

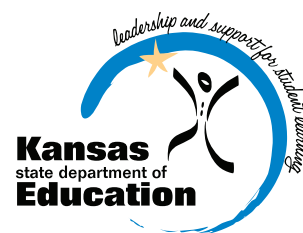


# Kansas Guide to Learning: Literacy

*A comprehensive cross-curricular literacy guide to advance learning from birth through grade 12.*

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## An Executive Summary

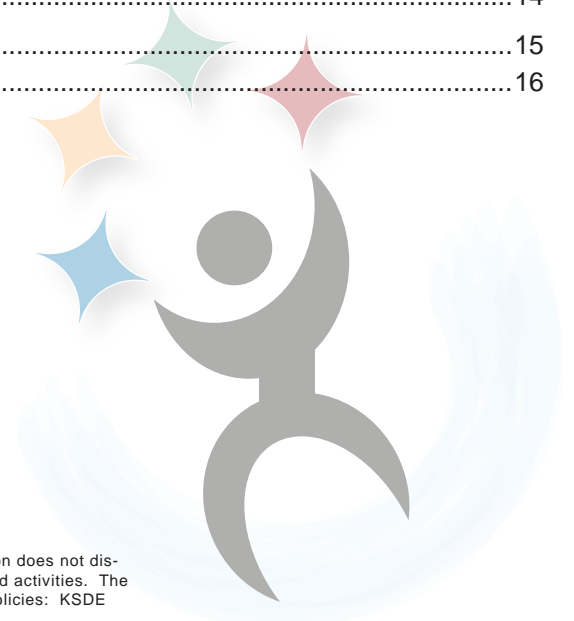




## AN EXECUTIVE SUMMARY

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## Introduction

The Kansas State Department of Education (KSDE) strives to support educators, parents, and students across the state of Kansas. In an effort to streamline communication and centralize literacy resources, the leadership at KSDE began an initiative titled the Sunflower Literacy Project. The goal of the Sunflower Literacy Project is to improve literacy learning in children and youth in participating district/communities and to improve academic achievement of Kansas students. KSDE envisions a cross-agency, collaborative approach to providing professional learning and resources to meet the literacy instructional needs of schools/providers/organizations.

The project sought to develop a comprehensive literacy plan for children ages birth through grade 12. This plan, titled the *Kansas Guide to Learning: Literacy*, integrates the Kansas Early Learning Standards for children aged birth to five years and the Kansas Common Core State Standards with recommended research-based curriculum, instruction, and critical questions and considerations for teaching and learning in the literacy strands of Reading, Writing, Speaking and Listening, and Language. Through this guide, educators will be provided professional learning and instructional resources to support teachers in improving literacy instruction. This document brings together important information regarding Student Populations, Common Core State Standards, Effective Instruction, Assessment, and Kansas Multi-Tier System of Supports.



# Overview

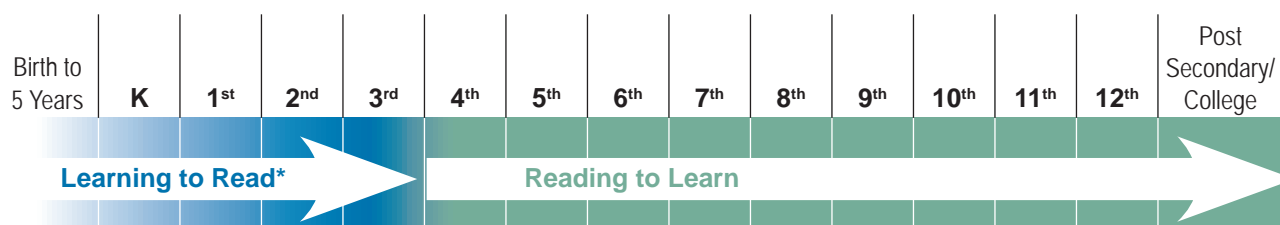
Kansas schools are responsible for providing students with the instruction they need to become literate members of society. In its simplest form, literacy can be defined as the ability to effectively communicate with others through reading, writing, speaking, and listening. Most educators include numeracy in this definition to complete the core foundational skills of literacy. Moving into the 21st Century, the term *Information Literacy* has changed once again to become *Contemporary Literacy*. Changes in the workplace demand that workers be able to exist and succeed in a digital world, which requires continual acquisition and development of new knowledge and skills. This greatly expands schools' responsibility to students beyond teaching the basic five components of reading. Literacy instruction also must consider tasks such as information-seeking strategies, synthesizing and evaluating information use and effectiveness to enable efficient communication and intelligent decision-making.

*The Kansas Guide to Learning: Literacy* (KGLL) defines literacy learning as a life-long process on a socially and culturally constructed continuum. This continuum is characterized by the ability to derive, create, and convey meaning through the use of a variety of socially contextual symbols in oral, written, digital, and other forms. Within various contexts, literate individuals build relationships to solve problems collaboratively and cross-culturally; develop critical perspectives about what they read; comprehend, analyze, and evaluate text and non-text materials; analyze and synthesize multiple streams of simultaneous information; generate and embrace rich understandings of ideas and concepts; create and share information for a variety of audiences and purposes; attend to the ethical responsibilities required by these complex tasks and environments; and assess their own literacy learning competencies and direct their future growth. The *KGLL* identifies a focus for each of the targeted age levels with guidance for literacy experience, engagement, motivation, curriculum, instruction, and critical instructional questions and considerations.

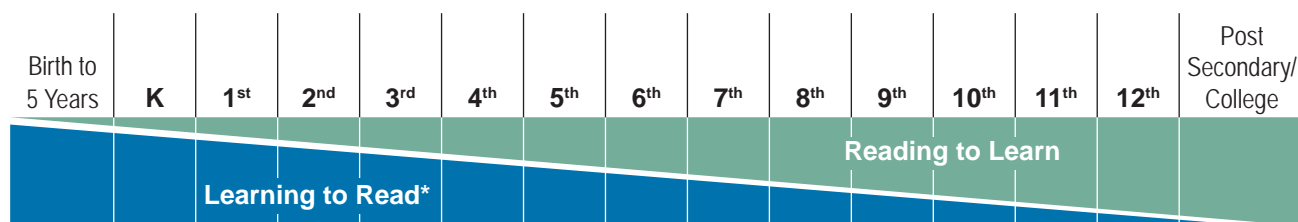
The *Kansas Guide to Learning: Literacy* compiles current research, promising practices, and effective strategies in the areas of speaking, listening, reading, writing, and language that lead to higher-order thinking for students aged birth through grade 12. The *KGLL* will shape high-quality literacy instruction in Kansas. Although strong reading skills are certainly a foundational element of literacy learning, this framework also emphasizes that "learning to read" and "reading to learn," Figure 1, must happen simultaneously and throughout the duration of one's life: in the home, in school, and in the larger community. This plan represents a paradigm shift within the context of literacy instruction in Kansas. Rather than a differentiation between learning to read and reading to learn, literacy instruction will be a continuous process from birth through secondary instruction.

Because literacy is more than just reading, similar transitions also would be present for writing, speaking and listening, and language. As a system-wide commitment, the *KGLL* provides a framework for local districts, early-learning facilities, and families to create more specific plans to address their students' literacy learning needs.

## A Paradigm Shift



## The New Paradigm: "Literacy Learning"



\* Because Literacy is more than just reading, similar transitions would also be present for writing, speaking and listening, and language as well.

Figure 1

Copeland (2011)

# Understanding Your Students

## All Students

“ In its simplest form, literacy can be defined as the ability to effectively communicate with others through reading, writing, speaking, and listening. ”

Kansas school demographics may look very different from one location to another. Therefore, educators need to make critical instructional decisions based on the school populations that they serve. The varying and multiple needs of students continually challenge educators to determine the most effective methods of instruction. Core instruction, including curriculum, instruction, and assessment is the foundation for the educational experience for ALL students. Instructional practices are evidence-based and designed so that a maximum number of students will be successful, thereby preventing the need for additional intervention. However, even within a well-functioning core, there will be students who need additional supports in order to continually learn and achieve to high expectations.

Many districts in Kansas use the MTSS framework for academic and behavioral instruction and interventions. This framework supports multi-tiered instruction with an emphasis on early identification, supplemental instruction, ongoing assessment, and the use of assessment data to identify the most effective interventions for students.

Students' needs continually challenge educators to determine the most effective methods of instruction. While there are innumerable differences between all learners, and each student requires attention to his or her individual strengths and needs, some students share commonalities that enable educators to plan in similar ways to best promote their learning. Such subpopulations of students include English learners (ELs), students with exceptionalities, and students at-risk of educational failure.

## Students Who are English Learners

“ When instructional accommodations within core instruction take into account students' sociocultural, linguistic, cognitive, and academic backgrounds, the need for additional levels of intervention may be greatly reduced. ”

English learners are a diverse group. Although approximately 73% of ELs are Spanish speakers (Migration Policy Institute, 2010), primarily hailing from Latin America (Aud, Fox, & KewalRamani, 2010), this is not always the case. No two English learners are alike, even within the same culture or home-country background. Additional differences may include length of time in the United States, literacy skills, previous schooling, and students' primary language.

Similarities between learners' home language and English tend to make initial learning of English easier, whereas differences make the process more difficult. Some ELs have a primary language that resembles English in word order, sound system, intonation, or word-formation patterns. Other students' languages may be very different from English in these respects. Therefore educators must make different decisions based upon the makeup of the student population. For example, throughout Kansas we have diverse pockets of ELs. In some areas of our state, we have large populations of ELs who speak mostly Spanish. As a result of this commonality, the use of cognates as an instructional strategy is very helpful. However, other areas of Kansas have a large EL population in which multiple languages are represented.

Some important tasks for educators who work with ELs include:

- Identify whether the school atmosphere is accepting of multiple perspectives that are presented through cultural differences.
- Identify students' biographies.
- Identify the sources and kinds of support students have at home.
- Identify the different languages spoken.
- Determine the proficiency of students in their native language and in English.
- Consider how students approach the reading process and literacy. Their idea of literacy may vary from the mainstream understanding.
- Identify if there are cultural/religious issues to be considered.

- Determine whether English assessments measure ELs' understanding of language or of content.
- Determine the effectiveness of collaboration between EL teachers and homeroom teachers in making instructional and assessment decisions.

When instructional accommodations within core instruction take into account students' sociocultural, linguistic, cognitive, and academic backgrounds, the need for additional levels of intervention may be greatly reduced. Pre-assessment, scaffolding of instruction to ensure comprehensibility, and formative assessment enable teachers to best support ELs to attain lesson objectives and to develop the skills measured on summative assessments. Providing opportunities for student dialogue and interaction throughout instruction enables ELs to practice language and literacy skills and to share their diverse perspectives with peers.

## Students with Exceptionalities

Effective intervention for students with exceptionalities involves choosing effective instructional approaches that require ongoing assessment and analysis of student progress-monitoring data.

(Rosenshine, 1986; Adams & Carnine, 2003).

Students with exceptionalities also have a wide variety of skills, needs, and abilities, that require different instructional strategies targeted to their individual strengths and needs. In Kansas, "Exceptional children" means "children with disabilities and gifted children" (K.A.R.91-40-1(w)).

- **"Child with disability"** means "a child evaluated as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, emotional disturbance, an orthopedic impairment, autism, traumatic brain injury, any other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities and who, by reason thereof, needs special education" (K.A.R.91-40-1 (k), K.A.R.91-40-1(l)).
- **"Gifted"** means "performing or demonstrating the potential for performing at significantly higher levels of accomplishment in one or more academic fields due to intellectual ability, when compared to others of similar age, experience, and environment" (K.A.R.91-40-1(bb)).

Students with exceptionalities have unique needs that influence retention of knowledge, response to instructional strategies, and engagement in instructional activities across the academic areas of reading and writing. Students with exceptionalities likely will require different kinds of instruction to meet or exceed grade-level expectations.

Teachers must have high expectations for all their students, and students with exceptionalities must be included in core reading or math programs for elementary students or content-area classes for adolescents in middle and high school. Early identification of each student's strengths and needs is critical in determining the appropriate level and type of instructional support (including enrichment). This early identification of students' strengths and needs is accomplished through the use of formative assessments that include universal screening, progress monitoring, and diagnostic assessments. When teachers know the learning needs of each of their students and use that knowledge to differentiate their instruction, students will become more engaged and motivated. Universal screening can be used to monitor student progress within the core instruction and to provide data necessary for making instructional decisions. Through this use of data, teachers can identify students who may need intervention. Instruction for the intervention is designed through a diagnostic process that targets specific skills for instruction.

Effective intervention for students with exceptionalities involves choosing effective instructional approaches that require ongoing assessment and analysis of student progress-monitoring data. Direct instruction is an effective approach for students with exceptionalities. Direct instruction is a systematic method of presenting material in small steps, pausing to check for student understanding, eliciting active student participation, and evaluating student performance using curriculum-based measurement to determine if the instruction should be adjusted (Rosenshine, 1986; Adams & Carnine, 2003).

Instruction for all students, and in particular for students with exceptionalities, must focus on the student's strengths and areas of needs so each student can make progress in grade-level expectations. Instruction and interventions should be explicit, systematic, and scaffolded. Students with exceptionalities may need more opportunities for practice and immediate corrective feedback as part of the intervention process. Students who need intensive support should receive targeted skill-based instruction through individualized instruction or in a small group.

## Students Who Are At Risk Of Educational Failure

“ In the best classroom, students are engaged much of the time in reading and writing, with the teacher monitoring student progress and encouraging continuous improvement and growth, and providing “scaffolded” instruction, in which the teacher notices when students are having difficulty and provides sufficient support so that students are able to make progress. Furthermore, this skillful instruction is based on the exact strategies that students need to work on.”

