What are Field Guides?

Field Guides for Teachers succinctly organize the information teachers and PLCs need to effectively plan meaningful instruction for students by:

- Connecting TEA standards to the curriculum
- Providing relevant context that shows how each Student Expectation fits into the big picture, as well as the specifics that inform instruction
- Building content knowledge with explanations, stimulus identification, and essential vocabulary
- Making connections to instructional implications
- Looking at "interesting items" from previous released tests to provide insight into the types of mistakes students make

When to Use the Field Guides

- The team needs a guided conversation (desired state)
- Longitudinal data about a concept shows opportunities for growth (the data isn't good)
- The PLC is stuck (a good team has exhausted what it knows)
- The team or teacher is new to the grade level or new to the profession
- A team or teacher needs support in understanding the roles standards play in instruction

How are the Field Guides Organized?

- TEKS are bundled by Instructional Components
- Instructional Components include Word Study, Core Reading, Independent Reading, and Writing
- Each Instructional Component includes subcluster(s)
- Subclusters communicate instructional focus
- TEKS-aligned Instructional Strategies Playlists are included for concept application

Kick-Start the Discussion and Prepare for Instruction

Instructional Implications
- In designing instruction, what should the PLC consider?
- Which of these implications might students struggle with?
- Is there content where we, as teachers, might need a refresher?

Learning from Mistakes
- How do these common mistakes inform instruction?
- In addition to these common errors that students make in learning, what else have you observed?
- What misconceptions do students have?
- How can we use this information to pre-teach or proactively address what is likely to emerge?

Vertical Alignment
- Is this the first time the concept is being introduced?
- How does the concept change in rigor from last year to this year? (Student expectations that stay the same two grade levels below or above the current grade are not included in the Vertical Alignment.)
- How might we assess students to determine where to begin instruction?
- How are we going to make connections to what was learned in an earlier grade or earlier in the year?

Item Types
- How do we ensure students can show what they know in more than one way?
- How do we help students effectively respond in writing (extended-constructed response and short-constructed response)?

Academic Vocabulary
- What academic vocabulary is important for concept development?
- Do students (or any particular group of students) struggle with these terms? Why?
- How will you use these terms during instruction to reinforce the context in which these words occur?

Instructional Strategies Playlist
- How can we use TEKS-aligned instructional strategies to:
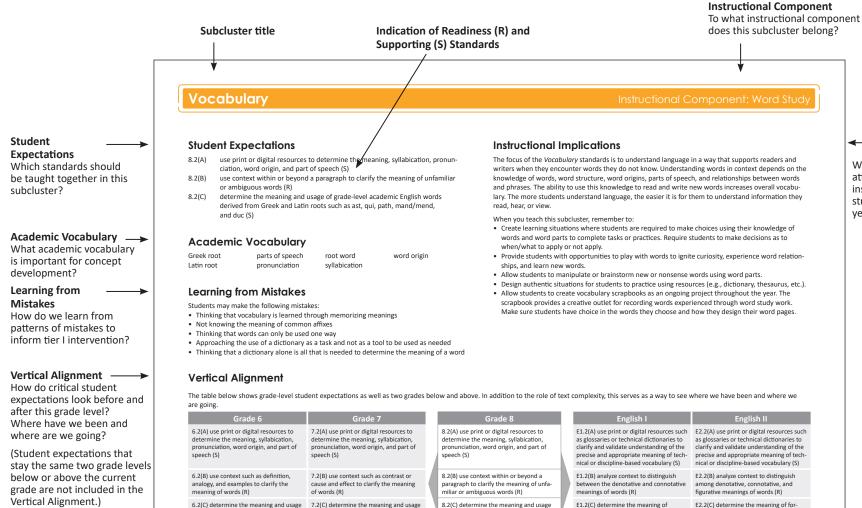 - engage learners?
  - provide practice without penalty?
  - encourage discourse?

Subcluster title

Indication of Readiness (R) and Supporting (S) Standards

Instructional Component
To what instructional component does this subcluster belong?

Vocabulary   Instructional Component: Word Study

Student Expectations
Which standards should be taught together in this subcluster?

Student Expectations

8.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)
8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (R)
8.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc (S)

Academic Vocabulary
What academic vocabulary is important for concept development?

Academic Vocabulary

Greek root	parts of speech	root word	word origin
Latin root	pronunciation	syllabication	

Learning from Mistakes
How do we learn from patterns of mistakes to inform tier I intervention?

Learning from Mistakes

Students may make the following mistakes:
• Thinking that vocabulary is learned through memorizing meanings
• Not knowing the meaning of common affixes
• Thinking that words can only be used one way
• Approaching the use of a dictionary as a task and not as a tool to be used as needed
• Thinking that a dictionary alone is all that is needed to determine the meaning of a word

Instructional Implications

The focus of the *Vocabulary* standards is to understand language in a way that supports readers and writers when they encounter words they do not know. Understanding words in context depends on the knowledge of words, word structure, word origins, parts of speech, and relationships between words and phrases. The ability to use this knowledge to read and write new words increases overall vocabulary. The more students understand language, the easier it is for them to understand information they read, hear, or view.

