



START WITH THE END IN MIND

Presented by: Rocio A. Peña
Department of Curriculum and Instruction
SFDRCISD



AGENDA

- **New ELA Adoption**
 - Grade 6: Study Sync
 - Grade 7 and 8 : MHM
- **Data Review**
 - Trends in Domain 2
 - Analyze Data
- **Goals and Vision**
 - STAAR Assessed Curriculum 2019-2020 and 2020-2021 school year
 - Identify TEKS eligible for assessment
 - Reading Snapshot
 - www.teksguide.org
- **Revise and Restructure**
 - 5 Step Planning Protocol Document Grades 6-8



TARGETS FOR TODAY

- Building a Shared Vision
- Shift of Mind
- Dialogue and Discussion
- Create Team Learning



BEFORE WE
WORK AS A TEAM



SEVEN LEARNING DISABILITIES





ACTIVITY

- Seven Groups (1 disability each)
- Each group will have an anchor chart
- Groups will create a visual representation of their designated disability—No Words, Only Visuals
- The visual should explain your meaning
- Express your creativity



SHOWCASE



SEVEN LEARNING DISABILITIES

“I AM MY POSITION.”

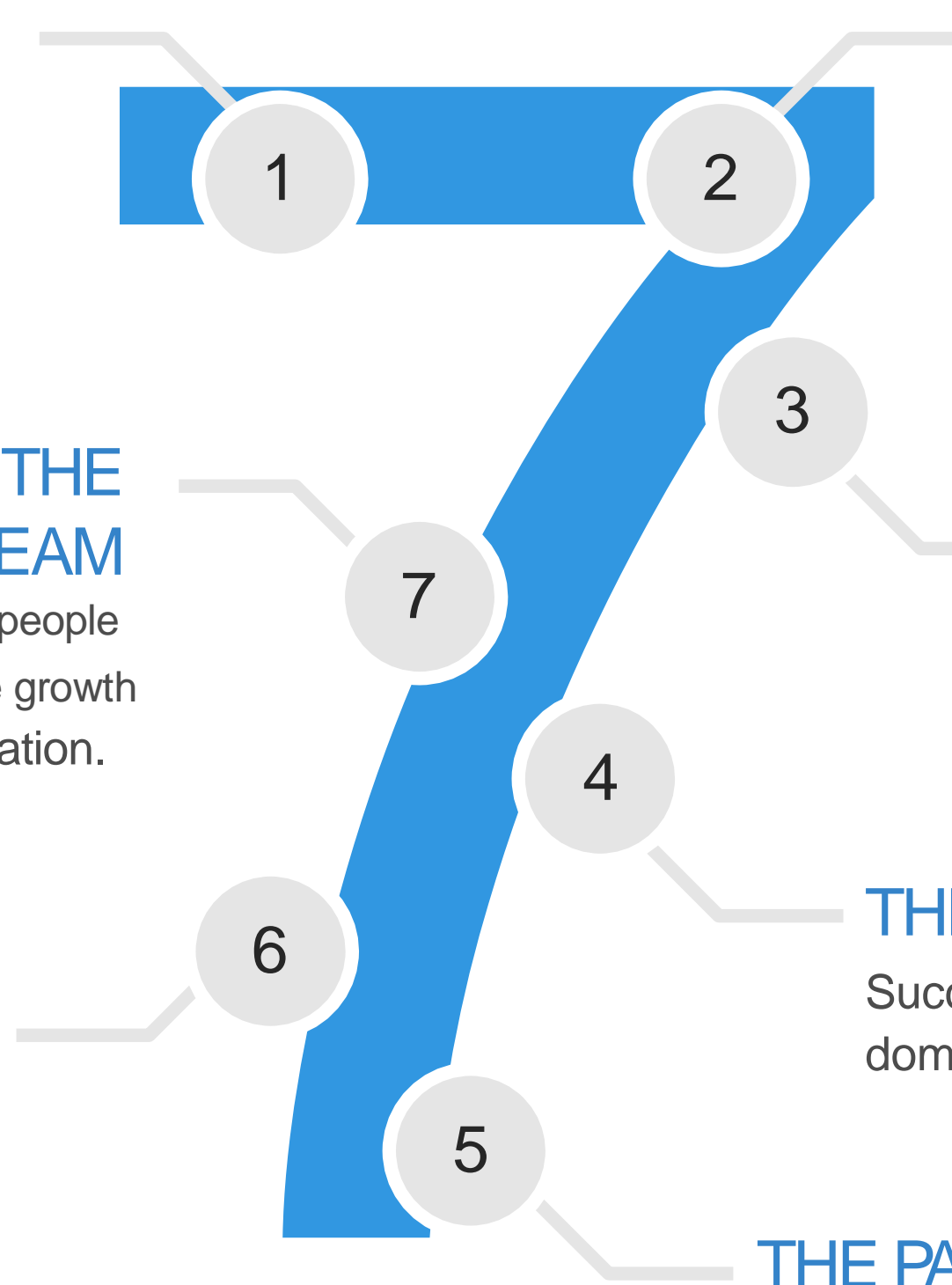
People only focus on their task and position rather than the results produced as a whole.

THE MYTH OF THE MANAGEMENT TEAM

An experience “management team” full of people with different capabilities can inhibit the growth and learning of themselves and the organization.