P. David Pearson

Students at risk of educational failure are another population that educators must monitor to ensure adequate academic progress. Many at-risk students come from poverty and/or have other factors (e.g., single-parent families, minorities, level of parent education, student attendance, etc.) that may influence their success. Children who arrive at school with limited experiences with print, books, language, and literacy need the most effective teachers and supportive school environments to become literate members of society. Taylor, Pressley, & Pearson (2002) list school factors that are responsible for high achievement in high-poverty schools:

- Focus on improved student learning
- Strong school leadership
- Strong teacher collaboration
- Consistent use of data on student performance
- Focus on professional development and innovation
- Strong links to parents

Providing the environment for students to attain a high level of literacy requires a school-level system for identifying “at-risk” students and providing them with the interventions they need to become literate. Good classroom instruction should meet the needs of most students, but an efficient system for providing high-quality interventions is required to meet the needs of all students. The most efficient interventions for struggling learners are to provide instruction in smaller groups in addition to core instruction. This allows the instruction to be targeted to the specific needs of the students, who have more opportunities to respond and receive feedback.

Educators who make effective educational instructional decisions for English language learners, students with exceptionalities, and at-risk students create an environment where all students learn to be literate and to utilize efficient communication and intelligent decision making.



# Kansas Standards

“ A meaningful comprehensive assessment system provides a complete picture of diverse learning goals and how well students are attaining them. This assessment system documents what students know and are able to do. ”

The KSDE recommends and supports standards for early learning through grade 12. As a guide to early kindergarten readiness, the *Kansas Early Learning Standards* provide an understanding of the skills, knowledge, and abilities young children (birth through age 5) have and can learn with the help of caring and knowledgeable adults. Based on research about young children’s language and early literacy development, the *Kansas Early Learning Standards* can be used to improve instructional planning by aligning curriculum and other learning activities.

The Kansas State Board of Education adopted the Common Core State Standards in 2010. The Common Core State Standards Initiative (CCSSI) is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO). The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare children for college and the workforce.

Standards provide teachers and parents with a common understanding of the knowledge and skills students should have within their educational careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The standards:

- Are aligned with college and work expectations;
- Are clear, understandable, and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Are informed by other top-performing countries, so that all students are prepared to compete and succeed in a global economy and society; and
- Are evidence-based (CCSSI, 2010).

The CCSSO recognize that these standards provide guidance for the design of curricula and instructional materials but do not prescribe how they are taught to or learned by students.

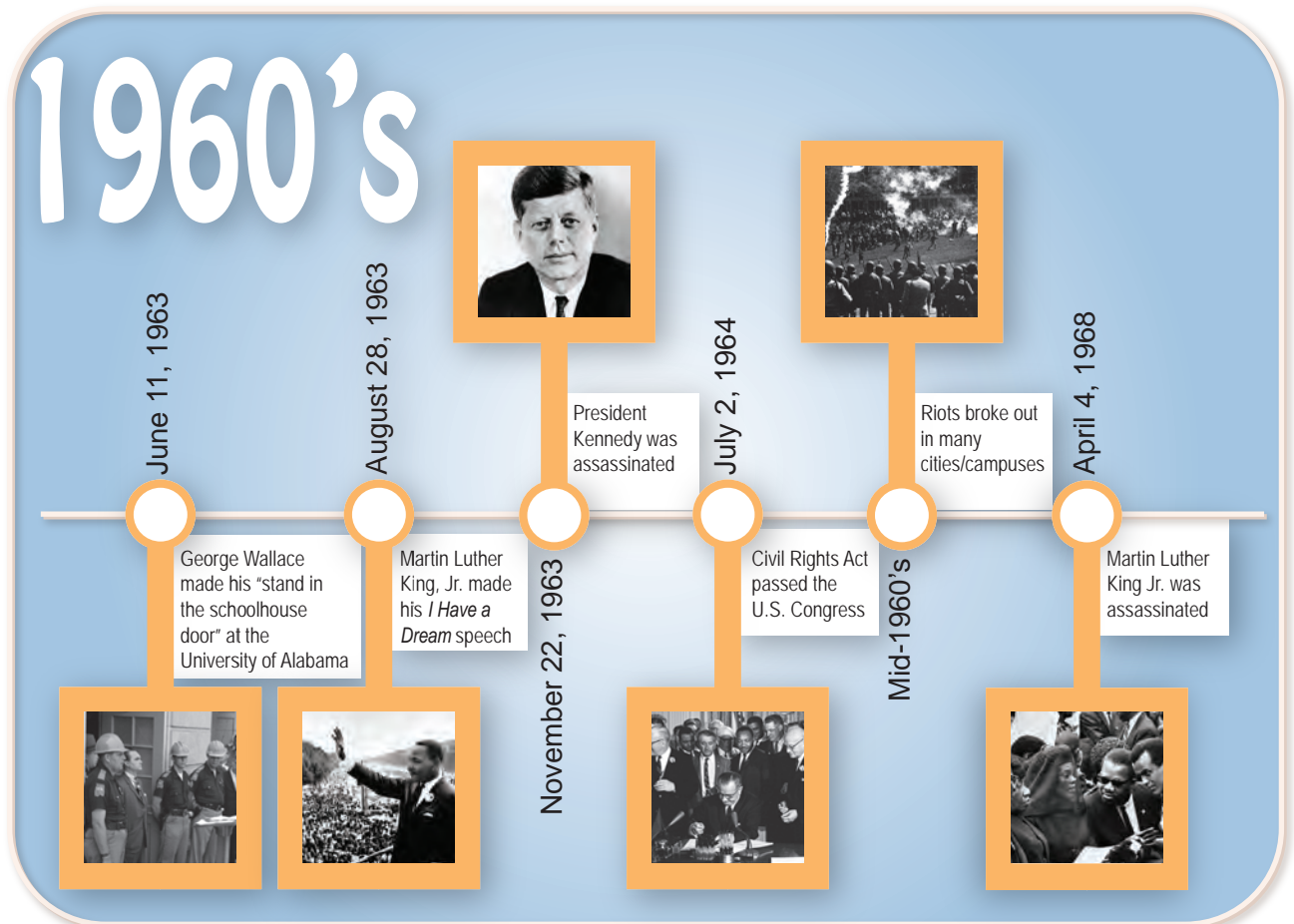
States are “allowed to add an additional 15 percent on top of the core” (CCSSI, March 2010). The Kansas Common Core Standards for English Language Arts add standards only to the CCSS College and Career Readiness Anchor Standards. In a separately published document that can be found at [www.ksde.org/kscommoncore](http://www.ksde.org/kscommoncore), Kansas added two anchor standards in Reading and one in Writing, as well as a set of five anchor standards to the Literacy standards for history/social studies, science, and technical subjects. The introduction to these added standards notes that “Although many of the concepts included within these standards are present in the CCSS, KSDE wanted to highlight the importance of each one” (KSDE, 2012).

The “Anchor Standards for Literacy Learning” were added by the Kansas Department of Education as part of the KS 15% for English Language Arts. These additional anchor standards underscore the idea that comprehensive literacy instruction should occur both across the curriculum and within each discipline and that all educators share responsibility for the literacy learning of all students. Comprehensive literacy instruction should address skills in reading, writing, thinking, language, listening, and speaking in a cohesive and integrated fashion rather than as discrete skills taught in isolation. Schools across the state are in the process of determining how to support teachers to prepare students to meet these new standards regardless of their challenges.

# Curriculum

Curriculum is the scope and sequence of content that students are expected to learn and use for performing in non-school settings. For example, to better understand how curricula are defined, imagine a United States History class discussing the 1960s. Students in this class might be expected to learn curriculum about the following:

1. George Wallace made his “stand in the schoolhouse door” at the University of Alabama,
2. President Kennedy was assassinated,
3. Martin Luther King Jr. made his *I Have a Dream* speech,
4. Civil Rights Act passed the U. S. Congress,
5. riots broke out in many cities/campuses,
6. Martin Luther King Jr. was assassinated.



A mistake that some educators make is to think that the Kansas Common Core Standards are their curriculum. Curriculum for schools contains much more than is required by the Kansas Common Core State Standards, which is simply the “What” of teaching.

# Effective Instruction

“Explicit teaching refers to the practice of deliberately demonstrating and bringing to learners’ conscious awareness those covert and invisible processes, understandings, knowledge, and skills over which they need to get control if they are to become effective readers.”

(Cambourne, 199, p. 126)

Effective instruction is critical if students are to learn the curriculum. For young children, it is particularly important that instruction follow a developmental sequence, however, it is not always necessary to wait for mastery of each task before progressing. Providing instruction of skills in a developmental sequence and then cycling back through also supports young children’s learning. Embedded instruction helps children learn how to apply skills within authentic literacy activities, and should occur throughout the day.

Effective instruction for infants, toddlers, and preschoolers looks different than instruction for school-age children. The guidance on instruction provided here for the birth to five-year-old population includes how to talk with young children and how to integrate opportunities for rich language and literacy exposure into everyday routines, including book sharing, circle time, play, center time, and mealtimes. Guidance in effective instruction indicates ways to ensure that children receive opportunities for language and literacy exposure and practice that promotes their language and cognitive development and their growing independence and self-regulation. Research literature about effective instruction for young children is summarized in the corresponding *Kansas Guide to Learning: Literacy* tables for Birth through Age 5.

Research about effective instruction for kindergarten through high school identifies that teachers must engage in explicit instruction, scaffolded learning, and active contextualized coaching (CIERA, 2001; NICHD, 2000; Pearson & Gallagher, 1983; Vygotsky, 1978). “Explicit teaching refers to the practice of deliberately demonstrating and bringing to learners’ conscious awareness those covert and invisible processes, understandings, knowledge, and skills over which they need to get control if they are to become effective readers” (Cambourne, 1999, p. 126).

Attributes of teacher-based instruction that have improved reading and writing performance include:

- Clear teacher presentations,
- Direct explanation (includes **what** skill or strategy is being taught, **how** readers use the skill or strategy, **when** they will use the skill or strategy, and **why** they should use this skill or strategy),
- Modeling and guided practice with scaffolding,
- High levels of active student involvement (e.g., collaborative construction of meaning, improved thinking through conversation and discussion),
- Review of feedback (Lipson & Wixson, 2009).

Extensive research on scaffolding by Pearson & Gallagher (1983) and Vygotsky (1978) suggests a need for teachers to structure lessons that provide modeling to students and then gradually release responsibility for task completion to students. Scaffolding combined with a simultaneous focus on self-regulated learning (Paris & Paris, 2001) helps students become independent self-sufficient readers, writers, speakers, and listeners.

Longitudinal studies revealed that effective teachers spend a great deal of time coaching students who are actively engaged in reading and writing (Allington & Johnston, 2002; Langer, 2004; Pressley et al., 2001; Taylor et al., 2000). Coaching may happen at any time in the instructional process. Teachers should utilize assessment data to determine where students are at in the learning process and what differentiated and specific coaching they need.

Effective instruction is where the “art” of teaching shows itself. Teachers who are masterful at providing effective instruction that includes explicit instruction, scaffolded learning, and active contextualized coaching prepare students to be self-regulated, literate members of society.

# Assessment

Evidence gathered from evaluation and assessment(s) provides the groundwork for instructional decisions. Although *evaluation* and *assessment* often have been used interchangeably, they have different meanings.

**Evaluation** is the process of making judgments about the evidence (assessments) collected. Evaluation allows teachers to:

- set learning goals based on the knowledge of the student;
- plan specific learning experiences;
- determine the effectiveness of the teaching;
- show the student's progress towards meeting the learning goals; and
- guide the setting of the new instructional goals.

**Assessment** refers to the process of observing and accumulating evidence of an individual student's progress. All assessment should provide feedback to inform instruction, monitor progress, or form the basis for evaluation. Assessment allows teachers to:

- identify the student's strengths and instructional needs;
- observe and record learning behaviors and strategies; and
- provide feedback and support to the learner.

Assessments must meet two basic requirements:

## Validity

The degree to which a test measures what it is supposed to measure; and also, the extent to which a test will provide information needed to make a decision.

## Reliability

The degree to which a test yields consistent results. In other words, if administration were repeated multiple times/places, the results would be the same or very similar.



decisions about instruction, and evaluates effectiveness of programs and instructional strategies. A meaningful comprehensive assessment system provides a complete picture of diverse learning goals and how well students are attaining them. This assessment system documents what students know and are able to do.

Hall (2007) suggests developing a comprehensive assessment system that includes five steps:

1. identifying specific types of assessments that include both summative and formative assessments;
2. determining who will conduct the specific assessments and the professional development for those conducting assessments;
3. developing an assessment schedule;
4. establishing a data-management system; and
5. planning and delivering professional development for teachers to provide an overview of the comprehensive assessment system and how to use the data to make instructional decisions.

Carefully chosen assessments are integral to developing a comprehensive assessment system. Different types of assessments are needed to inform both programmatic and instructional decisions. It is critical to understand that assessment tools are designed and built for specific purposes and only valid when used for those purposes. Evaluation of the results of these types of assessment informs and directs the selection and utilization of resources and materials, assists practitioners in determining appropriate teaching strategies, and increases the likelihood that all students will receive optimal instruction. In general, there are two broad types of assessments, formative and summative.

## Formative Assessments

Using a formative assessment process provides explicit feedback related to student performance. Teachers can use formative assessments to make immediate instructional decisions on behalf of individuals or groups of students. Formative assessments include universal screening, progress monitoring, and diagnostic measures.

Types of Formative Assessments	Purpose
<b>Universal Screening</b>	identify students who are at risk of not successfully learning grade-level content
<b>Progress Monitoring</b>	inform educators of student growth in content knowledge and skills
<b>Diagnostic</b>	provide precise, detailed, and instructionally relevant information regarding a student's knowledge and skill. This information must be useful for decisions regarding instruction.

As Kansas educators review this document they will notice that specific assessments, materials, or programs are not recommended. The KSDE has been consistent in maintaining that districts have local control over decisions regarding assessments and materials.

