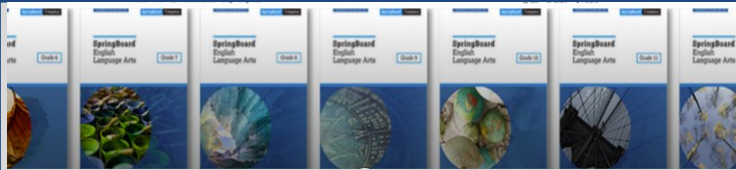


## Instructional Newsletter: ELA

Hello SpringBoard educators! In this quarter's SpringBoard Instructional Newsletter, you will find a preview of the 2018© ELA edition, instructional tips, resources, a strategy introduction, and links to support your current implementation.

### Previewing the 2018© National ELA Edition



The [2018© Preview and Information Center](#) is a new space on the SpringBoard Community that contains information on SpringBoard's new National ELA, available for the 2017–2018 school year. Users may access this space to preview materials as they become available.

#### Instructional Tips:

- The resources available have expanded, providing teachers with more choice in instructional decision making. As a grade level, consider the essential learning students need by the end of the school year. Use the Planning the Unit resources to determine which ancillary materials align to the essential learning identified.
- Select formative assessments opportunities embedded in critical activities to use as common assessments for each grade level. Assessing when students are meeting expectations and understanding critical content will support pacing decisions, as well as integration of ancillary materials.

#### SpringBoard is excited to highlight three new features in the 2018 National ELA Edition:

- **Flexible Novel Units:** Flexible Novel Units contain sequences of activities that explicitly teach a set of vertically aligned skills at each grade level. Each of seven new Flexible Novel Units includes a suggested list of novels, but is flexible enough for use with teacher-selected novels. The Flexible Novel Units will be located on SpringBoard Digital only and are not intended to replace the novel unit, but to add differentiation opportunities.
- **Embedded ELL Support:** A more robust system of English Language Learner support has been integrated into the ELA program. There is a new Planning Support for English Learners section in every Planning the Unit that outlines the resources available for differentiation and guides teachers in purposefully planning ways to integrate those supports across each unit.
- **Expanded Language Practice:** Revised features provide continuous practice to develop style and command of language. Across grades 6–12, 28 new SAT-aligned Language Checkpoint activities have been integrated into the program. These optional, 50-minute activities provide direct instruction on language conventions with a focus on developing students as skillful editors of their own and their peers' writing.

### English Language Learner Spotlight

#### Introducing an ELL Strategy

New ELL strategies will be embedded in the Teacher Wrap, on the Teacher Resources tab, and also located in the back of the print edition. The Cognate Bridge strategy adds cognates to the class Word Wall. Cognates are words in different languages that sound alike and have a similar meaning because of a shared common origin. For example: Tone / Tono in Spanish.

Students visually link the academic vocabulary word with the cognate to create a "bridge" between terms. This strategy leverages the students' native language resources by recognizing patterns in word roots, prefixes, and suffixes.

**Instructional Tip:** The Planning Support for English Learners section at the start of the unit contains a cognate directory that identifies key terms in Spanish that are similar to their English counterpart. Leverage these terms to begin building your Cognate Bridge Word Wall.



### National Demonstration Schools

#### National Demonstration School Application is Live!

We've launched our 2017 National Demonstration School (NDS) Application. Applications are due June 30<sup>th</sup>, 2017. We are looking for schools that demonstrate high-quality implementation of SpringBoard to serve as National Demonstration Schools. If selected, your school will be recognized as a SpringBoard National Demonstration School for a two-year period and earn the following rewards:

- 2 registrations to attend National Professional Learning Symposium
- Customized School Plaque
- Teacher Recognition Package (certificate, notebook, and pen)
- Published SpringBoard Success Story
- Digital Recognition Logo for websites

**Implementation Tip:** The self-assessment included in the NDS application can be a valuable resource for schools and serve as reflection on instructional practice. Take the assessment as a department or grade level team, and discuss areas of growth. Consider targeting one area to focus the professional learning at your school site.

To learn more about how to be recognized as a SpringBoard National Demonstration School click [here](#) for additional details.