THE DELUSION OF LEARNING FROM EXPERIENCE

Often times we don’t experience the consequences of our actions because they happen long after we leave.



“THE ENEMY IS OUT THERE.”

There is a blame of actions and consequences of external factors due to the sole focus of one’s position.

THE ILLUSION OF TAKING CHARGE

The idea of tackling problems and being proactive, often times disguises itself as being reactive.

THE FIXATION OF EVENTS

Success cannot happen when people’s thinking are dominated on short-term events and success.

THE PARABLE OF THE BOILED FROG

Learning to slow down and see gradual processes.



NEW ELA ADOPTION



Meets 100% of
TEKS

Meets 100%
of ELPS

Meets 100% of
TEKS

Meets 100%
of ELPS

- Curriculum centers on six units of instruction
- Provides instructional content, lesson plans, and all other resources necessary for 180 days of instruction
- A complete Scope and Sequence and detailed pacing guides help teachers plan and deliver the curriculum with fidelity.
- Each of the six units of instruction is united by a single theme and essential question
- Each unit component, and each lesson therein, shares an integrated approach that blends instruction across listening, speaking, reading, writing, and thinking.



DATA REVIEW



Domain 2 Progress Trends

Grades 6-8



DATA REVIEW

Performance	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Levels	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade	8 th Grade
Approaches	71%	72%	64%	63%	68%	Spring 2020
Meets	28%	33%	36%	31%	39%	Spring 2020
Masters	14%	15%	18%	13%	23%	Spring 2020

Performance	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Levels	3 rd Grade	4 th Grade	5 th Grade	6 th Grade	7 th Grade
Approaches	64%	62%	76%	66%	Spring 2020
Meets	30%	33%	40%	33%	Spring 2020
Masters	15%	17%	17%	14%	Spring 2020

Performance	2016-2017	2017-2018	2018-2019	2019-2020
Levels	3 rd Grade	4 th Grade	5 th Grade	6 th Grade
Approaches	61%	63%	79%	Spring 2020
Meets	31%	34%	38%	Spring 2020
Masters	20%	14%	15%	Spring 2020

STAAR
READING



DATA REVIEW

- Create dialogue and discussion
- What does the data indicate for the cohort of students we currently service?
- Within your grade level, how do we ensure we provide instruction that promotes student growth?



DATA REVIEW DISCUSSION



DATA REVIEW

Performance	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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STAAR
READING



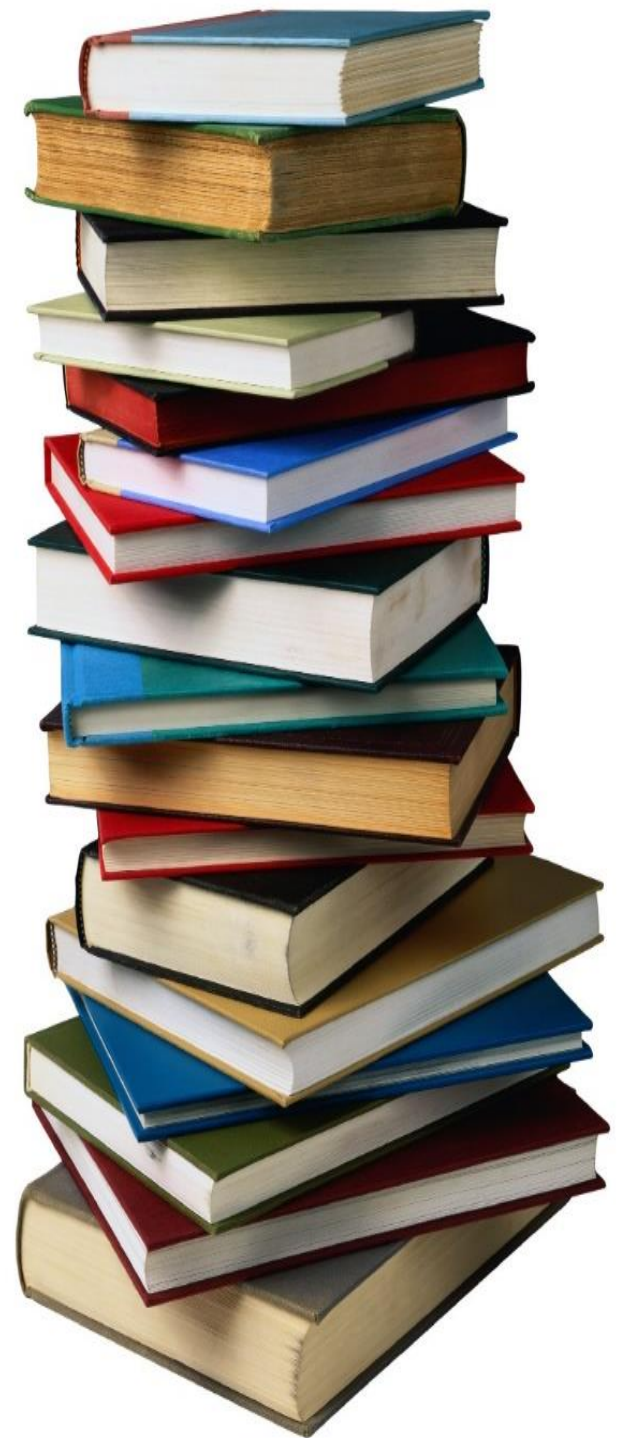
DATA REVIEW

Elementary ELA Teachers (K-5th)

- Develop READERS

Middle School ELA Teachers (6-8)

- Opportunity to foster THINKERS





BREAK
15 minutes



GOALS AND VISION

How is TEA supporting ELA Instructional Practices ?



