



September 6, 2019

Secondary ELA Coaches Newsletter

WELCOME

“Coaching done well may be the most effective intervention designed for human performance.”

-Atul Gawande

Instructional Coaches are an integral part of the schools in which they work. They are often on the frontlines helping teachers, assisting the school administration, and providing feedback and professional development for schoolwide and English initiatives. Those are just the stated job description duties- the ever-present other duties as assigned not included. With that in mind, the instructional team at Local District South wants to welcome you and let you know that we appreciate the work you do. Our goal throughout the year is to make sure that *you* have the support you need and to serve as a resource for your own professional growth.

In this newsletter, you will find tips, reminders, and clarification of items that the team felt may need to be addressed but do not require a meeting to do so. We are happy you are here and we look forward to working with you this year.

LEVERAGE LEADERSHIP ACTION STEPS

The author of *Leverage Leadership 2.0*, Paul Bambrick-Santoyo, says that the fastest way to develop a new skill, such as using data to drive instruction, is to see it, name it, and do it and then repeat the process until you master it. What exactly does that mean?

See It– Look at a model of excellence and note the difference between the model and your own practice.

Name It– Name the qualifying characteristics that make the model so effective.

Do It– Put those characteristics into action until you have mastered the characteristics yourself.

UPCOMING COACHING SUPPORT MEETINGS

October 25, 2019, Sellery

February 7, 2019, Sellery

March 24, 2019, Sellery

IMPORTANT LINKS

- Grade Level Team Lesson uploads- <http://bit.ly/ELACollaborative>



TEACHER TALK MOVES

Turn & Talk, Stop & Jot, Wait Time, and Revoice. They seem pretty simple and straightforward, right?

They should be; however, student confusion can arise when teachers within a department or within the school begin using different terms or phrases when asking students to engage in one of the moves. Using the same terminology clarifies expectations for students and adds to classroom efficiency while at the same time providing the common language and practice that WASC Visiting Committees look for during accreditation. classroom efficiency .

The best way for students to reap the benefits of Teacher Talk Moves is for the

teacher to be deliberate in his or her plan for their use. When working with teachers, do you see evidence of pre-planning? Do they have Turn & Talk and/or Stop & Jot questions written in their plans or on the text they are using? When teachers are asking students to use either Turn & Talk or Stop & Jot, is there a structure in place to ensure the engagement of all students such as Timed Pair Share or Single Round Robin?

Since the expectation is that the moves be used daily, beginning with Teacher Talk Moves might be a great, low-stakes way of offering support.

“Every reader, as he reads, is actually the reader of himself. The writer’s work is only a kind of optical instrument he provides the reader so he can discern what he might never have seen without the book. The reader’s recognition in himself of what the book says is the proof of the book’s truth.”

-Milan Kundera

WHAT READERS REALLY DO

“Proficient readers tend to draft automatically, often with such speed we hardly notice. But making the process visible for less experienced readers allows them to both see and experience how readers connect and accumulate text from sentence to sentence, page to page, and chapter to chapter across a whole book [or piece of text]. And it helps those students monitor their comprehension more actively as they read, because they are reading forward looking for clues that will help clear up their natural confusion and add to their understanding.”

-Barnhouse and Vinton, p. 55

KNOW & WONDER , NOT KWL

Using the Know & Wonder strategy allows for the often invisible work of reading to be made visible for students. Because it uses discussion as its base, it also provides a vehicle for students to revise their initial thinking about a text and, as such, increases their comprehension and deepens their understanding of the piece.

Though the strategy uses charting and has all but one of the same letters as another reading strategy, KWL, that is where the similarity ends.

KWL is a pre, during, and post reading strategy that begins by asking students to list everything they know about a topic, such as the Civil War, in the Know column. Next, students write down questions that they want to know about the topic, such as, “Why did the Civil War begin?”, in the Want column. During reading, students are tasked with looking for answers to the questions; the answers may or may not be found in the text. The answers or any other learning is recorded in the Learned column.

The Know & Wonder strategy is primarily used during reading with a short, low-stakes writing component at the end to solidify and memorialize thinking made during the discussion process. Unlike the KWL, students do not add anything to the Know column until they have read a portion of the text. The text-based “Knows” can be facts from the text or can be inferences made based on their understanding of the text up to that point. The questions that go in the Wonder column are based on their understanding of the text to that point, not the topic of the text. Skilled teacher facilitators will: 1. write down student responses without judgement , 2. probe for inferences by asking, “What made you think that?”, and 3. use arrows to connect student “Knows” and “Wonders.”