When you teach this subcluster, remember to:
• Create learning situations where students are required to make choices using their knowledge of words and word parts to complete tasks or practices. Require students to make decisions as to when/what to apply or not apply.
• Provide students with opportunities to play with words to ignite curiosity, experience word relationships, and learn new words.
• Allow students to manipulate or brainstorm new or nonsense words using word parts.
• Design authentic situations for students to practice using resources (e.g., dictionary, thesaurus, etc.).
• Allow students to create vocabulary scrapbooks as an ongoing project throughout the year. The scrapbook provides a creative outlet for recording words experienced through word study work. Make sure students have choice in the words they choose and how they design their word pages.

Instructional Implications
What should we pay attention to in instruction? Students struggle with...so this year make sure to...

Vertical Alignment
How do critical student expectations look before and after this grade level? Where have we been and where are we going?

(Student expectations that stay the same two grade levels below or above the current grade are not included in the Vertical Alignment.)

Vertical Alignment

The table below shows grade-level student expectations as well as two grades below and above. In addition to the role of text complexity, this serves as a way to see where we have been and where we are going.

Grade 6	Grade 7	Grade 8	English I	English II
6.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)	7.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)	8.2(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech (S)	E1.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary (S)	E2.2(A) use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary (S)
6.2(B) use context such as definition, analogy, and examples to clarify the meaning of words (R)	7.2(B) use context such as contrast or cause and effect to clarify the meaning of words (R)	8.2(B) use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (R)	E1.2(B) analyze context to distinguish between the denotative and connotative meanings of words (R)	E2.2(B) analyze context to distinguish among denotative, connotative, and figurative meanings of words (R)
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 (S)	7.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent (S)	8.2(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc (S)	E1.2(C) determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo (S)	E2.2(C) determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état (S)

© 2024 lead4ward.com

Instructional Component
To what instructional component does this subcluster belong?

Subcluster title

Indication of Readiness (R) and Supporting (S) Standards

Tools to Know – Reading Process
Instructional Component: Core Reading

Student Expectations
Which standards should be taught together in this subcluster?

Student Expectations

8.3(A)	adjust fluency when reading grade-level text based on the reading purpose
8.5(A)	establish purpose for reading assigned and self-selected texts
8.2(B)	use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words (R)
8.5(B)	generate questions about text before, during, and after reading to deepen understanding and gain information
8.5(C)	make and correct or confirm predictions using text features, characteristics of genre, and structures (S)
8.5(D)	create mental images to deepen understanding
8.5(I)	monitor comprehension and make adjustments such as rereading, using background knowledge, asking questions and annotating when understanding breaks down

Academic Vocabulary
What academic vocabulary is important for concept development?

Academic Vocabulary

adjust	genre	multiple meaning
annotate	mental image	prediction
context	monitor	structure
fluency		

Demands of the Text
How does understanding the demands of genre impact comprehension?

Demands of the Text

Fiction	Poetry	Drama	Informational	Argumentative	Multimodal/ Digital
Read the text in the order it is written	Read the text in the order it is written	Follow dramatic structure	Know the author's purpose	Recognize view/claim	
Understand plot elements and their relationships	Follow structure (stanzas, lines)	Follow dialogue	Follow organization	Judge evidence as feasible or logical	Align with the appropriate genre(s)
Read between the lines	Understand non-literal language	Follow clues	Determine the meaning of technical words	Recognize bias	
Make connections to message or lesson	Create mental images	Connect scenes to act	Use text features		

Instructional Implications

The process standards are metacognitive comprehension strategies that provide the reader with tools for accessing and understanding the meaning of text. Each strategy is an in-head action you cannot see and is unique to the reader. As complexity of the text increases, reader demands increase. Therefore, it is important that readers understand the role of each strategy and know how and when to apply and adjust. This is the first step in understanding what is read and must be practiced with every reading experience.

When you teach comprehension strategies, remember to:
- Focus students' cognitive energy on meaning, not just the sounding-out of words. Automaticity in reading is practiced and applied.
- Model and explore relationships between words and phrases to increase vocabulary and support comprehension of text.
- Provide students with ongoing opportunities to select their own texts and set their own purposes for reading.
- Provide explicit purpose when assigning reading; knowing a purpose for reading allows the reader to focus on what is important.
- Provide flexibility for readers to ask questions that are relevant to the individual reader to support and create deeper meaning.
- Model and explicitly apply comprehension strategies using background schema, creating images, and re-reading to clarify, monitor, and validate understanding.
- Model annotation as a tool used to monitor and adjust reading when understanding breaks down, making sure students understand it is to be used when needed and is unique to the reader.
- Build background knowledge and increase vocabulary by providing a wide range of reading and student discourse.

Instructional Implications
What should we pay attention to in instruction? Students struggle with...so this year make sure to...

Learning from Mistakes

Students may make the following mistakes:
- Focusing on rate of reading without comprehension
- Looking at the explicit clues and missing the critical, implicit clues in the larger chunks of the reading
- Looking within the sentence for clues and missing the clues in larger chunks of the reading
- Missing the purpose for reading
- Forgetting to use the comprehension strategies to clarify, monitor, and validate understanding
- Not rereading when information/ideas are unclear
- Using annotation as a comprehension strategy and not as a tool to be used as needed

Learning from Mistakes
How do we learn from patterns of mistakes to inform tier I intervention?

© 2024 lead4ward.com