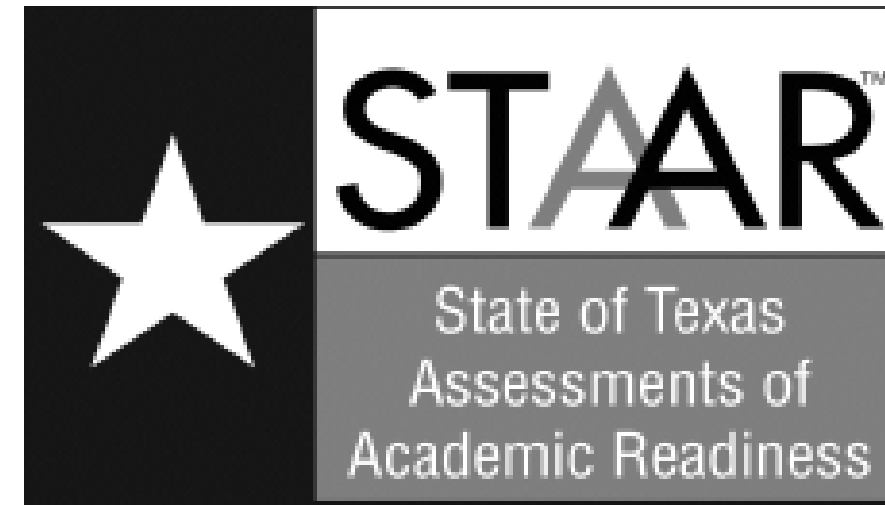
TEA UPDATES

STAAR Assessed Curriculum Grades 3-8

- Created by TEA for the 2019-2020 and 2020-2021 school years
- Highlights TEKS eligible for assessment
- Organized by Reporting Category
 - ❑ Reporting Category 1 – Analyze Text Across Genres
 - ❑ Reporting Category 2- Understand and Analyze Literary Texts
 - ❑ Reporting Category 3- Understand and Analyze Informational Texts
- Provides a comparison between 2017 and 2009 Student Expectation



STAAR Assessed Curriculum



Grade 6 Reading Assessment

2019-2020 and 2020-2021

Eligible Texas Essential Knowledge and Skills

STAAR Grade 6 Reading Assessment

Reporting Category 1: Understanding and Analysis Across Genres

The student will demonstrate an ability to understand and analyze a variety of written texts across reading genres.

2017 Student Expectation	2009 Student Expectation
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes. Readiness Standard</p>
<p>Notes: The above standards align because both require students to identify the meaning of words based on their Latin or Greek root.</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(B) use context such as definition, analogy, and examples to clarify the meaning of words.</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(B) use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words. Readiness Standard</p>
<p>Notes: The above standards both require students to determine the meaning of an unfamiliar word using context. Although the examples provided in these SEs are different, the underlying skill is the same.</p>	
<p>(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:</p> <p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p>	<p>(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p>(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words. Readiness Standard</p>
<p>Notes: The above standards are aligned because both require students to use a resource such as a dictionary to determine the meaning, syllabication, pronunciation, and parts of speech of words.</p>	

Note: Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.



STAAR Assessed Curriculum

2017 Student Expectation	2009 Student Expectation
<p>(7) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</p> <p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development.</p>	<p>(3) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:</p> <p>(C) compare and contrast the historical and cultural settings of two literary works.</p> <p><i>Supporting Standard</i></p>
<p>Notes: The above standards align because both focus on the setting, including historical and cultural settings, of a text.</p>	



TEA UPDATES

STAAR Reading Blueprint

- Resource is expected to be released by TEA in the Spring 2020
- Outlines the number of questions per Reporting Category
- Details the total number of questions in the assessment



STAAR Reading Blueprint

STAAR Grade 6 Reading Blueprint



Reporting Categories	Number of Standards		Number of Questions	
	Readiness Standards	Supporting Standards	Readiness Standards	Supporting Standards
Reporting Category 1: Understanding/Analysis Across Genres	Readiness Standards	4	8	
	Supporting Standards	4		
	Total	8		
Reporting Category 2: Understanding/Analysis of Literary Texts	Readiness Standards	4	17	
	Supporting Standards	10		
	Total	14		
Reporting Category 3: Understanding/Analysis of Informational Texts	Readiness Standards	5	15	
	Supporting Standards	7		
	Total	12		
Readiness Standards	Total Number of Standards	13	60%–70%	24–28
Supporting Standards	Total Number of Standards	21	30%–40%	12–16
Total Number of Questions on Test			40 Multiple Choice	

- Developing and Sustaining Foundational Language Skills
- Comprehension Skills
- Response Skills
- Multiple Genres
- Author’s Purpose and Craft
- Composition
- Inquire and Research



TEA UPDATES

www.teksguide.org

- Website created by TEA to provide ELAR support to Grades 3-8
- Facilitate understanding of each Student Expectation in the updated TEKS
- Provides TEKS Overview, Vertical Alignment and Resources
- This site is managed and updated daily by TEA.