One way to avoid this confusion amongst your teachers is to ask them to **discontinue using the pre-chucked graphic organizer** and have students draw a two column chart instead. This will allow for more space to include student responses.



A THINKING EXPEDITION, NOT A FISHING EXPEDITON

Students struggle with nonfiction texts for a variety of reasons. The text structure and syntax are confusing. The subject matter is boring and not relevant to student's lives.

Boring and not relevant can be mitigated by thoughtful text selection.

Arguably, the thing that makes comprehending nonfiction most challenging for students is the structure of the text and the syntax of the sentences. Using the Notice & Note Nonfiction Signposts can help students to demystify the structure and syntax of nonfiction texts because they ask them to slow down, notice of what the author is doing and ask themselves why the author might have made that choice and how that choice effects the overall meaning of the text.

Therefore, using the Signposts is a thinking expedition, not a fishing expedition. In other words, **if, after having identified a Signpost via some sort of annotation, teachers are not having students answer the Signpost question, then they have done very little to help the student note what is going on in the text.** There has to be a reason for a student to spend time annotating a text for the Signposts. The answer to the questions are that reason.

With that in mind, consider the following questions when working with your teachers:

- Did the teachers use models and a Think Aloud during the initial teaching?
- When planning to use the Signposts, are teachers annotating and answering the Signpost questions? Are teachers pre-chunking the text and embedding Teacher Talk Moves?
- Are students annotating for the Signpost and discussing and/or writing about the answer to the question using evidence from the text?

GOT ANCHOR CHARTS?

Anchor charts are a great way for students to reference information once the initial teaching of the signpost has been completed.

Anchor charts are easily made and can be hung in the classroom. If hanging charts is not an option, students should have access to the information in the charts in their interactive/Reader/Writer notebooks.

STOP Notice & Note Nonfiction

Quoted Words

When you are reading and you notice the author quoted a Voice of Authority, a Personal Perspective, or cited Other's Words... stop and ask yourself:

"Why did the author quote or cite this person?"

The answer will help you think about the author's point-of-view, purpose, bias, or conclusions. Or these words will give a perspective, facts and opinions, or a generalization.

STOP Notice & Note Nonfiction

Contrasts and Contradictions

When you are reading and the author shows you a difference between what you know and what is happening in the text, or a difference between two or more things in the text... you should stop and ask:

"What is the difference and why does it matter?"

The answer will help you see details that show you the main idea, compare and contrast, understand the author's purpose, infer, make a generalization, or notice cause and effect.

OCTOBER TRAINING REMINDERS

When you come with your team in October, please remember to bring:

- ◇ Copies of both texts (at least one of them should be nonfiction.)
- ◇ Six scored Written Responses (WR). Bring samples scored 0, 1, 2 for each prompt. WRs are scored using the SPECS rubric (Task Model 3, Target 4, for fiction, Target 11 for informational)
- ◇ Copy of Common Formative Assessment (CFA)
- ◇ One class set of CFA that is unscored
- ◇ Planning materials
- ◇ Fully-charged laptop (if available)

TERM 1 LESSON COMPONENTS CHECKLIST

- ◇ Lesson plan identifies Target(s) to be taught
- ◇ Lesson plan includes two selections (at least one of them is nonfiction)
- ◇ Teacher uses Know & Wonder for one of the pieces and the Signposts (either Quoted Words or Contrasts & Contradictions or both of them) for the other
- ◇ Lesson plan includes evidence of pre-chunking of the text and Teacher Talk Moves are embedded in order to lead students to be able to answer the WR
- ◇ Written Response (WR) for each text that requires students to use evidence from the text to support answer (ex. What inference can be made about the relationship between Mrs. Mallard and her husband? Use evidence from the text to support your answer)
- ◇ One multiple choice SPECS based CFA using the nonfiction text

COGNITIVE COACHING DATES

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Cohort K

September 16
Fleming MS

September 17
King Drew SH

October 18
Crestwood EL

December 3
Dodson MS

January 15
Gardena SH

February 21
Banning SH

March 23
Narbonne SH

April 22
San Pedro SH

Cohort S

September 25
Dymally SH

September 26
Dymally SH

November 1
Dymally SH

December 5
Dymally SH

January 21
Dymally SH

February 20
Dymally SH

March 24
Dymally SH

April 24
Dymally SH

Cohort Y

September 23
Sellery PD Center

September 27
Sellery PD Center

October 17
Fremont SH

December 9
Carson SH

February 13
Fries Ave. EL

March 11
Stephen White MS

April 13
Rancho Dominguez

May 6
Carson SH