## Summative Assessments

Summative assessments are administered after instruction to measure students against a defined set of grade-level content standards. They are designed to evaluate student performance after instruction has been completed and are useful in determining the overall effectiveness of a given program for individual students or groups. Examples of summative assessments include outcome assessments, such as state or district mandated tests that measure specified outcomes.

An example of a summative assessment in Kansas is the Kansas Computerized Assessment (KCA), which is offered at the end of the semester or school year to evaluate student performance against a defined set of grade-level content standards. Other examples of summative assessments are end-of-instruction assessments, such as unit or end-of-chapter tests.

# Kansas Multi-Tier System of Supports



Figure 2  
Kansas MTSS visual representation

MTSS is a decision-making process recently initiated and used by Kansas schools to provide supports to enable each child to be successful. MTSS is a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision making to empower each Kansas student to achieve high standards. The focus of MTSS is system-level change across the classroom, school, district, and state. The principles and practices of the MTSS are based upon Response to Intervention (RTI) and what research has shown to be effective both in creating successful and sustainable change and in providing the most effective instruction for all students (KSDE, 2009). It is important to note that a MTSS is designed to address the needs of all students, regardless of whether they are struggling or have advanced learning needs.

Central to the Kansas MTSS framework, Figure 2, is the tiered approach, providing strategies for conducting assessment, selecting curriculum, and providing instruction based on an identification of student need and characteristics. The base of the triangle, what is often referred to as Tier 1 instruction, is designed as the foundation for the educational experience for ALL students, including curriculum, instruction, and assessment. Instructional practices for ALL are evidence-based and designed so that a maximum number of students will be successful, thereby preventing the need for additional intervention. However, even within a well-functioning MTSS there will be students who need additional supports in order to continually learn and achieve to high expectations. These varying degrees of intervention are represented by processes addressing the more extensive needs of SOME students, and those addressing the more significant needs of a FEW students. Additional support for interventions can be found at [www.kansasmtss.org](http://www.kansasmtss.org) and [www.ksdetasn.org](http://www.ksdetasn.org). Assessments, curriculum selection, and instructional processes have been identified to support literacy interventions for students across the three tiers, from kindergarten through grade 12.

Key features of the Kansas MTSS are involvement of leadership and the reliance on professional development to change the culture of school. Leadership is an essential component in creating sustainable change within the system and is of particular importance in structuring and implementing a MTSS. When moving to a multi-tier system, there are formal structures of leadership that are necessary to ensure consistent communication and support to all stakeholders, including staff. The work of the leadership team is to create these leadership structures and sustain them over time. High quality, research-based professional development is designed so that all staff receive initial training and implementation support, particularly in data analysis. The MTSS process is designed to improve educators' ability to collect, manage, and analyze data to improve instruction. The data continually drives the problem-solving process that educators engage in to meet the needs of all students. This process fosters individual and collective responsibility of school staff to improve academic achievement and reflects an empowering culture. An empowering culture is one in which staff, students, families, and stakeholders have a shared understanding of goals and processes and are actively involved in the process of school improvement. The leadership team encourages active involvement of others in making decisions.

## The Kansas Common Core Standards and Kansas Multi-Tier System of Supports

“ Key features of the Kansas MTSS are involvement of leadership and the reliance on professional development to change the culture of the school.”

As the Kansas State Department of Education transitions to the Kansas Common Core Standards (KCCS) it is important to recognize and integrate this effort with previous and ongoing initiatives across the state. With this idea in mind, it is essential to understand that the KCCS and the Kansas Multi-Tier System of Supports (MTSS) framework are integrated to support and complement one another.

KCCS provides the standards that describe what students should know and be able to do in content areas. Some schools make the mistake of thinking that the standards are the curriculum. A research-based curriculum, including scope and sequence of content and materials, is needed to bridge the standards to an instructional framework. Kansas MTSS provides a framework for how to properly implement instruction and interventions.

The goals and intent of both KCCS and Kansas MTSS are clear: to advance instruction and improve student learning. These initiatives complement each other, and the Kansas State Department of Education's intent is to continue to update resources for both. These resources will interact constructively to benefit all students and all education stakeholders.

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### Instruction

Instruction is the purposeful direction of the learning process for all students in a school. The KCCS allows renewal of opportunities to advance instruction for all students. Instruction of the KCCS should be based on the conceptual understanding, knowledge and skills that will help students succeed. Because the instructional process is a major class activity for teachers, implementation of instruction should be consistent with research-based practices and include differentiated instruction. Student performance data are utilized to inform the teacher and student about next steps in teaching and learning. The KSDE recommends the implementation of these practices through the Kansas MTSS initiative.

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### Intervention

The KCCS provides the vision for the conceptual understanding, knowledge, and skills that will help students succeed. The KCCS, as with any set of content standards, does not define the intervention methods or materials necessary to support students who are well below or well above grade level expectations. Kansas MTSS provides a framework for delivering interventions to students who require more explicit, systematic, and focused instruction to acquire the knowledge and skills represented in the KCCS. The Kansas MTSS recommends that students who need supplementary (Tier 2) or intensive (Tier 3) supports receive small-group instruction in addition to the core instruction provided in the classroom. Interventions are based on student need as determined by diagnostic assessment, focused on specific skills and strategies, providing more opportunities for students to respond and receive immediate feedback. To ensure consistency of knowledge and skills being taught to students, core instruction and the instruction provided during intervention should be complementary and mutually reinforcing.

The Kansas State Department of Education (KSDE) continues to collaborate across the agency to streamline communication and centralize literacy resources by creating a comprehensive literacy plan for children ages birth through grade 12. This plan, titled the *Kansas Guide to Learning: Literacy* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to easily find information and guidance regarding the literacy development and learning for children birth through high school. The KGLL is organized by age levels and provides curricula and instructional strategies in the areas of reading, writing, speaking and listening, and language.

For more information on the Kansas Common Core Standards:

<http://www.ksde.org/Default.aspx?tabid=4754>

For more information on the Kansas Multi-Tier System of Supports:

<http://www.kansasmtss.org>

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# Kansas Guide to Learning: Literacy

*A comprehensive cross-curricular literacy guide to advance learning from birth through grade 12.*

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## Birth - Five Years of Age





## BIRTH - FIVE YEARS OF AGE

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## Introduction

*The Kansas Guide to Learning: Literacy* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to easily find information and guidance regarding literacy development and learning for children birth through high school. For ages birth through preschool, the KGLL Expert Team utilized *The Kansas Early Learning Standards* document, which was developed by a large and diverse group of early-childhood professionals and parents. The Kansas Early Learning Standards provide a consistent, clear understanding of what young children are expected to know and be able to do, so that teachers and parents can support their learning and development. The standards were developed to align with what research says about young children's language and early literacy development.

The guiding principles for the *Kansas Early Learning* documents are:

- Young children are ready to learn, and their first teachers are their families and caregivers.
- Learning is a lifelong activity, and positive experiences support learning.
- Children, families, schools, and communities are responsible for all children and their success in school and life.
- The whole child should be considered in relation to school readiness involving the following domains: social-emotional, physical, communication and literacy, and cognitive.
- Integrated services should be available to all children.
- Although children enter school with a wide range of cultural backgrounds, learning experiences, and differences in abilities, all children are ready to learn.
- There is a strong and direct connection between early education and later success in school and life.

Further, the Kansas Early Learning Standards were designed to:

- Recognize the value and importance of learning from birth to 5 years.
- Serve as a guide for developing or selecting an appropriate curriculum for young children.
- Serve as a guide for creating high-quality learning environments and experiences.

The Kansas Early Learning Standards provide the foundation for the Birth through Age Five section of the *Kansas Guide to Learning: Literacy*. To support these standards, four sections were added (What Children Should Know and Be Able to Do, Instruction, Critical Questions and Considerations for Teaching and Learning, and Kansas Early Learning Standards) that will guide educators in determining the instructional needs of young children.



What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning:	Kansas Early Learning Standards:
<p>This column of the table provides teachers, parents, and caregivers with guidelines for what young children should know and be able to do. Some information is based on developmental milestones and provides approximate months when children begin to develop and demonstrate certain skills and abilities. An important caveat is that physical and cognitive development of children can vary considerably. If a child deviates from the norm on a few developmental milestones, this is likely not a problem; however, if a child appears to be delayed across most of the milestones, there is cause for concern and professional advice should be sought.</p>	<p>This column of the table provides teachers, parents, and caregivers guidelines for creating enriching language and literacy environments and recommendations for providing developmentally appropriate practice. Instructional practices generally fall on a continuum from teacher-mediated instruction (i.e., instruction is largely teacher-directed with considerable scaffolding) to child-directed play (i.e., learning is largely child-directed and supported through teacher scaffolding).</p>	<p>Education is a dynamic, fluid process. Instruction should not be thought of as taking place in isolation from other events in a child's life. Consequently, a host of factors should be considered when teaching young children. This column provides information supported by research for developing effective instructional practices for young children.</p>	<p>This column contains the early learning standard number(s) so that educators and caregivers will find corresponding information in the Kansas Early Learning Standards documents.</p>

The State Literacy Team and the Expert Literacy Team have created documents or tables for Language, Listening, Speaking, Foundations of Reading, and Foundations of Writing. We know that “the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children's needs” (Duffy & Hoffman, 1999, p. 11). Additional support for early childhood can be found at [www.kansasmstss.org](http://www.kansasmstss.org) and [www.ksdetasn.org](http://www.ksdetasn.org).



## Language, Speaking, Listening

## ORAL LANGUAGE

What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
<p><b>Infants (0-12 months)</b></p> <ul style="list-style-type: none"> <li>Newborn to 3 months: Makes sounds to gain attention of a familiar person.</li> <li>Newborn to 3 months: Uses different cries to signal various needs.</li> <li>Newborn to 3 months: Attends to intonation, inflection, and prosody of talk.</li> <li>3 months: Responds to and imitates facial expression.</li> <li>3 months: Genuine smiles.</li> <li>3 months: Can make vowel sounds.</li> <li>3 – 6 months: Laughs and squeals with pleasure.</li> <li>4 – 8 months: Makes a few consonant sounds with vowel sounds together; may say “dada” or “mama,” but does not yet attach them to individuals.</li> <li>5 – 6 months: Recognizes own name.</li> <li>6 months: Imitates sounds.</li> <li>9 months: Jabbers or combines syllables.</li> <li>9 – 12 months: Uses gestures and sounds to interact (e.g., waves, shakes head “no,” reaches to be lifted up).</li> <li>9 – 12 months: Points in response to simple questions, such as “Where’s the ball?”</li> <li>9 – 12 months: Understands the words “no” and responds to simple requests, such as “Give it to me.”</li> <li>10 – 12 months: Plays simple imitation games, such as “pat-a-cake” and “peek-a-boo.”</li> </ul>	<p><b>Infants (0-12 months)</b></p> <ul style="list-style-type: none"> <li>Hold “conversations” with infants that often consist of the infant staring into the caregiver/educator’s eyes and curling his/her fists around the caregiver/educator’s fingers.</li> <li>Talk to an infant then pause, the infant will learn to respond vocally.</li> <li>Imitate the infant’s vocalizations, expressions, and actions.</li> <li>Touch and name familiar objects, or label familiar actions.</li> </ul> <p>Children’s language will develop when caregivers:</p> <ul style="list-style-type: none"> <li>Use more words and more diverse words.</li> <li>Provide positive and encouraging feedback.</li> <li>Describe and explain things.</li> <li>Give choices.</li> <li>Listen to children and respond (Hart &amp; Risley, 1995).</li> </ul> <p>Caregivers/Educators should follow a child’s lead/interest and:</p> <ul style="list-style-type: none"> <li>Expand on the content of a child’s utterances.</li> <li>Add new information to the topic of discussion.</li> <li>Request that a child clarify his or her utterances.</li> <li>Answer a child’s questions (Snow, 1983).</li> <li>Respond to a child’s cues and utterances.</li> <li>Talk to and with a child often and use a variety of words (Huttenlocker, Haight, Bryk, Selzter, &amp; Lyons, 1991).</li> <li>Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes).</li> <li>Say nursery rhymes and chants, and sing simple songs and finger plays with a child.</li> <li>Play simple games (e.g., peek-a-boo).</li> <li>Interact around books to expose children to this routine early in life.</li> </ul>	<p><b>Infants – 2-years-old</b></p> <ul style="list-style-type: none"> <li>The emotional environment, such as joint attention, tone, guidance, and responsiveness to a child is important to language learning. Parent responsiveness/warmth is related to children’s language development and cognition (Dodici et al, 2003; Landry, et al, 2001).</li> <li>“Motherese” is a type of speech characterized by being simple, redundant, and filled with questions and requests (Snow 1983). “Motherese” uses simplified sentence structure, higher pitch, exaggerated intonation, and a slower tempo. It appears that infants prefer this type of speech over adult-directed speech, mainly because of the high pitch and the extended intonation range (Kuhl 1987). <b>Motherese has the added benefit of enhancing a mother–child bond and of encouraging early language learning in babies.</b></li> <li>Caregivers adapt their talk to the age and abilities of children; their talk becomes more syntactically complex and includes more diverse vocabulary, but quantity of talk doesn’t change (Huttenlocher, Vasilyeva, Waterfall, Vevea, &amp; Hedges, 2007). However, quantity of talk is important. More talk means that children are exposed to more vocabulary and more grammatical structures, and this helps them learn language. Children who are exposed to more frequent language learn language faster.</li> <li>When a caregiver divides his/her attention among many toddlers, he/she often ends up dominating conversations, being directive rather than facilitative, reducing one-on-one interactions with the children, and failing to <b>adapt speech to fit the vocabulary and interests</b> of a particular child (Honig, 1986). Therefore, it is important to create opportunities to talk with children one-on-one. It is also important for teachers to build familiar classroom routines that can allow them to decrease the amount of directive talk needed to manage the activity and increase the amount of facilitative and interactive talk with various children.</li> <li>Between 12 months to 2 years, children use many word approximations, so parents and caregivers need to “translate” for others.</li> <li>To enhance listening and comprehension: speak slowly and clearly, and minimize background noise, distractions, and interruptions in the class (Jalongo, 2010).</li> <li>If children don’t hear or understand what is being read or discussed, they may become withdrawn in school or become inattentive (Jalongo, 2010). Hearing stories and personal narratives repeatedly may help children to begin to develop strategies for remembering what they have heard (Jalongo, 2010).</li> </ul>	<p><b>Kansas Early Learning Standards</b></p> <p><b>CL STANDARD 1: USES LANGUAGE IN MANY DIFFERENT WAYS</b></p> <p>CL Benchmarks 1.1, 1.2, 1.3</p> <p><b>CL STANDARD 2: OBSERVES AND RESPONDS TO COMMUNICATION</b></p> <p>CL Benchmarks 2.1, 2.2</p>

## Language, Speaking, Listening

### ORAL LANGUAGE

#### What Children Should Know and Be Able to Do

##### 1-year-olds (12-24 months)

- 12 months: Uses "mama" or "dada" correctly.
- 12 months: Understands about 50 words.
- 12 months: Uses objects in functional ways (e.g., puts brush to hair).
- 13 months: Uses a few words skillfully.
- 13 – 18 months: Practices inflection, raising tone when asking a question.
- By 14 or 15 months: Begins to point to objects farther away for caregivers to name.
- 15 months: Understands about 120 words.
- 17 months: Enjoys pretend games, pretends with toys (e.g., pretends to drink from toy cup).
- 18 months: Understands about 200 words.
- 18 – 24 months: Uses two-word phrases.
- 19 – 24 months: Says about 50 – 100 words.
- 19 – 24 months: Understands about 200 words.
- 20 months: Can learn words at a rate of 10 per day.
- 22 months: Follows familiar two-step directions, such as "Get your coat, and bring it here."
- 22 – 24 months: Names six body parts.
- 23 months: Names pictures in books.