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TEKS Guide *by TEA*

Where Texas student expectations are explained

Which subject are you interested in? Which grade? Search

How do I get started? What's in the TEKS Guide How can I contribute?

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Where Texas student expectations are explained

English Language Arts and Reading

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- Grade 5
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English Language Arts and R... ▼

Grade 6 ▼

Developing and sustaining foundational language skills

Comprehension skills

Response skills

Multiple genres

Author's purpose and craft

Composition

Type keywords here



RESET

ELA.6.1.C

give an organized presentation with a specific purpose; use appropriate eye contact, speaking rate, volume, enunciation, and natural gestures, and conventions of language

eye contact, speaking rate, volume, enunciation, and natural gestures, and conventions of language; and

ELA.6.1.D

participate in student-led discussions by eliciting ideas and opinions from others; identifying points of agreement and disagreement

from other group members, taking notes, and

ELA.6.2.A

use print or digital resources to determine the meaning of words and phrases

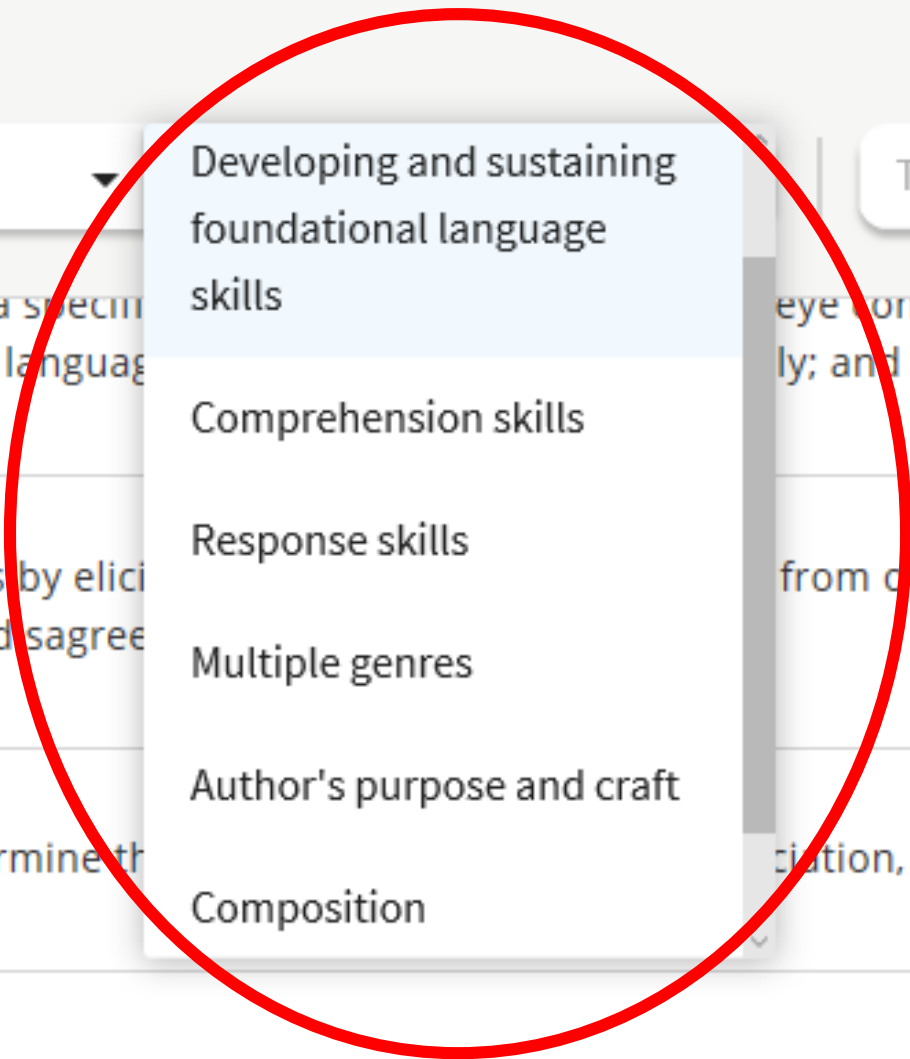
etymology, word origin, and part of speech;

ELA.6.2.B

use context such as definition, analogy, and examples to clarify the meaning of words; and

ELA.6.2.C

determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.





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English Language Arts and Reading / Grade 6 / Developing and sustaining foundational language skills

OVERVIEW

ALIGNMENTS

ASSESSMENTS

RESOURCES

TEKS Talk:
Vocabulary



Knowledge and Skills Statement

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student [uses newly acquired vocabulary expressively](#).



Demonstrated Proficiency of ELA.6.2.B

The following is one example of how to assess proficiency of this student expectation (SE) or a portion of the SE. More examples coming soon.



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ELA.4.3.B

use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

ELA.5.3.B

use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;

ELA.6.2.B

use context such as definition, analogy, and examples to clarify the meaning of words; and

ELA.7.2.B

use context such as contrast or cause and effect to clarify the meaning of words; and

ELA.8.2.B

use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and



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OVERVIEW

ALIGNMENTS

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Sample Formative Items

2018 Release Items

 Download ▾

PDF - Student

PDF - Teacher

Read the passage below. Then choose the best answer to each question.

1 Passage



George Washington's Portrait



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ELA.6.2.B

ELA.6.2.B

2018 Release Items

Read the passage below. Then choose the best answer to each question.



