

Instructional Newsletter: ELA

Hello SpringBoard educators! In this quarter's SpringBoard Instructional Newsletter, you will find instructional tips, resources, pacing suggestions and links to support your current implementation. We encourage you to share this information with your teachers.

Opportunities for Differentiation Using Zinc Learning Labs



Zinc Learning Labs contains additional text and vocabulary opportunities for students to engage in the tasks and skills for their grade level. Teachers have access to these resources to differentiate for various student populations.

Instructional Tip:

- Teachers can pair an additional text located in Zinc with an existing SpringBoard text to reteach a standard, allow for additional practice with a complex text, or meet the literacy demand for their grade level.
- Another way to differentiate is for teachers to select a text in Zinc that could provide students with context for a literary or nonfiction text found in SpringBoard. For example, if the class will be studying Shakespeare then selecting an article on the background of the time period may be a scaffolding step for the teacher.

We're excited to share two new features in Zinc Learning Labs:

- **Opening Pages:** Zinc has launched a new topic channel in the Articles section, "Opening Pages." This channel hosts fiction excerpts--the first few pages of the first chapter---from classic and contemporary novels. These brief introductions will excite students and help them to find the novels and other long-form offline reading that's right for them. This is a great opportunity for students to engage in the close reading of the text, as well as potentially use novels as outside reading.
- **Embedded Links:** Below the Table of Contents in each unit in SpringBoard Digital, you'll now find links to article sets and vocabulary sets in Zinc, aligned to that specific unit of study. It's a quick way for you to find relevant Zinc resources, whether to explore the theme of the unit through additional nonfiction texts, or pre-teach challenging vocabulary and literary terms. Be sure to login to your Zinc account from your SpringBoard Digital account before using the Links.

English Language Learner Spotlight

Meeting Language Demands

The language demands for ELL students are extensive. Along with establishing the learning target for content, consider setting language learning targets that will support students in developing the academic and disciplinary language required to engage in the demands of the standards. Creating language learning targets in addition to the learning targets will make learning richer, especially during collaboration time.

Language learning targets clarify the academic language students need to master to meet the expectations of the lesson. Teachers consider key vocabulary, language functions related to the topic, tasks, and strategies when writing language learning targets. Take a look at the example below:

Learning Target: Analyze a speech for the elements of argumentation

Sample Language Learning Target(s):

- **Describe** elements of an argument and orally provide examples in small groups.
- **Orally** explain a claim and the reasons provided for the claim to a partner.

Rationale: The key vocabulary in the learning target is argumentation. Students need know what an argument is and what elements make an argument. A teacher may choose to describe the elements to check for understanding and if scaffolding support is needed. Another approach would be to focus on one element of an argument. It is key for teachers to include how they will use the four domains of language and how they will support students as they engage in the key language.

Check out the new [English Learner Tab](#) to see additional resources and questions about ELL instruction. For example, a one-pager titled [Support for English Language Learners: ELA](#) highlights tools and design elements to differentiate instruction is available. You must be logged onto the SpringBoard Community to access the links.



SpringBoard ELA Coaches' Corner

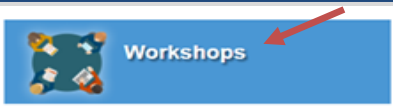
SpringBoard ELA Tip

Pacing Conversations

Planning for instruction is essential to effective lesson pacing. Below is a preview of a blog post on pacing located on the SpringBoard Community. Click [here](#) to access the full version. You must be logged onto the SpringBoard Community to access the link.

- Direct instruction is effective when introducing a new skill or concept. Teachers need to recognize when students are ready to move forward and become an active partner in the learning. Students are more likely to retain information if they are actively engaged or interacting with their learning. Relying solely on direct or teacher-centered instruction can be problematic for pacing.
- It is critical for teachers to identify where in an activity the students are expected to meet the learning target. This improves pacing because teachers can prioritize the elements that are closely tied to meeting the expectations of the learning target and provide opportunities for students to become actively engaged.

Differentiation: Writing



Writing Workshops contain opportunities for additional learning and practice in writing for each grade level. Teachers have access to these ancillary resources on SpringBoard Digital to differentiate for various student populations.

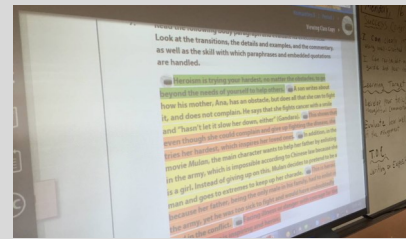
Instructional Tips:

- Use portions of a writing workshop to address a specific writing need. Students who need additional practice with unpacking a prompt can use the prompts in activities one through four to determine the task requirements.
- Differentiate instruction by using the sample text for the chosen writing mode and improve the sample work by using the adding, deleting, and looping strategies. The descriptions of the strategies may be found on SpringBoard Digital under Teacher Resources or in the back of the print Teacher's Edition.
- Hosting a writing boot camp? Consider using a writing workshop as content for this event.

SpringBoard Digital Integration

Deconstructing a Sample Expository Text

Teachers can use SpringBoard Digital as an effective teaching tool even if students are not engaged in a 1:1 learning environment. In the example below, the teacher is modeling from a sample text within a SpringBoard activity and using the highlighting tools to color code key elements of Expository writing. Through the interactivity of SpringBoard Digital in the **Class Copy**, anything captured in the Class Copy may be shared with students; students will have access to the exact teacher copy to reflect on when writing the Expository Essay for their Embedded Assessment. If logged onto SpringBoard Digital, teachers may access additional examples from SpringBoard classrooms by clicking [here](#). You will need to be logged onto SpringBoard Community to access the link.



SpringBoard ELA: The Six Shifts

"SpringBoard has always been an advocate for high quality literacy for both informational and literary texts"

-Darryl Webb

Professional Learning

We are excited to share additional information on the new ELA materials for the upcoming school year. A video of the six key enhancements is now available on the SpringBoard Community. If logged on to the Community, you can access the video by clicking [here](#). This video is an opportunity to hear about the shifts, get energized for the upcoming materials, share with colleagues or supervisors, or just have a chance to meet some of the faces of SpringBoard that worked so hard to make the new curriculum come to life.