## SpringBoard ELA Coaches' Corner

### SpringBoard ELA Tip

#### Cross-Curricular Connections

SpringBoard ELA strategies can promote literacy beyond the ELA classroom, while text selections can provide opportunities to collaborate with teachers in other content areas. See suggestions below for SpringBoard resources that may aid in building cross-curricular connections.

- Kimberlyn Slagle (Teacher of Distinction) shared a post on creating cross-curricular opportunities that promote literacy between ELA, Science, and Math. Click [here](#) to access the original post including resources.
- ELA strategies such as Socratic Seminar, writing prompts, diffusing, marking the text, RAFT, and many more create opportunities for students to process their learning. Strategies can be used across content areas to foster understanding of key concepts.
- Zinc Learning Labs contain a variety of channels with articles in different disciplines. For example, channels such as U.S., World, and Science contains content that may be relevant in other subject areas and used in a cross-curricular assignment. Consider content from other subject areas and connect with a colleague to create cross-curricular opportunities.
- Close Reading Workshops (CRW) use a variety of complex texts throughout each workshop that may be sources for cross-curricular connections. Additionally, CRWs contain texts specific to the areas of social studies, history, science, and technology.

### SpringBoard Digital In Action

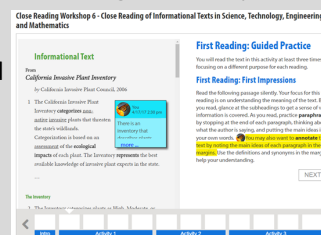
#### Using Interactive Workshops

Interactive Close Reading and Writing Workshops (accessible through SBD) offer students the opportunity to work toward independence in developing reading and writing skills. The benefits of using these digital workshops include: promoting literacy, allowing for differentiation, and providing additional practice.

#### Benefits

- Students are able to read complex text with depth and close attention to detail as well as build their independent writing skills.
- These workshops are targeted opportunities to extend the ELA classroom. They are flexible and teachers can assign sections of a workshop where students need specific practice. Using the digital platform, the teacher is able to gradually release sections of the workshop as students submit their work, and are ready to move on.
- The digital tools available in the digital CRW / WW are consistent with the interactivity experienced while using the SB ebook. Students can also practice their digital literacy skills by interacting with the text, and focusing on reading text in a platform similar to those used on state exams.

Teachers may access the [SBD User Guide—workshops](#) or view a [video tutorial](#) for more information.



### Differentiation

**Differentiation** occurs when teachers make strategic adjustments to content, process, product, and/or environment. Below, you will find several classroom videos that showcase how to differentiate based on process, or the “how” of an activity.

#### Instructional Tips:

- Socratic Seminars provide students with the opportunity to engage in academic discourse and own their learning. Watch the students in this [video](#) delve into a complex text, and engage in a rich discussion with one another.
- [Close Reading: Using OPTIC to Analyze an Image](#) highlights how one teacher uses the Optic strategy to read an image closely as the students grapple with the visual text to form conclusions.
- [Jigsaw and Visualizing: Responding to Text Dependent Question](#) provides an example of scaffolding that engages multiple modalities. Consider how the students responded to the different strategies and how they were able to articulate what they learned.



### Professional Learning

#### Summer Professional Learning (PL)

As summer approaches, below are some professional learning opportunities that could be integrated into your summer plans. Spring Board sessions are designed to support teachers, instructional coaches, and administrators.

- Initial Training for new hires that include teachers, instructional coaches, and administrators
- SpringBoard ELA ©2018: Enhancing Practice by Exploring the New Edition
- Collaborative Curriculum Mapping Service
- Your Course: Examining and Purposefully Planning Instruction
- English Language Learners: Using Strategies and Scaffolding
- Differentiated Instruction: Adapting Process, Product, and Content
- SpringBoard Digital: Promoting Interactive Teaching and Learning

The Professional Learning Catalog outlines PL offerings at all levels of implementation. If you are interested in learning more about SpringBoard's Professional Learning opportunities, contact your Program Delivery Specialist (person who places your SpringBoard materials order).



\* You must be logged onto the SpringBoard Community to access the embedded links \*