Passage 1

George Washington's Portrait

Gilbert Stuart was a popular painter who lived from 1755 to 1828. He painted portraits of distinguished famous people, such as George Washington. Most painters at the time asked the people they were painting to sit still for many hours while they created the portrait. Instead, Stuart would have conversations with his subjects so that he could capture their natural expressions in his paintings. Today he is most recognized for his half-finished portrait of Washington that has been used on the dollar bill since 1869.

Read the selection to learn about Gilbert Stuart's most famous piece of art.

Question 14:

Which words from paragraph 2 help the reader understand the meaning of *engaged*?

A. *charm as a person*

Although Stuart's "charm as a person" may have contributed to the conversations he *engaged* in with his subjects, these words are not used to indicate that the subjects were actively involved.

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ELA.6.2.B

B. *sat for a portrait*

The words "sat for a portrait" are not used to indicate what the subjects did while sitting, so this definition is incorrect.

C. *practiced at the time*

The words "practiced at the time" are not used to provide context for the meaning of *engaged*.

D. *interesting conversation*

The words "interesting conversation" are included to provide context to help the reader understand the meaning of *engaged* by suggesting that Stuart and his subjects were involved in the shared activity of conversation.

Correct

2/3



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SE Specific Resources

[Understand New Vocabulary Within Context \(English 6 Reading\)](#)

SE Related Resources

[Promoting Vocabulary Development](#)

General Resources



ADDITIONAL RESOURCES

- **Lead4ward ELAR Snapshot**
 - Outline of the TEA STAAR Assessed Curriculum.
 - TEKS marked with an (*) are eligible for STAAR Assessment
- **Side by Side TEKS Guide**
 - Document that compares the content and cognitive change of the updated TEKS



Lead4ward Snapshot

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Literacy Routines (use during Word Study, Reading, and Writing to improve communication)	
Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking	
6.1 Oral language. The student develops oral language through listening, speaking, and discussion.	
Application	Instructional Focus
6.1 communicate ideas effectively through speaking and discussion	6.1(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately 6.1(B) follow and give oral instructions that include multiple action steps 6.1(C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively 6.1(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement

Word Study	
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking	
6.2 Vocabulary. The student uses newly acquired vocabulary expressively.	
Application	Instructional Focus
6.2 use skills to support strategies for determining the meaning of unknown words while reading	6.2(A)* use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech 6.2(C)* determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus

*Eligible for assessment on STAAR Source: Texas Education Agency [A] is used consistently when there is a SE connected to a K&S Italics = text adapted to emphasize the application concept ⓘ = long strand concept v. 1.13.20 Page 1 of 4

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Shared Reading										
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking										
6.2 Vocabulary. The student uses newly acquired vocabulary expressively.										
6.3 Fluency. The student reads grade-level text with fluency and comprehension.										
6.5 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.										
Tools to Know ⓘ										
Reading Process: Thinking Within the Text										
6.3(A) adjust fluency when reading grade-level text based on the reading purpose	6.5(A) establish purpose for reading assigned and self-selected texts	6.2(B)* use context such as definition, analogy, and examples to clarify the meaning of words	6.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information	6.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	6.5(D) create mental images to deepen understanding	6.5(I) monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down	6.5(E)* make connections to personal experiences, ideas in other texts, and society	6.5(F)* make inferences and use evidence to support understanding	6.5(G) evaluate details read to determine key ideas	6.5(H)* synthesize information to create new understanding

Ways to Show Thinking About the Meaning							
Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts							
6.7 Literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.							
6.8 Genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.							
6.9 Author's purpose.							
Application	Instructional Focus	Fiction ⓘ	Poetry	Drama	Informational ⓘ	Argumentative	Multimodal/Digital
6.7/6.8/6.9 comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning	Genre Characteristics	6.8(A)* demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths	6.8(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms	6.8(C)* analyze how playwrights develop characters through dialogue and staging	6.8(D) analyze characteristics and structural elements of informational text, including: (i) features such as introduction, foreword, preface, references, or acknowledgements to gain background information	6.8(E) analyze characteristics and structures of argumentative text	6.8(F) analyze characteristics of multimodal and digital texts
	Overall Meaning	6.9(A)* explain the author's purpose and message within a text 6.7(A)* infer multiple themes within and across texts using text evidence	6.9(A)* explain the author's purpose and message within a text 6.7(A)* infer multiple themes within and across texts using text evidence	6.9(A)* explain the author's purpose and message within a text 6.7(A)* infer multiple themes within and across texts using text evidence	6.8(D) (i)* [analyze] the controlling idea or thesis with supporting evidence	6.8(E) (i) identifying the claim 6.8(E) (ii) identifying the intended audience or reader	6.9(A) explain the author's purpose and message within a text
	Analysis for Deeper Meaning	6.7(C)* analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.7(B) analyze how the characters' internal and external responses develop the plot 6.7(D)* analyze how the setting, including historical and cultural settings, influences character and plot development	6.7(C)* analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.7(B) analyze how the characters' internal and external responses develop the plot 6.7(D)* analyze how the setting, including historical and cultural settings, influences character and plot development	6.7(C)* analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.7(B) analyze how the characters' internal and external responses develop the plot 6.7(D)* analyze how the setting, including historical and cultural settings, influences character and plot development	6.8(D) (ii)* [analyze] organizational patterns such as definition, classification, advantage, and disadvantage	6.8(E) (ii) explaining how the author uses various types of evidence to support the argument	(refer to the genre)

