**User’s Guide: Introduction to the ELA/Literacy**

**Instructional Practice Guide**

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| **Shifts for ELA/Literacy**   1. **Complexity:** Practice regularly with complex text and its academic language. 2. **Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational. 3. **Knowledge:** Build knowledge through content-rich nonfiction. |

The Introduction to the ELA/Literacy Instructional Practice Guide module focuses on the Instructional Practice Guide as a tool for observation and reflection. The Instructional Practice Guide is for teachers, and those who support teachers, to build understanding and experience with instruction aligned to college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS). The module also includesa review of the three instructional Shifts in ELA/literacy. Within the module, there are activities and discussions based on the Core Actions that will prepare participants to use the Instructional Practice Guide.

How to Get Started: You are encouraged to customize any or all portions of this module to meet your needs or the needs of your audience if you are facilitating this module for professional development. Be sure to read this document in its entirety first.

***Objectives of this Module***

* Understand the relationship between the instructional Shifts and the ELA/Literacy Instructional Practice Guide.
* Identify teacher and student actions that may be present in CCR-aligned lessons according to the Instructional Practice Guide.
* Observe and reflect on the alignment of a lesson using the Instructional Practice Guide.

***What’s in this Module?***

All of the materials listed below can be found in the [Introduction to the ELA/Literacy Instructional Practice Guide](https://achievethecore.org/page/1082/introduction-to-the-ela-literacy-instructional-practice-guide) module. The PowerPoint presentation contains additional optional resource links in the facilitator notes.

* User’s Guide
* PowerPoint Presentation with Facilitator Notes (available with hyperlinked URLs for each video)
* Participant Materials – Handout Packet (one per participant)
  + Copy of PPT – 3 slides/page with notes (*optional*)
  + College- and Career-Ready Shifts in ELA/Literacy Document
  + ELA/Literacy Instructional Practice Guide, K–2 (*optional*: 2 copies – one master and one for use with activities #1, #4\* and # 5)
  + ELA/Literacy Instructional Practice Guide, 3–12 (*optional*: 2 copies – one master and one for use with activities #1, #4 and # 5)
  + Activity #1: Core Actions Scavenger Hunt (Handout)
  + Activity #2: Practice Core Action 1, High-Quality Texts (Handout)
    - Practice Core Action 1, High-Quality Texts (KEY)
  + Activity #3: Practice Core Action 2, Text-Dependent Questions (Handout)
    - Practice Core Action 2, Text-Dependent Questions (KEY)
  + Activity #5: Practice, Putting It All Together - Text Complexity (Handout)
    - Practice, Putting It All Together, IPG (KEY)

*\* Please note that there is no handout for Activity #4.*

***Using this Module***

This module is designed for participants familiar with the instructional Shifts in ELA/literacy. If participants are not familiar with the Shifts, they should first complete the [Introduction to the ELA/Literacy Shifts Module](https://achievethecore.org/page/394/introduction-to-the-ela-literacy-shifts).

Participant materials should be copied ahead of time or be available to use electronically. Video streaming and speaker capability are necessary for viewing the practice videos. The module is designed to be used collaboratively and to spur discussion around instructional practice. If this module is used for self-study, the PowerPoint should be viewed in presentation mode so the answers to activities are not immediately visible.

***Timeframe for Completing this Module***

* Allow **6 hours** for presenting this module with videos and discussion.
* If you have **60–90 minutes at a time,** consider working through PPT and activity sections of the content, e.g., introductory portion, followed by Core Action 1 section, Core Action 2 section, etc., ending with the Activity # 5 and debrief.

All times are suggested and can be expanded or compressed to incorporate more or less discussion or practice if needed.

***Outline of Module***

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| **PPT Slide #: Activity** | **Materials/Preparation Needed** |
| 1–4: **Present**: Goals, agenda, norms, overview   * Follow PPT notes, adapting agenda and working agenda slides as necessary. | Ensure participants are seated in groups to facilitate discussion with partners |
| 5: **Present**: Review handout materials   * Encourage participants to tab resources as you move through the training (Core Actions 1, 2, 3, etc.) | * Participant handout packet, tabs |
| 6*:* ***Optional Video****: What do the CCSS look like in the classroom?*   * See link under “Video Resources” below. | * Video 1 (7:36) |
| 7*:* **Present:** Brief review of Shifts   * The presenter may either quickly review the Shifts or, if participants need a more thorough explanation, have participants underline and discuss the highlights of each shift on the handout. | * ELA Shifts handout |
| 8–9: **Present**: Design and Structure of the Instructional Practice Guides   * Follow directions in PPT notes for facilitation | * Copies of the ELA IPGs for K–2 and 3–12 (master copies), possibly digital sample, if online access is available |
| 10: **Present:** Beyond the Lesson Discussion Guide   * Follow directions in PPT notes for facilitation |  |
| 11: Activity #1: Practice, Core Actions Scavenger Hunt   * Follow directions in PPT notes for facilitation | * Activity # 1: Practice, Core Actions Scavenger Hunt |
| 12–20: **Present**: Core Action 1: High-Quality Text |  |
| 21: Activity #2:Practice Core Action 1, High-Quality Texts   * Follow directions in PPT notes for facilitation | * Activity #2:Practice Core Action 1, High-Quality Texts, and * Activity #2:Practice Core Action 1, High-Quality Texts (KEY) |
| 22: **Review** Core Action 1 |  |
| 23­–29: **Present** Core Action 2   * Follow directions in PPT notes for facilitation |  |
| 30: Activity #3: Practice Core Action 2 Text- Dependent Questions   * Follow directions in PPT notes for facilitation | * Activity #3: Practice Core Action 2 Text- Dependent Questions * Activity #3: Practice Core Action 2 Text- Dependent Questions (KEY) |
| 31: **Review** Core Action 2 |  |
| 32–34: **Present** Core Action 3   * Follow directions in PPT notes for facilitation |  |
| 35: **Activity #4:** Practice Core Action 3: Productive Engagement | * Copy of the Instructional Practice Guide (IPG) |
| 36–37: **Activity #5**: Practice: Putting It All Together   * Follow directions on the PPT slides * Allow 45­–60 minutes for the activity   *Optional: Replace video and lesson plan with unedited video found online or taken from a local classroom.* | * Clean copy of the IPG * Video 2 (15:59) * Activity #5: Putting It All Together, Text Complexity (Handout for participants) * Activity #5: Putting It All Together, IPG (Key for facilitators) |
| 38: Reflection |  |
| 39: Next Steps |  |
| 40–41: Student Achievement Partners Resources |  |

**Video Resources**

1. What do the CCSS look like in the classroom? <http://www.engageny.org/resource/teaching-is-the-core>

2. “Man’s Search for Meaning” Lesson: Using the IPG

<https://www.youtube.com/watch?v=XFRClI2q18Y>

*Please submit any feedback on this module to* [*info@studentsachieve.net*](mailto:info@studentsachieve.net)*.*

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