building on others' ideas and expressing their own clearly.</p>

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Opening	<ul style="list-style-type: none"> Thank You M'am Warm Up Asks: "When was the last time you told someone, 'Thank you?' What did they do that was deserving of thanks?" 	<ul style="list-style-type: none"> Students respond to the prompt in 3-5 complete sentences: When was the last time you told someone, "Thank you?" What did they do that was deserving of thanks?
Transition to Work Session	<p>Teacher:</p> <ul style="list-style-type: none"> Reviews academic language/terms related to plot elements using PowerPoint "Plot Elements" or watching Learn Plot Diagram Using Movie Clips. Point of view (1st and 3rd) Plot elements (exposition, rising action, climax, falling action, resolution). Conflict (internal/external) Guided notes can be used for struggling learners 	<p>Student:</p> <ul style="list-style-type: none"> Student takes notes during PPT presentation or during video using Guided Notes document can be used if needed.
Work Session	<p>Teacher:</p> <ul style="list-style-type: none"> Distributes student handout "Plot Diagram" and has students complete the plot diagram as they complete the Second Read. Students can also complete an interactive plot diagram if technology is available. 	<p>Student:</p> <ul style="list-style-type: none"> First Read: Reading may be silent reading, popcorn reading, teacher-led, or reading along with audio version of the story. Second Read: Reading may be silent reading or reading along with audio version of the story. Student completes "Plot Diagram" while reading "Thank You M'am" by Langston Hughes.
Closing	<p>Teacher:</p> <ul style="list-style-type: none"> If taught remotely: Teacher displays the plot diagram on the screen and invites students to provide input to complete the handout as a class. Teacher may solicit input in general or from specific students. Teacher clarifies misconceptions, summarizes and encourages progress, and identifies next steps: Tomorrow, we'll take a quiz and complete a quick write for "Thank You M'am". 	<p>Student:</p> <ul style="list-style-type: none"> Uses academic language to identify plot elements. Asks clarifying questions; provides feedback to peers. Summarizes and reflects on how author's use plot elements to create an effective story.



In which section(s) do you find evidence of Multiple Modalities?

- A. Standard Alignment
- B. Materials
- C. Transition to Work Session
- D. Work Session



Coherent Instruction



Opening	<ul style="list-style-type: none"> • Thank You M'am Warm Up Asks: "When was the last time you told someone, "Thank you?" What did they do that was deserving of thanks?" 	<ul style="list-style-type: none"> • Students respond to the prompt in 3-5 complete sentences: • When was the last time you told someone, "Thank you?" What did they do that was deserving of thanks?
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In which section(s) do you find evidence of Coherent Instruction?

- A. Opening
- B. Transition to Work Session
- C. Work Session
- D. Closing

Individualized Education Program

Evidence of Student Success

- Student will be able to accurately identify the story's plot element and conflicts.
- Student will be able to support his/her responses using academic language and textual evidence.

Considerations for Online and Offline Learning

- **Asynchronous:** Student works completely independently. Views PowerPoint and takes notes, reads/listens to short story, downloads Plot Diagram worksheet and uploads completed work to teacher for e-feedback.
- **Synchronous:** Instructor displays writing prompt, allows students time to reflect and prompts them to share on-line through live video. Teacher presents PowerPoint or YouTube video and supplements explanations, asks questions, evaluates student understanding. Students read/listen independently, complete Plot Diagram handout independently, and teacher can choose to return to Zoom/Teams/Google Classroom to solicit student response and evaluate understanding. Alternatively, teacher could put students in electronic "groups" and allow time for group discussion and collaboration.
- **Offline/Unplugged:** Students are provided with printed materials: copy of notes, short story, and plot diagram and works independently.

Student Learning Supports

- **For auditory/visual learners,** introduce elements of the plot diagram using the following [Learn Plot Diagram Using Movie Clips](#) (5:45 minutes).
- **For auditory learners or struggling readers,** utilize the [Thank You M'am Audio](#)
- Teacher may choose to record narration over PowerPoint
- Teacher may use a document camera to annotate the "Plot Diagram" worksheet with students and save share the file with students.
- Students who may struggle organizing information could use the Guided Notes PPT or Handout for notetaking.
- For other considerations, visit the [Universal Design for Learning in Education](#) webpage.