#### Instruction

##### 1-year-olds (12-24 months)

- Name objects that are nearby.
- Respond to children when they point to objects by naming them and talking about them.
- Play games together that involve taking turns, like pushing a ball/car back and forth. This helps young children to learn turn taking.
- Encourage turn taking with gestures and vocalizations through routine activities, such as greetings/good-byes, as well as songs and chants.
- Emphasize familiar nouns (names of things), common verbs (e.g., kiss, kick, open, sleep), familiar descriptive words (e.g., cold, full, all gone, broken), pronouns (e.g., he, me, mine), and some location words (e.g., down, in).
- Look at books together and label pictures.

Children's language will develop when caregivers (Hart & Risley, 1995):

- Use more words and more diverse words.
- Provide positive and encouraging feedback.
- Describe and explain things.
- Give choices.
- Listen to children and are responsive.

Caregivers/Educators should follow a child's lead/interests and:

- Expand on the content of a child's utterances.
- Add new information to the topic of discussion.
- Request that a child clarify his or her utterances.
- Answer a child's questions (Snow, 1983).
- Respond to a child's cues and utterances.
- Talk to and with a child often and use variety of words (Huttenlocker, Haight, Bryk, Selzter, & Lyons, 1991).
- Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes).
- Say nursery rhymes and chants, and sing simple songs and finger plays with a child.
- Play simple games (e.g., peek-a-boo).
- Interact around books to expose children to this routine early in life.

#### Critical Questions and Considerations for Teaching and Learning

##### Infants – 2-years-old (continued from page 3)

##### Questions

- Do you engage toddlers in rich language experiences throughout the day?
- Do you use spatial concepts such as under, on top, in front, and behind when giving directions?
- Do you expand on the descriptive words the toddlers use (e.g. "Yes that is a *big* ball, it is a *big red* ball.")?
- Do you respond to children when they point to objects by naming the objects and talking about them?
- Do you play simple games that help children learn turn taking?
- Do you read books with children daily to establish to book reading routine?

#### Kansas Early Learning Standards

##### CL STANDARD 1: USES LANGUAGE IN MANY DIFFERENT WAYS

CL Benchmarks  
1.1, 1.2, 1.3

##### CL STANDARD 2: OBSERVES AND RESPONDS TO COMMUNICATION

CL Benchmarks  
2.1, 2.2

Language, Speaking, Listening				
	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
ORAL LANGUAGE	<b>2-year-olds (24-36 months)</b> <ul style="list-style-type: none"> <li>• 24 months: Uses 200-300 words.</li> <li>• 24 months: Understands 500 to 700 words.</li> <li>• 24 months: Uses 2 – 3 word sentences.</li> <li>• 24 months: Begins to infer meanings of words in the context of adult conversations.</li> <li>• 24 months: Sings simple tunes.</li> <li>• 24 months: Talks about self.</li> <li>• 24 months: Less than 50% of speech may be understandable to an unfamiliar listener.</li> <li>• 24 – 36 months: Uses symbolic play (e.g., feeds a doll) and combines symbolic play behaviors (e.g., pretends to drink from toy bottle, then feeds doll with the bottle).</li> <li>• 27 – 28 months: Begins to understand descriptions (e.g., big, soft).</li> <li>• 30 months: Understands 600 – 900 words.</li> <li>• 33 – 34 months: Carries on a simple conversation.</li> <li>• 35 – 36 months: Describes how two objects are used.</li> <li>• 35 – 36 months: Uses three to four words in a sentence.</li> <li>• 35 – 36 months: Uses most parts of speech to make full and grammatical sentences (e.g., says, "Mommy is getting her coat," instead of, "Mommy coat").</li> <li>• 35 – 36 months: Follows a two- or three-part command.</li> <li>• Two-year-olds: Have limited turn taking, because developmentally they are centered on their own needs and experiences.</li> <li>• Two-year-olds: Often engage in parallel play with others – plays near others, but each child talks about what he/she is doing.</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>• 27-33 months: Uses plurals (e.g., two cookies, two busses).</li> <li>• 26-40 months: Uses possessives (e.g., daddy's bike).</li> <li>• 24 – 30 months: Uses first-person pronouns (I, me, you).</li> <li>• 19-28 months: Uses present progressive (e.g., Mommy is cooking.)</li> <li>• 30 – 36 months: Uses third-person singular (s) (e.g., He washes the dishes. She talks a lot.)</li> <li>• 30 – 50 months: Uses is/are (e.g., He is eating. They are playing.)</li> <li>• 30 – 50 months: Uses contractions (e.g., He's sleeping. She's eating cookies.)</li> <li>• 26-48 months: Uses regular past tense (e.g., She washed the dishes.)</li> <li>• 30 – 36 months: Uses gender pronouns (he, she, they).</li> <li>• 27-30 months: Uses prepositions (in, on)</li> </ul>	<b>2-year-olds (24-36 months)</b> <ul style="list-style-type: none"> <li>• Emphasize more nouns, verbs, descriptive words, pronouns (e.g., he, she, they) and location words (e.g., under, in front, behind).</li> <li>• Model and encourage the use of quantifiers (e.g., more, all, some) and question words (e.g., why, where, who, when). Use them in appropriate contexts.</li> </ul> <p>Children's language will develop when caregivers: (Hart &amp; Risley, 1995)</p> <ul style="list-style-type: none"> <li>• Use more words and more diverse words.</li> <li>• Provide positive and encouraging feedback.</li> <li>• Describe and explain things.</li> <li>• Give choices.</li> <li>• Listen to children and are responsive.</li> </ul> <p>Caregivers/Educators should follow a child's lead/interests and:</p> <ul style="list-style-type: none"> <li>• Expand on the content of a child's utterances.</li> <li>• Add new information to the topic of discussion.</li> <li>• Request that a child clarify his or her utterances.</li> <li>• Answer a child's questions (Snow, 1983).</li> <li>• Respond to a child's cues and utterances.</li> <li>• Talk to and with a child often and use variety of words (Huttenlocker, Haight, Bryk, Selzter, &amp; Lyons, 1991).</li> <li>• Talk with infants and toddlers throughout the day and in various settings (e.g., daily routines, play, book sharing, mealtimes).</li> <li>• Say nursery rhymes and chants, and sing simple songs and finger plays with a child.</li> <li>• Play simple games (e.g., peek-a-boo).</li> <li>• Interact around books to expose children to this routine early in life.</li> </ul>	<b>Infants – 2-years-old</b> (see pages 3-4)	<b>CL STANDARD 1: USES LANGUAGE IN MANY DIFFERENT WAYS</b>  CL Benchmarks 1.1, 1.2, 1.3  <b>CL STANDARD 2: OBSERVES AND RESPONDS TO COMMUNICATION</b>  CL Benchmarks 2.1, 2.2

# Language, Speaking, Listening

## ORAL LANGUAGE

### What Children Should Know and Be Able to Do

#### 3-year-olds

- Responds to requests for clarification.
- Requests objects, actions, assistance, and attention.
- Requests and provides information.
- Protests.
- Responds to requests.
- Comments on others' actions.
- Makes choices.
- Greets others.
- Initiates interaction with others.
- Narratives are sequences with a theme but no plot.
- Takes three turns on a topic.
- Begins to repair communication breakdowns.
- Understands color words, basic kinship terms, basic spatial terms (in, on, under).

#### Speech

- 75% of speech is understood by an unfamiliar listener; may have a period of dysfluency.
- May reduce consonant clusters (e.g., stop → top).

#### Grammar

- Uses sentences of three to five words.
- Uses 300+ words, including some descriptive words.
- Uses most parts of speech in short, mostly correct phrases.
- Uses present progressive (-ing), regular plurals, regular past tense (-ed), possessives ('s), third-person singular (e.g., she runs, he walks).
- Uses simple pronouns (I, me, he, she).
- Uses simple prepositions (in, on).
- Talks about actions of others.
- Begins to use conjunctive cohesion (e.g., and, because, so, then).
- Asks "who," "what," "where," and "why" questions.

### Instruction

#### 3-5-year-olds

##### Purposeful Play/Center Time

- Create opportunities for play routines that include multiple-event sequences and children acting in various roles. Dramatic play themes within centers can provide such opportunities.
- Select good themes that allow a variety of play routines and the ability to expand play. Ideally, they allow multiple children to play together, each taking on roles.
- Themes might be based on experiences and community helpers, such as firefighter, police officer, vet, doctor, airport, beauty/barber shop, shoe store, grocery store, restaurant, construction, camping, birthday party.
- Themes also can be based on familiar stories, like *The Three Little Bears*, *Strega Nona*, *Mike Mulligan and His Steam Shovel*.
- A dramatic play theme within a center may last several weeks to a month depending on children's interest. All children benefit from more than one week for a play theme. Several weeks are essential for children with special needs and children who are ELLs.
- Children initially benefit from adult support, modeling, and scaffolding of play routines followed by independent opportunities to play. Teachers may need to step in to support negotiation at times. Teachers also may need to continue to support children who have special needs and those who are ELLs.
- Visual supports can increase the complexity of play (See note on page 8.)
- Adults can model literate-style language, including elaborated noun phrases, elaborated verb phrases, embedded and conjoined sentences, analytic talk, like explanations and how things work.
- Adults can model use of literacy props/activities within dramatic play routines (See note on page 8.) (Koppenhaver & Erickson, 2003).
- Expand and extend child's sentences. Expand to fill in missing grammatical structures and/or speech sounds. Repeat and extend child utterances to contain additional information.
- Provide visual supports that can help children learn to play in more sophisticated ways. For example, during veterinarian theme, have photos showing the following sequence: sign in pet's name when you arrive, wait in waiting room, vet tech calls you into the office, pet's vitals are taken and recorded on chart, vet comes in and asks for symptoms, vet checks animal over, gives a shot or medicine or bandages a paw, writes a prescription, pet goes back into cage or on leash, go to pay for the visit, leave office. A short or long sequence can be selected and placed on a Velcro strip for kids to see the order. Initially, teachers can support and scaffold play with a short sequence; later this sequence can be expanded to include many more parts, and the adult can step back and intervene only to help children negotiate problems. Children can take various roles (vet, vet tech, receptionist, person bringing pet into vet). Changing roles will allow children to learn the language associated with each role.

### Critical Questions and Considerations for Teaching and Learning

#### 3-5-year-olds

- The emotional environment is important to language learning. Responsiveness/warmth is positively related to children's cognition and language development (Landry, et al, 2001).
- Well-established and consistent classroom routines support children's language learning. They also reduce the need for teachers to be directive. Children learn more in classrooms where teachers use high amounts of facilitative talk. (See MacDonald & Carroll, 1992).
- Planful, intentional caregivers/educators keep in mind key goals for children's learning and development in all domains by creating supportive environments, planning curriculum, and selecting from a variety of teaching strategies that best promote each child's thinking and skills. Effective caregiver/educators combine both "child-guided" and "adult-guided" experiences, in which adults play intentional roles in "child-guided" experiences and children have significant, active roles in "adult-guided" experiences. (Epstein, 2007).
- Teachers' use of facilitative language stimulation techniques is higher in small-group and child-directed contexts (Turnbull, et al., 2009). Therefore, teachers who interact with children during centers, outdoor play, and other small-group and child-led contexts are more likely to provide high-quality language stimulation.
- Use syntactically complex sentences to support children's understanding and use of syntax. Do not shy away from complex sentences or words.
- Frequent instructive, scaffolded, or helpful interactions encourage higher vocabulary learning.
- Encourage rich exposure to and practice of the child's home language. Some parents may believe they should try to speak more English at home, even if they are not proficient themselves. However, children with stronger first language (L1) skills will learn a second language (L2) more rapidly (see Genesee, Paradis, Crago, 2004; Cummins 1991). Thus, encourage parents to engage in rich language experiences, including book reading at home.
- There is not support for the idea that all children learning English will go through a silent period (Roberts, 2011). Teachers need to encourage children to talk in the classroom with peers and adults. If a child is silent for more than a few weeks, teachers should seek out assistance from a speech language pathologist.