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Writing	
Composition: listening, speaking, reading, writing, and thinking using multiple texts	
6.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.	
6.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.	
Application	Tools to Know (Writing Process) ⓘ
6.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
6.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details
6.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft	6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety
6.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too
	6.10(E) publish written work for appropriate audiences

Research (embedded skills throughout Reading and Writing)	
6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.	
Application	Instructional Focus
6.12 use research skills to plan and present in written, oral, or multimodal formats	6.12(A) generate student-selected and teacher-guided questions for formal and informal inquiry 6.12(B) develop and revise a plan 6.12(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions 6.12(D) identify and gather relevant information from a variety of sources 6.12(E) differentiate between primary and secondary sources 6.12(F) synthesize information from a variety of sources 6.12(G) differentiate between paraphrasing and plagiarism when using source materials 6.12(H) examine sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype 6.12(I) display academic citations and use source materials ethically 6.12(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

*Eligible for assessment on STAAR Source: Texas Education Agency [A] is used consistently when there is a SE connected to a K&S Italics = text adapted to emphasize the application concept ⓘ = long strand concept v. 1.13.20 Page 4 of 4

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Author's Craft: Thinking About the Writing								
6.9 Author's purpose and craft. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.								
Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital	
6.9 analyze the authors' choices and how they influence meaning; apply author's craft purposefully in writing and speaking	Point of View	6.9(E)* identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	
	Structure	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(B) analyze how the use of text structure contributes to the author's purpose 6.9(C) analyze the author's use of print and graphic features to achieve specific purposes
	Language	6.9(D)* describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies	6.9(D)* describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies	6.9(D)* describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.9(F) analyze how the author's use of language contributes to mood and voice 6.9(G) explain the differences between rhetorical devices and logical fallacies

Responding to Text (applied to both Shared Reading and Independent Reading)								
6.6 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.								
Ways to Show (Response Skills)								
6.6(A) describe personal connections to a variety of sources, including self-selected texts	6.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres	6.6(C)* use text evidence to support an appropriate response	6.6(D)* paraphrase and summarize texts in ways that maintain meaning and logical order	6.6(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating	6.6(F) respond and write about newly acquired vocabulary as appropriate	6.6(G) discuss and write about the explicit or implicit meanings of text	6.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice	6.6(I) reflect on and adjust responses as new evidence is presented

Independent Reading	
6.4 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.	
6.4(A) self-select text and read independently for a sustained period of time	

*Eligible for assessment on STAAR Source: Texas Education Agency [A] is used consistently when there is a SE connected to a K&S Italics = text adapted to emphasize the application concept ⓘ = long strand concept v. 1.13.20 Page 3 of 4



Reporting Category 1

1

Reporting Category 2

2

Reporting Category 3

3

Highlight TEKS marked with an (*)

lead4ward Snapshot - Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Literacy Routines (Use during Word Study, Reading, and Writing to improve communication)

6.1 Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
6.1(A) communicate ideas effectively through speaking and discussion	6.1(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately 6.1(B) follow and give oral instructions that include multiple action steps 6.1(C) give oral presentations with a specific title and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively 6.1(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement

Word Study
Developing and sustaining foundational language skills: listening, speaking, reading, and thinking. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
6.2 use skills to support strategies for determining the meaning of unknown words while reading	6.2(A)* use print or digital resources to determine the meaning of unfamiliar words 6.2(B)* use context clues to determine the meaning of unfamiliar words

Shared Reading
Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
6.3(A) adjust reading purpose for reading grade-level text based on the reading purpose	6.3(A)* use context clues to determine the meaning of unfamiliar words 6.3(B)* use context clues to determine the meaning of unfamiliar words

Reading Process: Thinking with the Text

Application	Instructional Focus
6.4(A) analyze the author's choices and how they influence meaning; apply author's craft purposefully in writing and speaking	6.4(A)* use context clues to determine the meaning of unfamiliar words 6.4(B)* use context clues to determine the meaning of unfamiliar words

Author's Craft: Thinking About the Writing

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/Digital
6.9 Author's purpose and craft. The student uses critical inquiry to analyze the author's choices and how they influence and develop his or her own products and performances.	Point of View	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose	6.9(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose
	Structure	6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(C) analyze the author's use of print and graphic features to achieve specific purposes	6.9(C) analyze the author's use of print and graphic features to achieve specific purposes
	Language	6.9(D)* describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.9(D)* describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.9(D)* describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes	6.9(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes

Responding to Text (applied to both Shared Reading and Independent Reading)

Application	Instructional Focus
6.6(A) describe personal connections to a variety of sources, including self-selected texts	6.6(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres 6.6(C)* use text evidence to support an appropriate response 6.6(D)* paraphrase and summarize texts in ways that maintain meaning and logical order 6.6(E) interact with sources in meaningful ways such as note-taking, annotating, freewriting, or illustrating 6.6(F) respond using newly acquired vocabulary as appropriate 6.6(G) discuss and write about the explicit or implicit meanings of text 6.6(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice 6.6(I) reflect on and adjust responses as new evidence is presented

Independent Reading
6.4 Self-sustained reading. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

6.4(A) self-select text and read independently for a sustained period of time

Writing
Composition: listening, speaking, reading, writing, and thinking using multiple texts

6.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions.

