

# Putting New Knowledge to Work for our Students

ELA II

Grades K-12

Day 5



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## Keynote Debrief

- We must provide students with well-structured, intentional opportunities for collaboration that amplifies academic language.
- We must be intentionally inclusive of students whose culture, language, and value system may be unfamiliar or different from our own.
- We must model academic language, provide instruction using grade-level complex text, and ensure opportunities for students to practice academic language in an academic context.
- We as educators must leverage student knowledge and language as we scaffold students toward independence with complex texts and tasks.

### Directions:

Find a partner with whom you haven't spoken much this week.

Select one of these charges from the *Principles of Language, Equity, and Learners*.

Answer the following questions:

- How did the keynote expand upon or clarify how this principle plays out in your educational role?
- What new ideas did the keynote introduce?
- What new questions do you have?

After two minutes, find another partner and discuss the keynote's theme as it relates to the work of the week.

# The Week in Review

## Grades K-5

### Day 1: Understanding Language

- Navigating language complexity that lives in the text requires thoughtful support.
- What can it look like in instruction?

### Day 2: Scaffolding Up to Standards-Aligned Tasks

- The text that we put in front of students shows them what we think about them.
- How do we make sure all students can access complex text?

### Day 3: Building and Processing Knowledge and Language

- Unpacking the structure of the text
- What is the connection between being able to unpack the complex structure of a text and equitable reading and writing outcomes?

### Day 4: Academic Language Supports and Standards-Aligned Writing Instruction

- Building structured standards-aligned writing opportunities solidifies knowledge and learning.
- How do you scaffold understanding and expression of understanding through standards-aligned tasks?

## Grades 6-12

### Day 1: Understanding Language

- Navigating language complexity that lives in the text requires thoughtful support.
- What can it look like in instruction?

### Day 2: Adapting Writing Planning and Implementation for Better Student Outcomes

- The text that we put in front of students shows them what we think about them.
- How do we make sure all students can access complex text?

### Day 3: Using the Right Writing Tasks to Promote Student Achievement

- Knowledge begets knowledge.
- How is building knowledge an equity move?

### Day 4: Linking Text Sets, Equity and Writing

- Unpacking the structure of text.
- What is the connection between being able to unpack the complex structure of a text and equitable reading and writing outcomes?

# Remembering the Learning and Taking what Works

<b>Monday</b>
<b>Tuesday</b>
<b>Wednesday</b>
<b>Thursday</b>

## Track Your Work

<b>Beginning of the Session</b>	<b>Revised: Conclusion of the Session</b>
My goal is	My goal is
I plan to complete this work by	I plan to complete this work by
I would like to roll this out to _____ in/by _____	I would like to roll this out to _____ in/by _____
<b>Notes:</b>	