### Kansas Early Learning Standards

#### CL STANDARD 1: USES LANGUAGE IN MANY DIFFERENT WAYS

CL Benchmarks  
1.1, 1.2, 1.3

## Language, Speaking, Listening

	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
ORAL LANGUAGE	<b>4-5-year-olds</b> <ul style="list-style-type: none"> <li>Initiates a topic and maintains conversation for four turns.</li> <li>Uses indirect requests.</li> <li>Able to repair a communication breakdown.</li> <li>Reports on past events.</li> <li>Uses language to reason, predict, express empathy.</li> <li>Uses vocabulary related to the subject.</li> <li>Narratives are chains with some plot but may not include high point or resolution.</li> <li>Understands basic shape and size vocabulary.</li> </ul> <b>Speech</b> <ul style="list-style-type: none"> <li>An unfamiliar listener should understand 100% of speech.</li> <li>Typically has mastered use of consonant clusters.</li> </ul> <b>Grammar</b> <ul style="list-style-type: none"> <li>Uses four- to seven-word sentences, including sentences conjoined using "and."</li> <li>Uses complex sentences (sentences that contain more than one verb).</li> <li>Uses conjunctions when, so, because, if.</li> <li>Uses third-person singular (e.g., she runs, he walks), regular past tense, and irregular plurals.</li> <li>Uses personal experiences, knowledge, and/or feelings when speaking.</li> <li>Completes simple verbal analogies (e.g., A daddy is big; a baby is ____ (small)).</li> <li>Asks "when" and "how" questions.</li> </ul>	<b>3-5-year-olds</b> <i>(continued from page 6)</i> <b>Purposeful Play/Center Time</b> <ul style="list-style-type: none"> <li>Embed literacy tools, props, and routines that are appropriate within each theme. For example, during veterinarian theme, have a sign-in sheet, clipboards and "forms" to fill out about your pet, files for the veterinarian to write down information and vital signs, prescription pad to prescribe medications, directions for care of a pet (e.g., changing bandages), credit cards, checks, play money to pay for the visit, appointment pad to make a follow-up appointment. Model use of these various props at appropriate times within the theme. Other types of literacy props include various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops. See Koppenhaver &amp; Erickson (2003). Ensure opportunities for children to play with support from an adult and independently. They may need adult help to negotiate and establish the play interaction.</li> </ul>	<b>3-5-year-olds</b> <i>(continued from page 6)</i> <b>Questions</b> <ul style="list-style-type: none"> <li>Do adults model syntactically complete sentences to support children's understanding and use of syntax?</li> <li>Do classroom themes and topics for instruction yield rich opportunities for discussion?</li> <li>Is play time/center time developmentally appropriate and purposeful?</li> <li>Are there dramatic-play opportunities, books, and literacy props within various centers, so children can create rich play scenarios?</li> <li>Do adults in the classroom engage in play with the children in order to model a variety of play routines?</li> <li>Do adults expand and extend children's utterances?</li> </ul>	<b>Kansas Early Learning Standards</b>  <b>CL STANDARD 1: USES LANGUAGE IN MANY DIFFERENT WAYS</b>  <b>CL Benchmarks</b> 1.1, 1.2, 1.3



## Language, Speaking, Listening

### What Children Should Know and Be Able to Do

#### Newborn to 6 months

- Listens to books read in an engaging manner.
- May begin to babble during reading and over time, babbling may resemble the rising and falling intonations of talk or questions.
- 4 and 6 months: Begins to show more interest in books. Grabs and hits books, and mouths, chews, and drops them.

#### 6 to 12 months

- Begins to understand that pictures represent objects, and develops preferences for certain pictures, pages, or stories.
- 6 months: Are better able to control their movements and interact with books, and respond by grabbing books and mouthing.
- 10 months: Enjoys being read to and follows pictures in books.
- 12 months: Begins to turn pages, with some help, pats or starts to point to objects on a page, and repeats sounds.

#### 1-year-olds (12-24 months)

- Will "read" board book on own.
- Holds a book right-side up based on knowledge of objects pictured, inspects pictures.
- By late in this year, some children may jabber as if reading while they turn pages in a familiar book.
- Some children's "reading" may capture the tone of voice and stress on words that caregivers have when reading the book.
- By the end of this year, many children interact with simple picture books by naming pictures that have been named repeatedly for them.
- By the end of this year, many children label pictures when asked, "What's that?" Some children may respond when asked, "What happened?" or "What is \_\_\_\_\_ doing?"
- When reading repetitive and predictable books frequently, children begin to anticipate what comes next in a book, even inserting words or phrases from the story.

### Instruction

#### Reading to Infants (0-12 months)

- Cuddle with an infant while you read to make him/her feel safe, warm, and connected to you.
- Read with expression, pitching your voice higher or lower as appropriate or using different voices for different characters. This helps develop listening skills.
- Read portions of text in a book. You can talk about pictures instead of reading. The purpose of reading is to bond with the infant and to encourage language awareness and development.
- Read the same books over and over. Infants enjoy and learn from repetition. When you do so, repeat with the same emphasis each time as you would with a familiar song.
- Sing nursery rhymes, make funny animal sounds, or bounce the baby on your knee. Show that reading is fun.
- Encourage infants to touch the book or hold sturdier vinyl, cloth, or board books.

#### Books for Infants

(Dwyer & Neuman, 2008)

- **Format:** Stiff cardboard books; soft vinyl that are easy to handle; cloth books. Sturdy books that can withstand chewing, tearing, and drooling.
- **Features:** Pictures prominent; simple large pictures or designs set against a contrasting background.
- **Content:** Imitating sounds; books with animals; familiar subjects about family life, faces, food, toys.
- **Language:** Labeling, sounds of common objects, noises that can be distinguishable, or rhythmic, patterned language.

### Critical Questions and Considerations for Teaching and Learning

#### Infants – 2-years-old

- Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books; these are typical developmental behaviors (Bus & van IJzendoorn, 1997). Offer books that will not be damaged by these behaviors.
- The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers spend time in positive reading interactions.
- Build book sharing into your daily routines to ensure you are reading to all infants and toddlers (Honig & Shin, 2001).
- Caregivers/teachers will need to change their behaviors with different children to help keep the book-sharing environment enjoyable. It is easier to establish book-sharing routines for some children due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005).
- There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.
- Reading to young children helps them to develop listening skills (Kupetz & Green, 1997).
- Repeated reading provides additional opportunities for children to learn and develop language. Young children often request repeated readings, which supports vocabulary learning because of children's increased level of participation and how caregivers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005).
- A pattern of daily reading over time is related to language and cognitive development, and **benefits can be observed as early as 24 months or with ELL at 36 months** (Raikes et al, 2006).

#### Questions

- Do you engage children in interactive book sharing?
- Do you use language-enhancing strategies (e.g., expansion, verbal scaffolding, self-talk)?
- Do you intentionally incorporate language and literacy into the children's play?
- Are you responsive to children's comments and questions? (Crowe et al, 2004).
- Parent access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).
- Does your program allow parents to borrow books?
- What resources are available in your community to support children's access to books? (e.g., story time at the library)

### Kansas Early Learning Standards

#### CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS

CL Benchmarks  
3.1, 3.2, 3.3,  
3.4, 3.5

## Language, Speaking, Listening

	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
EMERGENT LITERACY	<b>2-year-olds (24-36 months)</b> <ul style="list-style-type: none"> <li>• Can sustain attention to a story being read.</li> <li>• Points to things they wish to be named, and may use one or two words to convey information.</li> <li>• Draws meaning from pictures, print, and text.</li> <li>• Holds a book right-side up based on knowledge of the objects pictured.</li> <li>• Recognizes some books by the cover and may choose books among toys to entertain self.</li> <li>• Randomly points to familiar pictures in a book.</li> <li>• May name familiar/favorite pictures in books and repeats comments about events and actions depicted.</li> <li>• Asks "What's that?" and "What's he/she doing?"</li> <li>• Answers some "what" and "who" questions posed by caregiver.</li> <li>• By late in this year, many children retell books with simple, predictable stories, while turning the pages and using the pictures to prompt recall.</li> <li>• By the end of this year, looks at book front to back, and page-by-page.</li> <li>• Children may look through picture books, magazines, catalogs, etc. as if reading.</li> <li>• Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g., stop signs, logos, product packaging, fast food signs).</li> </ul>	<b>2-year-olds (24-36 months)</b> <ul style="list-style-type: none"> <li>• Read to young children one-on-one, in an engaging manner, pointing to pictures. Keep the book sharing positive.</li> <li>• Reading to a small group, compared to whole-class read aloud, allows children to engage in nonverbal participation such as touching and imitating the teacher's actions (Phillips &amp; Twardosz, 2003).</li> <li>• Reading to a small group, compared to whole-class, may increase 2-year-olds questions and comments during storybook reading, particularly focusing on story structure, meaning, and illustration, but not print (Phillips &amp; Twardosz, 2003).</li> </ul> <b>Books for 2-year-olds</b> (Dwyer & Neuman, 2008) <ul style="list-style-type: none"> <li>• <b>Format:</b> Permabound books; cardboard books at standard size; books with elements of surprise.</li> <li>• <b>Features:</b> Simple design with picture on every page (such as a picture of shoes or keys).</li> <li>• <b>Content:</b> Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals.</li> <li>• <b>Language:</b> Rhythm, rhyme and repetition; highly predictable language, humor, and playful language.</li> </ul> <b>Infants – 2-years-old Support for Parents</b> <p>Encourage parents to include reading in their daily routine. Although there is no "right" time, here are some suggestions:</p> <ul style="list-style-type: none"> <li>• <b>In the car or bus:</b> Keep a few books in the car or in your diaper bag to keep little ones quiet and busy.</li> <li>• <b>Doctor's or dentist's office:</b> Read or tell a soothing story.</li> <li>• <b>Grocery store:</b> Put a few board books in the shopping cart, or tie a cloth book to the shopping cart.</li> <li>• <b>Nap time/ bed time:</b> Familiar routines help infants and toddlers calm down.</li> <li>• <b>Bath time:</b> Read and let toddlers play with plastic bath-time books.</li> <li>• <b>Family book:</b> Create a book with pictures of family members, pets, and familiar locations.</li> <li>• When using technology, such as the computer, video games, smart phones, or electronic toys, include interactive books and educational games.</li> </ul>	<b>Infants – 2-years-old</b> (continued from page 8) <b>Remind parents that...</b> <ul style="list-style-type: none"> <li>• Reading should be an enjoyable activity and that there is no "right" way to read a book.</li> <li>• They don't need to read all the words; they can talk about the book.</li> <li>• They should use an expressive voice.</li> <li>• Children like to participate, and sometimes that means grabbing the book and for infants, mouthing it.</li> <li>• The parent and the child should use technology interactively.</li> </ul>	<b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b>  CL Benchmarks 3.1, 3.2, 3.3, 3.4, 3.5

## Language, Speaking, Listening

### What Children Should Know and Be Able to Do

#### 3-year-olds

- Answers adult questions about the pictures.
- Completes adult sentences with appropriate word when reading familiar books.
- Points to items in illustrations.
- Turns pages of books appropriately with support.
- Asks simple questions about story content.
- Begins to relate content of books to own life.
- Can identify and request favorite story(s).
- Acts out main events of a familiar story.
- Uses pictures and illustrations to tell and retell a story.
- May establish character referents.
- Begins to use story conventions (e.g., once upon a time).
- Tells a relatively coherent account of a past event (a personal narrative) to a person unfamiliar with the event.
- Knows role of author and illustrator.
- Recognizes various book concepts (cover, title page, author, illustrator, dedication).
- Understands that information books are a resource to find answers to questions.
- Learns concepts and vocabulary found in books and from science, social studies, and other curriculum topics.

### Instruction

#### 3-5-year-olds

##### Book Sharing

- Book sharing provides an ideal opportunity for children to learn rules for interaction in whole-group and small-group contexts.

##### Choosing Books

- Choose books with culturally-appropriate pictures and content given your class composition (Cazden, 1970).
- Choose books that relate to classroom theme, and develop extension activities that support children's understanding of vocabulary and concepts. Choose books that can be read repeatedly (3-5 times). Each time you read the book, expand children's understanding, encourage more child participation (see below), and embed instruction about print form (print concepts, alphabet knowledge, phonological awareness).
- Expose children to wide variety of text types (e.g., stories, information books, picture dictionaries, magazines, coupons, lists, poetry, alphabet and counting books, maps, calendars, menus).

##### Narrative Storybooks

- Stories with multiple episodes and clear narrative structure.
- Stories with interesting language and new vocabulary.
- Illustrations that are engaging and convey what is expressed in text.
- Pair storybooks with information books on same theme or topic (Pollard-Durodola et al., 2011).

##### Read Books in Advance

- Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts.
- Determine questions in advance and how you will scaffold children's understanding.
- Identify a focus for each repeated reading of the book.
- Determine what vocabulary words and concepts you will reinforce during and after readings. Think about how to explain those words/concepts. Find props, pictures to help explain words/concepts.
- Determine questions in advance and how you will scaffold children's understanding.
- Identify a focus for each repeated reading of the book.

##### Considerations when choosing information books:

- 35-50 sentences that contain 6-10 words each.
- Real photographs.
- Large clear font located in a consistent place.
- 6-18 new vocabulary words.
- Simple explanations for new words.
- Pictures that support vocabulary teaching.
- Hybrid books (i.e., books that contain both story and information text features) can create facilitative context, however, teachers may need to read the story OR the information text rather than attempting to read both during a single read aloud (Price & Bradley, 2011).