Engaging Families

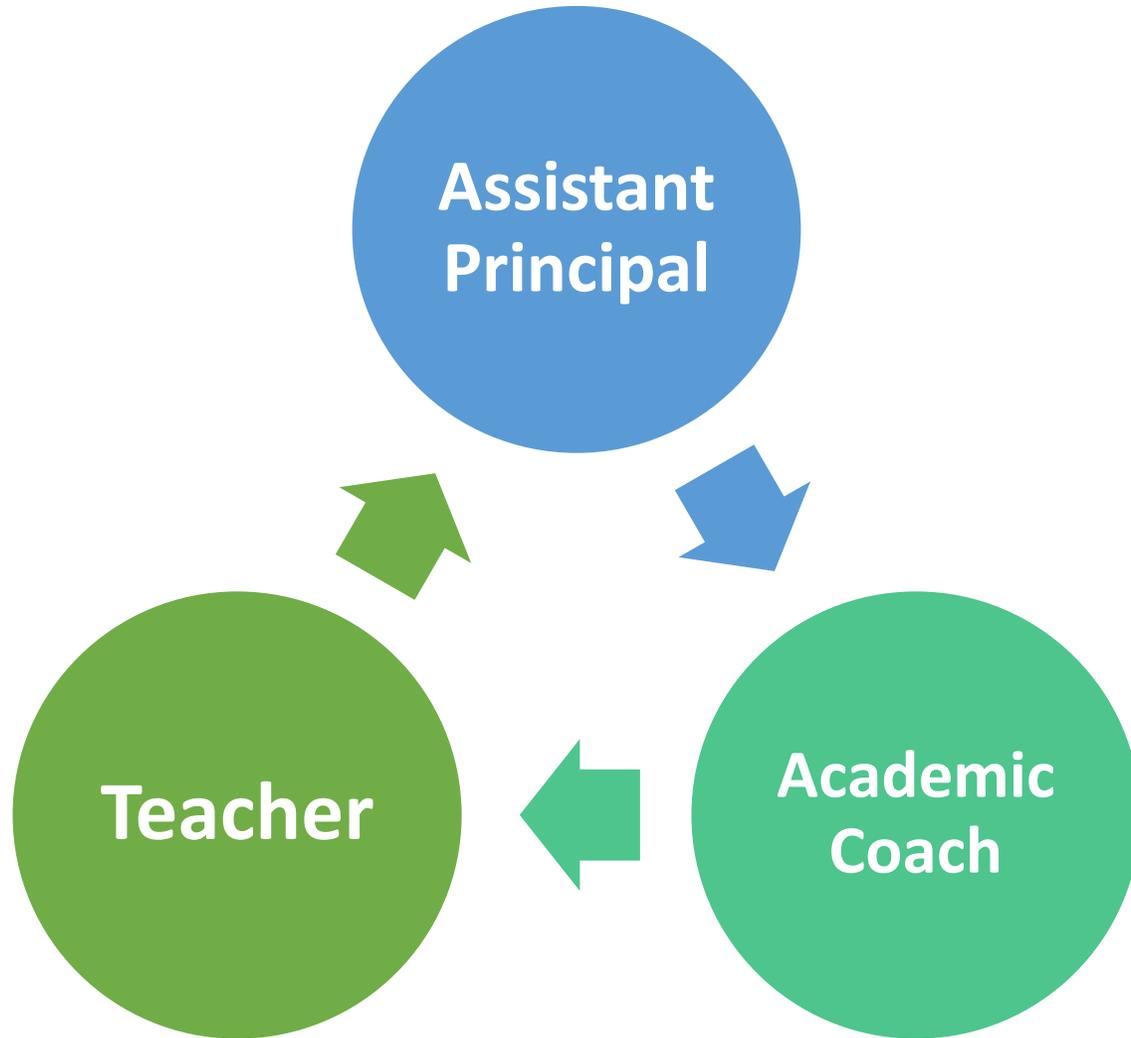
- Parents/Guardians may choose to read aloud with student or have student read to them.
- Parents can reinforce student's understanding of plot elements and conflict by using examples from stories and movies with which the student is familiar.



In which section(s) do you find evidence of Multiple Modalities?

- A. Considerations for Online and Offline Learning
- B. Student Learning Supports
- C. Engaging Families

Circle of Viewpoints



I am thinking of equitable planning from the point of view of...



I think... (*describe equitable planning from your viewpoint*), because...



A question/concern I have from this viewpoint is...

Affirmative Feedback

Part 3

Effective Feedback

- Goal-referenced
- Tangible & transparent
- Actionable
- User-friendly
- Timely
- Ongoing
- Consistent

[Seven Keys to Effective Feedback](#)

Grant Wiggins

What Educational Leaders Can Do to Give Affirmative Feedback to Teachers

- **Make time for teachers**
- Outline **expectations**
- **Encourage** goal-setting
- Offer **immediate** feedback
- Identify **strengths**
- **Positive environment**

[5 Strategies Principals Can Use to Give Feedback to Teachers](#)



Elevator Pitch

If you could share only one piece of information from today's presentation in an elevator pitch, which would you feel **MOST** comfortable discussing?

- A. EBPs & Look-fors in the ELA Classrooms
- B. How to Make the Literacy and Equity Connection
- C. Affirmative Feedback



Instructional Videos

GaDOE - Best Practices: Coaching Session

<https://vimeo.com/nightglass/review/262256003/725583f943>

GaDOE - Best Practices: Luz Montanez, 2nd Grade

<https://vimeo.com/nightglass/review/262261101/5f76028708>

GaDOE - Best Practices: Tori Sinco, 5th Grade

<https://vimeo.com/nightglass/review/262249626/9a97842f2d>

GaDOE - Best Practices: Kayse Morris, 6th Grade

<https://vimeo.com/nightglass/review/262257507/ae754832f5>

GaDOE - Best Practices: Ashley Morris, 7th Grade

<https://vimeo.com/nightglass/review/262267570/d55de2091f>

GaDOE - Best Practices: Zackory Kirk, 11th Grade

<https://vimeo.com/nightglass/review/262264475/f9d938d449>

Q&A



Session Feedback

The Georgia Department of Education believes in continuous improvement and would appreciate your feedback to ensure the presentations we provide are of the highest quality and meet the needs of the specific audience.

Please take a moment after the session ends to complete the pop-up feedback survey.

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@gadoesde

@Gaimprovement

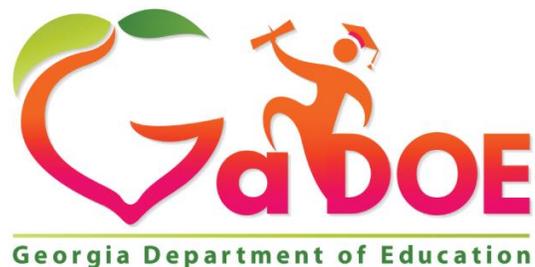


youtube.com/c/GeorgiaDepartmentofEducation

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**EDUCATING
GEORGIA'S FUTURE**