6.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Instructional Focus
6.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details 6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety 6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/theirs, and to/two/too 6.10(E) publish written work for appropriate audiences

Research (embedded skills throughout Reading and Writing)

6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
6.12 use research skills to plan and present in writers' and/or multimodal formats	6.12(A) generate student-selected and teacher-guided questions for formal and informal inquiry 6.12(B) develop and revise a plan 6.12(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions 6.12(D) identify and gather relevant information from a variety of sources 6.12(E) differentiate between primary and secondary sources 6.12(F) synthesize information from a variety of sources 6.12(G) differentiate between paraphrasing and plagiarism when using source materials 6.12(H) examine sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype 6.12(I) display academic citations and use source materials ethically 6.12(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results



Side by Side TEKS Guide



Grade 6

ELAR | TEKS 2019-2020

ELAR TEKS Side-by-Sides — FOR TEACHERS — GRADES 6-8

6.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasing complex texts. Students are expected to:

Change	2017 Student Expectation	2019 Student Expectation	Cognitive Change	Content Change
	6.5(A) establish purpose for reading assigned and self-selected texts	6.Fig.19(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension		Added <ul style="list-style-type: none"> assigned and self-selected texts
	6.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information	6.Fig.19(B) ask literal, interpretive, and evaluative questions of text	Changed <ul style="list-style-type: none"> ask to generate 	Removed <ul style="list-style-type: none"> literal, interpretive, evaluative, questions Added <ul style="list-style-type: none"> before, during, and after reading Impact Students use questioning as a tool to support comprehension instead of a focus on levels of questioning.
	6.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures			
	6.5(D) create mental images to deepen understanding	6.Fig.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	Removed <ul style="list-style-type: none"> monitor and adjust 	Added <ul style="list-style-type: none"> deepen comprehension
	6.5(E) make connections to personal experiences, ideas in other texts and society	6.10(D) READINESS STANDARD synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres 6.Fig.19(F) READINESS STANDARD make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	Removed <ul style="list-style-type: none"> synthesize 	Added <ul style="list-style-type: none"> personal experiences ideas in other texts society Impact Students make connections as a tool to support comprehension. The focus will be on the three types of connections and not just text to text. TEA Assessment Notes <ul style="list-style-type: none"> The aligned standards require students to either make connections within or across texts or synthesize information within a text to support understanding. 6.10(D) The aligned standards focus on making connections across multiple texts. 6.Fig.19(F)



LUNCH

11:30-1:00



Welcome Back!



Kahoot!



REVISE & RESTRUCTURE

5 Step Planning Protocol Document

1

District Assessment & STAAR

Understand from the District Assessment and STAAR:

- The TEKS that are tested, and whether they are readiness or supporting standards
- How the TEKS are tested (level of rigor and specificity)
- The big ideas/concepts tested

1

District Planning Documents & STAAR

Utilize the District Planning Documents and TEA STAAR Assessed Curriculum:

- Identify TEKS eligible for assessment
- Analyze the 2017 TEKS Student Expectation
- Identify the number of questions per Reporting Category (*TEA Blueprint*)



Year-at-a-Glance (YAG)

*TEKS
Verification
Document (TVD)*

ELPS

Determine from the Year-at-a-Glance (YAG):

- Units that will be taught and suggested time for teaching each unit
- A logical sequence and timeframe for teaching the TEKS; establish a roadmap for teaching readiness and supporting standards

Verify using the TEKS Verification Document (TVD):

- TEKS that require direct teaching (T)
- TEKS that are ongoing (O)

Understand that Language Objectives (ELPS) correspond to Learning Targets:

- Must be implemented as an integral part of the lesson
- Important for ALL learners



*Scope and
Sequence*

*Side by Side
TEKS Guide*

ELPS

Utilize the Unit Scope and Sequence to:

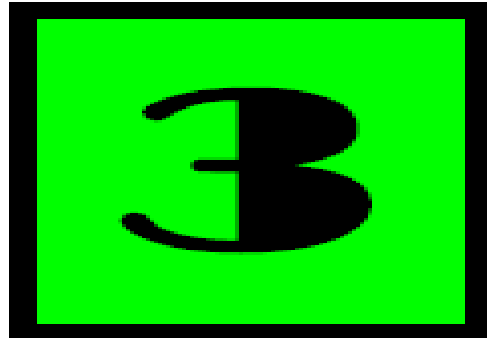
- Determine the TEKS eligible for assessment that will be taught and the suggested time for instructional delivery.
- To develop a logical sequence and time frame for teaching
- Make adjustments to the roadmap (based on campus calendar)

Utilizing the Side by Side TEKS Guide:

- To analyze the cognitive and content change.