### Critical Questions and Considerations for Teaching and Learning

#### 3-5-year-olds

- Book reading provides an opportunity for adults to model and scaffold the kinds of comprehension strategies that children will need to use later as independent readers (Vander Woude, van Kleeck, Vander Veen, 2009).
- The affective quality of book sharing is important for children's learning from an activity (Bus, van IJzendoorn, & Pellegrini, 1995). Creating a positive climate might mean reading shorter segments of text, choosing books with simpler text and/or visual features, increasing inflection during reading to create enthusiasm. Do whatever it takes to foster children's enjoyment.
- Use of sophisticated vocabulary and analytic talk (e.g., discuss vocabulary, explain how things work) supports children's language and later literacy (decoding and comprehension) (Dickinson & Porche, 2011).
- Teachers' efforts to help children attend to group discussions have a direct effect on comprehension in the elementary grades, possibly because children learn self-regulatory capacities (Dickinson & Porche, 2011).
- Evidence from upper-elementary students reveals that content-rich discussions led to increased comprehension. Helping children to actively build meaning promotes attention to important ideas and helps children build connections among ideas (McKeown, Beck, & Blake, 2009). Thus, engaging in content-rich discussions in preschool likely builds language comprehension and later reading-comprehension abilities (see also Teale, Paciga & Hoffman, 2007).
- Children's verbal participation increases with reduced group sizes during book sharing. This improves children's learning from the activity in part because teachers can provide greater support for individual children's responses. **Therefore, find ways to read every day to small groups of 2-5 children and 1:1 (Phillips & Twardosz, 2003).**
- Interactive book reading results in greater vocabulary acquisition than performance-oriented reading or book reading without interaction (Brabham & Lynch-Brown, 2002).
- Correcting children's misunderstandings supports their later vocabulary learning (Dickinson & Porche, 2011).
- Children need to learn to use and understand complex language, because it helps to prepare them for reading comprehension in later grades. Letter knowledge, phonological awareness, and other early literacy skills are necessary but not sufficient for becoming a successful reader (Juel, 2010; Teale, Paciga, & Hoffman, 2007). Therefore, preschoolers need rich exposure to language and opportunities to develop sophisticated oral-language abilities. Children are not likely to generate elaborate and well-developed responses to open-ended questions on the first try. They need teacher support to help them increase the complexity of their initial response.

### Kansas Early Learning Standards

#### CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS

CL Benchmarks 3.1, 3.5

## Language, Speaking, Listening

	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
EMERGENT LITERACY	<b>4-5-year-olds</b> <ul style="list-style-type: none"> <li>Asks “why” questions about events and characters’ actions, motivations.</li> <li>Understands increasingly complex story structures.</li> <li>Begins to make logical predictions about stories.</li> <li>Can discuss characters’ motivations.</li> <li>Provides definitions for words.</li> <li>Retells stories with increasing detail and accuracy.</li> <li>Pretends to read easy or predictable books.</li> <li>Recalls information and sequence of a story (e.g., characters, events).</li> <li>Tells stories based on personal experiences, imagination, dreams, and/or stories from books.</li> <li>Recognizes and begins to name features in information books:               <ul style="list-style-type: none"> <li>Table of contents</li> <li>Glossary</li> <li>Index</li> <li>Labels</li> <li>Diagrams</li> <li>Graphs/maps</li> <li>Speech bubbles</li> </ul> </li> <li>Seeks out information books to find answers to questions.</li> <li>States a point and attempts to back it up.</li> <li>Constructs meaning jointly with adults and peers during interactions.</li> </ul>	<b>3-5-year-olds (continued from page 10)</b> <b>During Shared Reading</b> <p>Use Text Talk (Beck &amp; McKeown, 2001)</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>Intersperse open-ended questions eliciting description and explanations of text ideas.</li> <li>Follow up children’s responses with questions that scaffold their thinking and encourage elaboration and development of their original idea.</li> <li>Show pictures after reading the text, because children often use the content of the pictures instead of the linguistic content to formulate responses to questions.</li> <li>Invite background knowledge, but make clear references/comparisons to the text; that is, reduce surface-level associations that bring forth a hodgepodge of personal anecdotes and instead help students relate background knowledge/experiences meaningfully with the text.</li> <li>Select sophisticated words for direct attention after reading; provide multiple exposures in variety of contexts.</li> <li>Use Interactive Reading Strategies (McGee &amp; Schickedanz, 2007):               <ul style="list-style-type: none"> <li>Insert clear but rich explanations of unfamiliar vocabulary.</li> <li>Point to pictures during read-alouds to show links between illustrations and text.</li> <li>Ask questions that extend comprehension.</li> <li>Use think-alouds to model thinking processes during repeated readings, guide children to reconstruct parts of the text and illustrations.</li> <li>Engage children in labeling or repetition during reading. Children need to say new words aloud.</li> </ul> </li> <li>Use word sorts for items that do or do not belong in a category or have specific features. This can build richer word knowledge. Use semantic word/picture maps to show relationships among words, especially to illustrate taxonomic relationships (Culatta, Hall-Kenyan, &amp; Black, 2010; Dwyer &amp; Neurman, 2011).</li> <li>Choose certain information book features (e.g., table of contents, glossary, index, diagrams) to highlight during shared reading and explicitly teach the purpose of that feature.</li> </ul> <b>Scaffold Vocabulary Development during shared reading:</b> <ul style="list-style-type: none"> <li>Read the book aloud one time and then target vocabulary words that need explanation (Bradley &amp; Price, 2011).</li> <li>Teach words explicitly using simple/rich explanations when they occur in the text (Collins, 2005).</li> <li>Provide repeated opportunities to both hear and use new vocabulary (can be accomplished through repeated reading of the same book and by using target vocabulary from books throughout the day).</li> <li>Ensure children are engaged and actively participating, because they are more likely to learn vocabulary (Coyne, Simmons, &amp; Kame’enui, 2004).</li> <li>Provide clear, simple visuals (pictures, gestures, props/toys, videos) to support word learning.</li> </ul>	<b>3-5-year-olds (continued from page 10)</b> <ul style="list-style-type: none"> <li>Beck &amp; McKeown (2001) propose strategies they call Text Talk. Text Talk strategies resulted in children learning significantly more words. In addition, more frequent exposure to the target words resulted in 2x the growth in oral vocabulary knowledge (Beck &amp; McKeown, 2007).</li> <li>Shared reading strategies that actively involve young children are most likely to result in positive benefits for children. Strategies that promote active participation include elaborations, expansions, and use of “Wh” questions to broaden both print and linguistic concepts (Trivette &amp; Dunst, 2007).</li> <li>Reading information texts can be more challenging, because teachers need to explain more and children are often more engaged and ask more questions (Price, Bradley, &amp; Smith, under review). It may take time to develop a comfortable book-reading routine for information books.</li> </ul> <b>Questions</b> <ul style="list-style-type: none"> <li>Do you engage children in interactive book sharing? Are you responsive to their comments and questions? This is especially effective for children with language delays (Crowe et al, 2004).</li> <li>Do you create opportunities for small-group and one-on-one book sharing within the classroom?</li> <li>Do you read books multiple times to give children multiple exposures to the content, vocabulary, and discussion?</li> <li>Do you integrate a variety of text types into your classroom book-sharing routines?</li> <li>Do you support children’s vocabulary growth during book reading by intentionally selecting vocabulary and using simple/rich explanations when words occur in text?</li> <li>Do you ask questions that extend children’s comprehension and scaffold their thinking?</li> </ul>	<b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b>  CL Benchmarks 3.1, 3.5

## Foundations of Reading

### What Children Should Know and Be Able to Do

#### Newborns to 6 months

- Listens to books when read in an engaging manner.
- May begin to babble, and over time babbling may resemble the rising and falling intonations of talk or questions.
- 4 and 6 months: Infants begin to show more interest in books. They will grab and hold books, but will mouth, chew, and drop them.

#### 6 to 12 months

- Infants begin to understand that pictures represent objects, and develop preferences for certain pictures, pages, or stories.
- 6 months: Infants are better able to control their movements and interact with books, and respond by grabbing books.
- 10 months: Enjoys being read to and follows pictures in books.
- 12 months: Infants begin to turn pages with some help, pat or point to objects on a page, and repeat your sounds.

### Instruction

#### Infants (0-12 months)

- Read to infants to develop their listening skills.
- Cuddle with an infant while you read to make him/her feel safe, warm, and connected to you.
- Read with expression, pitching your voice higher or lower as appropriate or using different voices for different characters.
- Read portions of the text. You don't need to read all the text in a book and can talk about pictures instead of reading. The purpose of reading is to bond with the infant and to encourage language awareness and development. As the child is able, add in more and more of the text.
- Read the same books over and over, because infants enjoy and learn from repetition. When you do so, repeat the same emphasis each time as you would with a familiar song.
- Sing nursery rhymes, make funny animal sounds, or bounce your baby on your knee — anything that shows that reading is fun.
- Encourage infants to touch the book or hold sturdier vinyl, cloth, or board books.
- Help infants feel various textures, lift flaps, push buttons.
- Alternate pointing to pictures and pointing to the text as you read. Point to pictures that help the child comprehend the text.

#### Books for Infants (0-12 months)

(Dwyer & Neuman, 2008)

- **Format:** Stiff cardboard books; soft vinyl that are easy to handle; cloth books; bath books. Sturdy books that can withstand chewing, tearing, and drooling.
- **Features:** Pictures prominent; simple large pictures or designs set against a contrasting background.
- **Content:** Imitating sounds; books with animals; familiar subjects about family life, faces, food, toys. Books with textures, flaps, zippers, wheels, snaps, or buttons that make noises or say words.
- **Language:** Labeling, sounds of common objects, noises that can be distinguishable, or rhythmic, patterned language.

### Critical Questions and Considerations for Teaching and Learning

#### Infants – 2-years-old

- The affective quality of book reading (positive interactions) is important for infants and toddlers (Bus & van IJzendoorn, 1997). Young children's interest in and enjoyment of books depends on the availability of books and whether caregivers share them with children in positive ways.
- Build book sharing into your daily routines (Honig & Shin, 2001).
- It is easier to establish book-sharing routines for some children rather than others due to children's temperament, interest, language skills, and attention span (Fletcher & Reese, 2005). Caregivers/educators need to adjust book-sharing routines based on children's temperament, interests, languages, and attention span to keep the book-sharing enjoyable.
- Infants should not be discouraged from behaviors such as hitting, chewing and grabbing books. These are typical developmental behaviors (Bus & van IJzendoorn, 1997). Instead, give them books that will not be damaged by these behaviors.
- There are individual differences in how children respond to and attend to books, but between 18 months to 24 months, most children's responsiveness and attention increases (Fletcher, Perez, Hooper, & Clauseen, 2005), particularly if they have been read to since they were infants and have had positive experiences with books.
- Young children request repeated readings, and this supports vocabulary learning because of children's increased level of participation; also, caregivers change how they read/engage children with each repeated reading (Fletcher & Reese, 2005). Therefore, repeated reading provides additional opportunities for children to learn and develop language.
- A pattern of daily reading over time is related to language and cognitive development, and benefits can be observed as early as 24 months and with ELL at 36 months (Raikes et al, 2006).
- Caregivers/educators of 2-year-olds use more questions, labeling, and positive feedback when reading informational books compared to storybooks (Potter & Haynes, 2000). Be sure to include information books (e.g., books about animals, nature) when sharing books with young children.

### Kansas Early Learning Standards

#### CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS

CL Benchmark 3.4

## Foundations of Reading

PRINT FUNCTIONS AND CONVENTIONS	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
	<p><b>1-year-olds (12-24 months)</b></p> <ul style="list-style-type: none"> <li>When reading repetitive and predictable books frequently, children begin to anticipate what comes next in a book, even inserting words or phrases from the story.</li> <li>Will “read” board book independently.</li> <li>Holds a book right-side up based on knowledge of objects pictured, inspects pictures.</li> <li>By late in this year, some children may jabber as if reading while they turn pages in a familiar book.</li> <li>Some children’s “reading” may capture the tone of voice and stress on words that caregivers have when reading the book.</li> <li>By the end of this year, many children interact with simple picture books by naming pictures that have been named repeatedly for them.</li> <li>By the end of this year, many children label pictures when asked, “What’s that?” Some children may respond when asked, “What happened?” or “What is _____ doing?”</li> </ul>	<p><b>1-year-olds (12-24 months)</b></p> <ul style="list-style-type: none"> <li>Read to young children one-on-one in an engaging manner, pointing to pictures, and keeping the book sharing positive.</li> <li>Read repetitive and predictable books frequently, so that children will begin to anticipate what comes next in a book, even inserting words or phrases from the story. This reinforces the connection between spoken language and written words, which is a critical reading skill.</li> <li>Read repetitive and predictable books that will reinforce the connection between spoken language and written words.</li> <li>Read nursery rhymes, rhyming books, poetry, and books with alliteration to reinforce the child’s phonemic awareness.</li> </ul> <p><b>Books for 1-year-olds (12-24 months)</b> (Dwyer &amp; Neuman, 2008)</p> <ul style="list-style-type: none"> <li><b>Format:</b> Permabound books; cardboard books at standard size; engineered books with elements of surprise; cloth books; bath books; books with flaps and textures.</li> <li><b>Features:</b> Simple design with picture on every page (such as a picture of shoes or keys).</li> <li><b>Content:</b> Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals.</li> <li><b>Language:</b> Rhythm, rhyme and repetition, highly predictable language, humor, and playful language.</li> </ul>	<p><b>Infants – 2-years-old</b> (continued from page 12)</p> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>Do you engage children in interactive book sharing?</li> <li>Are you responsive to children’s comments and questions? (Crowe et al, 2004)</li> <li>Does your program allow parents to borrow books? Parents’ lack of access to books is a large barrier that prevents them from reading to their infants and toddlers (Harris et al, 2007).</li> <li>Are there resources for access to books in your community?</li> <li>Do you read with children daily?</li> <li>Do you vary your book-sharing style to match the needs of children and make the experience enjoyable?</li> <li>Do you give children an opportunity to talk about the pictures/action in the story?</li> <li>Do you include both storybook and informational texts in your book-reading routines?</li> </ul>	<p><b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b></p> <p>CL Benchmark 3.4</p>



Foundations of Reading			
PRINT FUNCTIONS AND CONVENTIONS	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
	<p><b>2-year-olds (24-36 months)</b></p> <ul style="list-style-type: none"><li>• Can sustain attention to a story being read.</li><li>• Points to things they wish to be named, and may use one or two words ('telegraphic speech') to convey information.</li><li>• Draws meaning from pictures, print, and text.</li><li>• Holds a book right-side up based on knowledge of the objects pictured.</li><li>• Recognizes some books by the cover and may choose books among toys to entertain self.</li><li>• Randomly points to familiar pictures in a book.</li><li>• May name familiar/favorite pictures in books and repeat comments about events and actions depicted.</li><li>• Asks "What's that?" and "What's he/she doing?"</li><li>• Answers some "what" and "who" questions posed by caregiver.</li><li>• By late in this year, many children retell books with simple, predictable stories, while turning the pages and using the pictures to prompt recall.</li><li>• By the end of this year, looks at familiar books front to back, and page-by-page.</li><li>• May look through picture books, magazines, catalogs, etc., as if reading.</li><li>• Begins to recognize some frequently seen signs and symbols in the environment that contain print (e.g., stop signs, logos, product packaging, fast-food signs).</li></ul>	<p><b>2-year-olds (24-36 months)</b></p> <ul style="list-style-type: none"><li>• Read to young children one-on-one in an engaging manner, pointing to pictures. Keep the book sharing positive.</li><li>• Utilize small groups that allow children to engage in nonverbal participation, such as touching pages and imitating the teacher's actions (Phillips &amp; Twardosz, 2003) more so than whole-class read aloud. Compared to whole-class read alouds, small groups may increase 2-year-olds questions and comments during storybook reading, particularly focusing on story structure, meaning, and illustration but not print (Phillips &amp; Twardosz, 2003).</li><li>• Provide independent reading time for young children right after story time. Children are eager to have the books that their caregivers have read to them during story time (Lee, 2011).</li></ul> <p><b>Books for 2-Year-Olds (24-36 months)</b> (Dwyer &amp; Neuman, 2008)</p> <ul style="list-style-type: none"><li>• <u>Format</u>: Permabound books; cardboard books at standard size; engineered books with elements of surprise; cloth books; bath books; books with flaps and textures.</li><li>• <u>Features</u>: Simple design with picture on every page (such as a picture of shoes or keys).</li><li>• <u>Content</u>: Familiar subjects of family; familiar routines, such as dressing, playing, bedtime; familiar topics, such as food, toys, animals.</li><li>• <u>Language</u>: Rhythm, rhyme and repetition, highly predictable language, humor, and playful language.</li></ul>	<p><b>Infants – 2-years-old</b> (see pages 12-13)</p>



Foundations of Reading			
PRINT FUNCTIONS AND CONVENTIONS	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
	<p><b>3-year-olds</b></p> <p><b>Print Functions</b></p> <ul style="list-style-type: none"><li>• Recognizes environmental print, like signs and logos.</li></ul> <p><b>Print Conventions</b></p> <ul style="list-style-type: none"><li>• Holds a book and looks at one page at a time.</li><li>• In writing, may reveal knowledge of print organization depending on type (e.g., grocery list versus story).</li></ul>	<p><b>3-5-year-olds</b></p> <p><b>Purposeful Play/Center Time</b></p> <ul style="list-style-type: none"><li>• Ensure natural opportunities to use print during dramatic play and centers. Include literacy props in all centers, not just writing/art centers (e.g., various writing utensils, paper, books, maps, Etch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops).</li><li>• Model use of reading for authentic purposes and use of literacy props in various centers during play and support children's use (e.g., reading road signs, reading labels on toy shelves, reading to a baby doll, reading a grocery list).</li></ul> <p><b>Shared Reading</b></p> <p>Choosing Books</p> <ul style="list-style-type: none"><li>• Format:<ul style="list-style-type: none"><li>◦ Big books.</li><li>◦ Books that contain flaps.</li><li>◦ Books that children can spread out and read with their friends.</li></ul></li><li>• Story Books:<ul style="list-style-type: none"><li>◦ Text that is salient (large, clear font), located where it will be noticed on the page. Embedded print can increase chances that children will focus on it.</li><li>◦ Stories that have multiple episodes and clear narrative structure.</li><li>◦ Include interesting language that continues to introduce children to new vocabulary, word patterns, rhyme and rhythm books.</li><li>◦ Books that contain single-syllable words for segmenting.</li><li>◦ Books with rich and interesting rhythms and alliteration (Alphabet books often include these features.)</li><li>◦ Books that include songs.</li><li>◦ Books with predictable text and word substitutions (e.g., <i>Five Little Monkeys</i>).</li></ul></li><li>• Informational books:<ul style="list-style-type: none"><li>◦ Books that use different structures to convey information.</li><li>◦ Books that contain embedded print, because this draws children to focus on it.</li><li>◦ Books that generate interest and invoke imagination; choose familiar topics and also topics beyond children's personal experiences.</li><li>◦ Books that contain print features typical of this genre, including tables of contents, labels, storyboards (pictures showing a sequence), picture glossaries, scale diagrams (e.g., showing object to scale), cutaways, cross-section diagrams, flow diagrams, tree and web diagrams, graphs, maps, tables, captions, and speech bubbles (Kamberelis, 1999; Pappas, 1991, 2006).</li></ul></li></ul>	<p><b>3-5-year-olds</b></p> <p><b>Concepts of print:</b></p> <ul style="list-style-type: none"><li>• Orientation of books, such as front to back; top to bottom of page; title, author, illustrator.</li><li>• Directionality, such as reading text from left-to-right and return sweep; read page-by-page.</li><li>• Letter and word concepts, such as words are made up of letters, words are long and short, words are separated by spaces, some words begin with a capital letter.</li><li>• Individual instruction and small-group learning opportunities provide a chance for teachers to scaffold learning for each child. Individual instruction is particularly beneficial for children from low-socioeconomic status backgrounds to help them develop skills valued in school settings.</li><li>• It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while sharing books. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, &amp; Morrison, 2008).</li><li>• During book reading, focus on meaning/content first; upon repeated readings, introduce talk/instruction about print concepts (van Kleeck, 2006).</li></ul> <p><b>Questions</b></p> <ul style="list-style-type: none"><li>• Do you include literacy props in all centers?</li><li>• Do you regularly promote or include concepts of print during shared reading?</li><li>• Do you choose from a variety of text types during shared reading?</li><li>• Do display/reference environmental print?</li><li>• Do you model reading for authentic purposes?</li><li>• Is print prominently displayed in the child's environment?</li></ul>

Foundations of Reading			
PRINT FUNCTIONS AND CONVENTIONS	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
	<p><b>4-5-year-olds</b></p> <p><b>Print Functions</b></p> <ul style="list-style-type: none"><li>• Points to words in a book or runs finger along text from top to bottom while pretending to read.</li></ul> <p><b>Print Conventions</b></p> <ul style="list-style-type: none"><li>• Follows words from left to right, top to bottom, and page-by-page.</li><li>• Knows that books have titles, authors, and often illustrators.</li><li>• In writing, reveals knowledge of print organization depending on type (e.g., grocery list versus story).</li></ul>	<p><b>3-5-year-olds</b> <i>(continued from page 15)</i></p> <ul style="list-style-type: none"><li>• Big books:<ul style="list-style-type: none"><li>◦ Model and teach print concepts.</li><li>◦ Provide opportunities for children to demonstrate print knowledge.</li><li>◦ Focus on meaning not print during the first few readings of a book; upon repeated readings, embed references to print within the activity (van Kleeck, 2006).</li></ul></li><li>• During Shared Reading<ul style="list-style-type: none"><li>◦ Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded “sound talk” (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /l/?)</li></ul></li></ul> <p><b>During Shared Reading</b></p> <ul style="list-style-type: none"><li>• Focus on the meaning/content of the book (Vander Woude et al., 2009) initially. With repeated readings, use embedded “sound talk” (McFadden, 1998) (e.g., Listen for the rhyming words on this page. What word starts with /l/?)</li></ul>	<p><b>3-5-year-olds</b> <i>(see page 15)</i></p>



Foundations of Reading			
	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
PHONOLOGICAL AWARENESS	<p><b>Infants (0-12 months)</b></p> <ul style="list-style-type: none"> <li>Turns toward speaker or loud sound.</li> <li>1 month: Perceives some speech sounds. Infants up to 10–12 months can distinguish not only native sounds but also nonnative contrasts.</li> <li>4 months: Prefers infant-directed speech or “motherese” to adult-directed speech. Begins to engage in vocal play.</li> <li>5 - 6 months: Prefers to hear their own name to similar sounding words. This indicates that they have associated the meaning “me” with their name.</li> <li>6 months: Stops paying attention to sound distinctions that are not meaningful in their native language. Begins to babble, repeating consonant-vowel (CV) syllables.</li> <li>9 months: Distinguishes native from nonnative language input. Use jargon babbling that has the intonation of their native language.</li> <li>Imitates some consonants and inflections.</li> </ul> <p><b>1-year-olds (12-24 months)</b></p> <ul style="list-style-type: none"> <li>Perceives individual speech sounds in native language</li> <li>Imitates sounds.</li> <li>Develops a wider repertoire of consonant and vowel sounds (First 50 words are mostly Consonant-Vowel – e.g., “hi”).</li> <li>Commonly deletes final consonants (hat → ha) and even whole syllables in longer words (banana → nana).</li> </ul>	<p><b>Infants (0-12 months)</b></p> <ul style="list-style-type: none"> <li>Talk often with young children and use diverse words.</li> <li>Nurture phonological awareness by frequent exposure to nursery rhymes, songs, chants, and a variety of books, particularly books that rhyme or include alliteration (e.g., Alligators All Around).</li> <li>Sing songs and do finger plays, such as “Eensy-Weensy Spider” or “This Little Piggy Went to Market.”</li> <li>Read or sing nursery rhymes.</li> <li>Read books that are rhythmic and rhyming, such as <i>Mr. Brown Can Moo, Can You?</i></li> </ul> <p><b>1-year-olds (12-24 months)</b></p> <ul style="list-style-type: none"> <li>Talk about sounds and/or ask what made the sound.</li> <li>Engage children in language play by singing silly songs, chants, and finger plays.</li> <li>Teach sounds associated with animals and vehicles (e.g., moo-moo, baaa baaa, choo choo) when playing with toys or reading books.</li> <li>Encourage children to imitate sounds (e.g., boo-boo, beep-beep) when reading nursery rhymes and simple books and when singing songs and chants.</li> <li>Clap simple rhythms together, such as clap, clap, clap or clap pause clap.</li> </ul>	<p><b>Infants-2-years-old</b></p> <p><u>Phonological awareness</u> is ability to listen to, recognize, and manipulate sounds of spoken language. This includes sentences, words, rhymes, syllables, onsets and rimes, and individual sounds or phonemes.</p> <ul style="list-style-type: none"> <li><u>Words</u> are strung together to create sentences. Rhyming words are an example of phonological awareness at the word level.</li> <li><u>Syllables</u> are parts of a spoken word that contains a vowel or vowel sound. For example: the word “baby” has two syllables: ‘ba’ and ‘by’.</li> <li><u>Onset and rime</u> is a way to break syllables into two parts: the part before the vowel and the part with the vowel and everything after it. For example, bat - /b/ /a/ and frog - /fr/ /og/.</li> </ul> <p><u>Phonemic awareness</u> is part of phonological awareness; specifically it refers to the ability to listen to, recognize, and manipulate individual sounds of a spoken word.</p> <ul style="list-style-type: none"> <li><u>Phonemes</u> are the individual sounds of spoken words. This does not refer to individual letters, since sometimes a combination of letters makes only one sound. For example, the word phone has five letters but only three phonemes (/f/ /o/ /n/) and the word box has three letters but four phonemes (/b/ /o/ /k/ /s/).</li> <li>The emotional environment such as joint attention, tone, guidance, and responsiveness to a child is important to language learning.</li> <li>Parent responsiveness/warmth is related to children’s language development and cognition (Dodici et al., 2003; Landry, et al., 2001).</li> <li>Lexical Restructuring Hypothesis: As children learn new words, they implicitly develop phonological awareness (Metsala &amp; Walley, 1998).</li> <li>A child’s ability to perceive speech sounds that aren’t used in the child’s native language continues to decrease during the 2nd – 3rd year of life. Exposure to a second or a third language can help children to continue to perceive a wider range of speech sounds, making learning a second language easier.</li> </ul> <p><b>Questions</b></p> <ul style="list-style-type: none"> <li>Do you talk about sounds in the environment?</li> <li>Do you engage children in sound play?</li> <li>Do you read books that highlight rhyme/alliteration?</li> <li>Do you use rhythm to help children key into different aspects of phonological awareness (slow, fast, syllable, etc.)?</li> <li>Do you use strategies that build vocabulary and language skills?</li> <li>Do you encourage children to repeat familiar nursery rhymes?</li> </ul>
			<p>Kansas Early Learning Standards</p> <p><b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b></p> <p>CL Benchmark 3.3</p>