Understand that Language Objectives (ELPS) correspond to Learning Targets:

- Must be implemented as an integral part of the lesson
- Important for ALL learners



Instructional Focus Document (IFD)

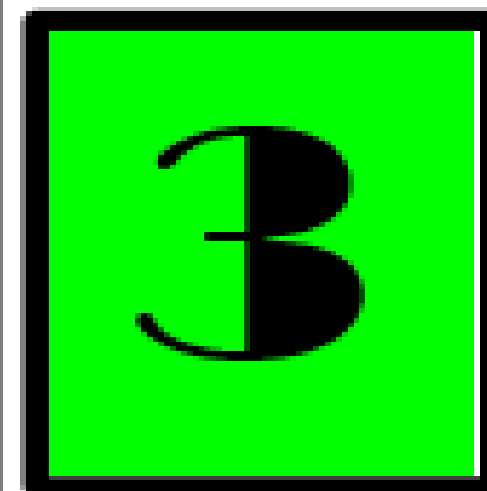
Review using the Instructional Focus Document (IFD):

- Academic Vocabulary for the unit
- Rationale to identify big ideas and prerequisite knowledge
- Key understandings and performance indicators
- TEKS with specificity
- Common misconceptions

Identify the Learning Target for each concept

- Write a learning target in *student friendly language* to the required level of rigor and specificity
- Identify/Create the Language Objective (ELPS) that correlates with each concept.

Identify Formative Assessment that is aligned to the learning target, e.g., journaling



www.teksguide.org

Utilize www.teksguide.org to:

- Explore the TEKS Overview to determine how to assess proficiency of the Student Expectation.
- To review Vertical Alignment to understand grade level expectations.
- Review SE Specific and Related. Resources
- Review correlated TEKS video , if available

Identify the Learning Target for each concept:

- Write a learning target in *student friendly language* to meet 2017 Student Expectation.
- Identify/create the Language Objective (ELPS) that correlates with each concept.



Instructional Resources

Analyze available lessons and other resources:

- Choose or create activities/lessons that align to the big ideas/concepts that will be taught and tested (Planning Protocol Steps 1-3)
- Plan a variety of short, frequent formative assessments
- Use 5E model to design components of lesson
- Determine instructional strategies and guiding questions that will promote critical thinking



Instructional Planning & Resources

Develop lessons that include:

- TEKS that will be taught and tested (Planning Protocol Steps 1-3)
- A variety of short, frequent formative assessments
- The components of bell to bell instruction for 90 min. ELA Block
- Strategies and guiding questions that promote critical thinking and student engagement

Resources:

- Utilize ELA Adoption

5

*Support all
Learners*

Plan for Differentiation and scaffold student thinking:

- Determine difficulties students may have and plan adjustments that will need to be made
- Determine how students will be grouped for instruction

5

*Support all
Learners*

Plan for Differentiation by:

- Determining difficulties students may have and plan strategically to successfully meet individual student needs.
- Utilizing accessibility features and designated supports as allowed.
- Determining how students will be grouped for instruction based on student performance data.



5 Step Planning Protocol

SFDR-CISD Planning Protocol ELAR 6-8

<p>1</p>	<p>District Planning Documents & STAAR</p>	<p>Utilize the District Planning Documents and TEA STAAR Assessed Curriculum:</p> <ul style="list-style-type: none"> Identify TEKS eligible for assessment Analyze the 2017 TEKS Student Expectation Identify the number of questions per Reporting Category (TEA Blueprint)
<p>2</p>	<p>Scope and Sequence Side by Side TEKS Guide ELPS</p>	<p>Utilize the Unit Scope and Sequence to:</p> <ul style="list-style-type: none"> Determine the TEKS eligible for assessment that will be taught and the suggested time for instructional delivery. To develop a logical sequence and time frame for teaching Make adjustments to the roadmap (based on campus calendar) <p>Utilizing the Side by Side TEKS Guide:</p> <ul style="list-style-type: none"> To analyze the cognitive and content change. <p>Understand that Language Objectives (ELPS) correspond to Learning Targets:</p> <ul style="list-style-type: none"> Must be implemented as an integral part of the lesson. Important for ALL learners.
<p>3</p>	<p>www.teksguide.org</p>	<p>Utilize www.teksguide.org to:</p> <ul style="list-style-type: none"> Explore the TEKS Overview to determine how to assess proficiency of the Student Expectation. To review Vertical Alignment to understand grade level expectations. Review SE Specific and Related Resources Review correlated TEKS video, if available <p>Identify the Learning Target for each concept:</p> <ul style="list-style-type: none"> Write a learning target in student friendly language to meet 2017 Student Expectation. Identify/create the Language Objective (ELPS) that correlates with each concept.
<p>4</p>	<p>Instructional Planning & Resources</p>	<p>Develop lessons that include:</p> <ul style="list-style-type: none"> TEKS that will be taught and tested (Planning Protocol Steps 1-3) A variety of short, frequent formative assessments The components of bell to bell instruction for 90 min. ELA Block Strategies and guiding questions that promote critical thinking and student engagement <p>Resources:</p> <ul style="list-style-type: none"> Utilize ELA Adoption
<p>5</p>	<p>Support all Learners</p>	<p>Plan for Differentiation by:</p> <ul style="list-style-type: none"> Determining difficulties students may have and plan strategically to successfully meet individual student needs. Utilizing accessibility features and designated supports as allowed. Determining how students will be grouped for instruction based on student performance data.



CREATIVE PLANNING



ACTIVITY

- Work Collaboratively as an ELA Team by Grade Level
- Participate in a Planning Protocol Session led by ELA Dept. Head and Principal
- Follow 5 Step Planning Protocol Document
- Utilize TEA and Lead4ward Documents
- Road Map / Planning Guides focus on Weeks 4.3 , 4.4 or 4.5
- Create or Adjust a Lesson



SHOWCASE



QUESTIONS



"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives."

Robert John Meehan