Foundations of Reading			
	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
PHONOLOGICAL AWARENESS	<b>2-year-olds (24-36 months)</b> <ul style="list-style-type: none"> <li>• Begins to mimic the spoken language styles of familiar adults.</li> <li>• Uses 9-10 initial consonants and 5-6 final consonant sounds.</li> <li>• About 50% of speech is understood by an unfamiliar listener.</li> <li>• 70% of consonant sounds are correct.</li> <li>• CVC and 2-syllable words emerge.</li> <li>• Begins to be aware of rhyme.</li> </ul>	<b>2-year-olds (24-36 months)</b> <ul style="list-style-type: none"> <li>• Talk about sounds and/or ask what made the sound.</li> <li>• Tap a rhythm like a drum beat on a table or on your lap. Do one rhythm that is very fast and one that is very slow. Talk about the difference in the sound--fast and slow. Then tap more rhythms, and encourage your child to label them either fast or slow.</li> <li>• Teach sounds associated with animals and vehicles (e.g., moo-moo, baaa baaa, choo choo) when playing with toys or reading books.</li> <li>• Play a sound-guessing game. Make a familiar sound, and let your child guess what made the sound.</li> <li>• Clap simple rhythms together, such as clap, clap, clap or clap pause clap.</li> <li>• Read rhyming books together. Repeat nursery rhymes and sing songs that include rhyming words.</li> <li>• Encourage children to recite familiar phrases of rhymes, books, songs, and chants.</li> <li>• Read books or repeat tongue twisters with alliteration. For example: Peter Piper picked a peck of pickled peppers.</li> </ul> <b>Examples of Songs</b> <ul style="list-style-type: none"> <li>• Teddy Bear, Teddy Bear Turn Around</li> <li>• Apples and Banana</li> <li>• Willaby Wallaby Woo</li> </ul> <b>Examples of Books with Rhymes</b> <ul style="list-style-type: none"> <li>• <i>Goodnight Moon</i> by M.W. Brown</li> <li>• <i>Time for Bed</i> by Mem Fox</li> <li>• <i>Mother Goose</i> by Tomie dePaola</li> <li>• Books by Sandra Boyton</li> <li>• Books by Nancy Shaw – <i>Sheep in a Shop</i>, <i>Sheep in a Jeep</i>, etc</li> <li>• Books by Dr. Seuss</li> </ul> <b>Examples of Books with Alliteration</b> <ul style="list-style-type: none"> <li>• <i>Dr. Seuss's ABC</i> by Dr. Seuss</li> <li>• <i>Animals A to Z</i> by David McPhail</li> <li>• <i>Alligators All Around</i> by Maurice Sendak</li> <li>• <i>Some Smug Slug</i> by Pamela Duncan Edwards</li> </ul>	<b>Infants-2-years-old (see page 17)</b>
			<b>Kansas Early Learning Standards</b>  <b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b>  CL Benchmark 3.3

Foundations of Reading				
	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	
PHONOLOGICAL AWARENESS	<p><b>3-year-olds</b></p> <ul style="list-style-type: none"><li>Engages in and shows enjoyment of language play (e.g., alliterative language, rhyming, sound patterns).</li><li>Begins to segment and count syllables in words.</li><li>Recognizes and enjoys words that rhyme.</li></ul> <p><b>4-year-olds</b></p> <ul style="list-style-type: none"><li>Begins to blend, segment and count separate syllables in words.</li><li>Recognizes sounds (phonemes) that match.</li><li>With support, blends and segments onset and rimes of single-syllable words.</li><li>With support and prompting, isolates and pronounces initial sounds in words.</li></ul> <p><b>5-year-olds</b></p> <ul style="list-style-type: none"><li>Blends, segments, counts, and deletes separate syllables in words.</li><li>Blends, segments, and counts individual sounds in CV, VC, and CVC words.</li><li>Segments and counts individual sounds in single-syllable words that include a blend (consonant cluster, e.g., CCVC, CVCC).</li><li>Begins to develop the ability to delete the beginning or ending sound from a word (e.g., What is <i>mat</i> without /m/? What is <i>meat</i> without /t/?).</li></ul>	<p><b>3-5-year-olds</b></p> <ul style="list-style-type: none"><li>Provide children opportunities to construct parts of a written message.</li><li>Model and teach print concepts.</li><li>Provide writing activities.</li><li>Provide explicit instruction about sounds during writing activities.</li><li>Provide repeated/ daily opportunities for practice (McGinty et al., 2006).</li><li>Provide daily opportunities for self-generated writing during which children can be supported at their individual levels.</li><li>Use nursery rhymes, finger plays, songs, books – but only provide conscious attention to PA after focusing on meaning/content.</li><li>Use an embedded-explicit approach (McFadden, 1998; Price &amp; Ruscher, 2006):<ul style="list-style-type: none"><li>Explicit instruction teaches the actual skills. Explicit instruction: model, scaffold students' attempts; provide immediate and unambiguous feedback; use targeted elicitation (including imitation).</li><li>Embedded instruction is important in order for children to learn how to apply those skills within authentic literacy activities. Collaborate with the speech-language pathologist for instruction.</li><li>Systematic instruction is organized in a logical order from easier to more difficult skills (Anthony et al., 2003). Instruction should follow the developmental sequence, however, do not wait for mastery of each task before progressing. Provide exposure to instruction for syllables, rhyming, and sound/phoneme manipulation, and then cycle back through.</li></ul></li><li>Provide opportunities for self-generated writing. Children need to practice invented spelling. Providing support while writing can create successful encounters with print that help the child "self-teach."</li></ul>	<p><b>3-5-year-olds</b></p> <ul style="list-style-type: none"><li>It is important for caregivers/educators to be conscious of making print references (e.g., letter names, sounds) while book sharing. Use sticky notes or other means as reminders. Remember to use a variety of print references, not just a reference to the author or illustrator (Hindman, Connor, Jewkes, &amp; Morrison, 2008).</li><li>Children who are given explicit (rather than implicit) instruction are more likely to respond to that instruction (Al Otaiba, 2003). Always focus on meaning first during book-reading activities. During repeated readings thereafter, embed explicit instruction in phonological awareness following the developmental sequence.</li><li>Self-teaching hypothesis: a little phonological awareness plus some letter knowledge allows a child to self-teach with each successful encounter with print (Share &amp; Stanovich, 1995). Provide instruction at each level (syllables, rhymes, individual sounds) without waiting for mastery.</li><li>Instruction works best when it:<ul style="list-style-type: none"><li>Is provided in small groups rather than 1:1 or whole class.</li><li>Begins in PreK.</li><li>Focuses on a small set of skills.</li><li>Includes the use of letters.</li><li>Is systematic and explicit (Bus &amp; van IJzen-doorn, 1999; Ehri et al., 2001).</li></ul></li><li>Writing integrates the important skills of phonological awareness and letter knowledge. It provides an avenue for learning about letters/sounds (Whitehurst &amp; Lonigan, 2001).</li><li>To accelerate English literacy development, help English language learners make the connection between what they know in their first language (L1) and what they need to know in English (Helman, 2004). For example, if L1 has some of the same phonemes as English, start with those phonemes for rhyme or beginning-sound activities, because those are sounds the child already knows.</li><li>The National Early Literacy Panel found phonological awareness was moderately related to later decoding, spelling, and reading- comprehension abilities (NELP, 2009).</li></ul> <p><b>Questions</b></p> <ul style="list-style-type: none"><li>Do you provide multiple opportunities for children to play with the sounds of language across the day, including transitions?</li><li>Do you provide explicit, embedded, and systematic instruction when teaching phonological awareness?</li><li>Do you monitor children's phonological awareness growth?</li><li>For English Learners, do you consider sounds that occur in their native language?</li></ul>	<p>Kansas Early Learning Standards</p> <p><b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b></p> <p>CL Benchmark 3.3</p>

Foundations of Reading			
	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning
ALPHABET KNOWLEDGE	<b>2-Year-Olds (24-36 months)</b> <ul style="list-style-type: none"> <li>Becomes familiar with the ABC song, but does not point to and name letters.</li> <li>A few children may recognize and label a few letters, especially the first letter in their own name, but most children do not know the names of any letters.</li> </ul>	<b>2-Year-Olds (24-36 Months)</b> <ul style="list-style-type: none"> <li>Sing the alphabet song.</li> <li>Create a print-rich environment (e.g., variety of books, props for dramatic play that include print).</li> <li>Talk about letters, letter-sound correspondences, and words occasionally when writing in front of and with young children (e.g., notes to parents).</li> <li>Name letters when writing a child's name.</li> </ul> <b>Book Reading</b> <ul style="list-style-type: none"> <li>Read simple alphabet books. Note: Caregiver/educators should focus on the content of books (e.g., learning vocabulary) rather than learning letter names and sounds. However, after repeated readings, caregivers may begin to talk more about letters and sounds.</li> </ul> <b>Purposeful Play/Center Time</b> <ul style="list-style-type: none"> <li>Include literacy props (e.g., play money, cereal boxes and other foods with labels) in dramatic play to help young children understand and interact with print in authentic ways.</li> <li>Provide play materials with alphabet letters (e.g., magnetic letters, alphabet puzzles, alphabet-shaped cookie cutters).</li> <li>Provide opportunities for children to engage in art with easy-to-grip crayons, pencils, and washable markers. Let children play and explore with different mediums. Providing young children opportunities to scribble naturally will lead to attempts to "write" as children develop fine-motor control.</li> </ul>	<b>2-Year-Olds (24-36 Months)</b> <ul style="list-style-type: none"> <li>The emotional environment such as joint attention, tone, guidance, and responsiveness to a child is important to language learning. Parent responsiveness/warmth is related to children's language development and cognition (Dodici et al., 2003; Landry, et al., 2001).</li> <li>Writing helps children learn the alphabet and letter-sound correspondence, so encourage "writing" (e.g., scribbling) (Teale &amp; Sulzby, 1986).</li> <li>Children are most interested in the letters in their names, particularly the first letter, because it is capitalized and most salient. Salient letters in environmental print also are of interest (e.g., M in McDonalds, K in Kmart). In addition, children tend to learn letters for sounds that appear earlier in development (e.g., m, b) rather than sounds learned later (e.g., l, r) (Justice, Pence, Bowles, &amp; Wiggins, 2006).</li> </ul> <b>Questions</b> <ul style="list-style-type: none"> <li>Do you talk about letters and sounds?</li> <li>Have you created a print-rich environment?</li> <li>Do you have toys that contain alphabet letters?</li> </ul>
			<b>Kansas Early Learning Standards</b>  <b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b>  CL Benchmark 3.2



## Foundations of Reading

	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
ALPHABET KNOWLEDGE	<b>3-year-olds</b> <ul style="list-style-type: none"> <li>Discriminates letters and numbers from scribbling and pictures.</li> <li>Begins to recognize letters, especially those in own name.</li> </ul> <b>4-5-year-olds</b> <b>Print Forms</b> <ul style="list-style-type: none"> <li>Differentiates letters from numerals.</li> <li>Recognizes and names some upper/lowercase letters of the alphabet, especially those in own name.</li> <li>Recognizes that letters are grouped to form words.</li> <li>Uses print-related terms like writing, reading, wording, lettering, upper-case and lowercase.</li> </ul> <b>Alphabet Knowledge</b> <ul style="list-style-type: none"> <li>With prompting and support, demonstrates one-to-one letter-sound correspondence by producing the primary sound of some consonants.</li> <li>Recognizes own name and common signs and labels in the environment.</li> <li>Begins to use letters in invented spelling.</li> </ul>	<b>3-5-year-olds</b> <b>Purposeful Play/Center Time</b> <ul style="list-style-type: none"> <li>Natural writing opportunities should be incorporated throughout the day. Purposeful play/centers should include literacy props in all centers (e.g., various writing utensils, paper, books, maps, Elch-a-Sketch, Magna Doodle, peel-erase pads, sticky note pads, wipe off boards/markers, small chalkboards, letter stamps, letter-shaped cookie cutters with play dough, toy laptops).</li> <li>Model use of literacy props, reading, and writing in various centers during play and support children's use (e.g., use of map in car and block center, writing down someone's order from a menu in housekeeping, writing out a ticket while playing police officer, signing in by writing your name while playing doctor's office or vet).</li> </ul> <b>Environment</b> <ul style="list-style-type: none"> <li>There is considerable variability in the order in which children learn letters of the alphabet. Children tend to learn letters that have meaning for them.</li> <li>Practice writing a child's first name, names of peers and family members, preferably in meaningful contexts (e.g., sign in when they arrive at school, signing up for time on the computer that day).</li> <li>Include labels within the environment (first letter can be upper, then lower case) –must USE labels for meaningful purpose, otherwise they are just “visual” noise.</li> <li>Avoid rote activities, such as copying or tracing words or art activities (e.g., filling the letter B with beans). Learning about the alphabet should occur during reading and writing activities, including brief but explicit instruction in letter shapes, names, and sounds.</li> </ul> <b>Big books</b> <ul style="list-style-type: none"> <li>Model and teach letter names and sounds.</li> </ul> <b>Shared Reading</b> <ul style="list-style-type: none"> <li>Choosing Alphabet Books <ul style="list-style-type: none"> <li>Books with familiar and novel vocabulary – use to teach less familiar words (e.g., toad vs. frog).</li> <li>Books with upper- and lower-case letters.</li> <li>Books with rich and interesting rhythms and alliteration.</li> </ul> </li> <li>Focus on the meaning/content of the book initially (Vander Woude et al., 2009). With repeated readings, use embedded “sound talk” (McFadden, 1998) (e.g., What letter is this? Find the uppercase T.)</li> </ul> <b>Morning message</b> <ul style="list-style-type: none"> <li>Provide opportunities for children to construct parts of message.</li> <li>Model and teach letter names and sounds.</li> </ul> <b>Writing activities</b> <ul style="list-style-type: none"> <li>Provide explicit instruction during writing activities.</li> <li>Provide repeated/ daily opportunities for practice (McGinty et al., 2006).</li> <li>Provide daily opportunities for self-generated writing so the child can be supported at his or her level.</li> </ul>	<b>3-5-year-olds</b> <ul style="list-style-type: none"> <li>It is important for children to learn four pieces of information about letters: their shapes, their names, the sounds they represent, and how to write letters.</li> <li>Letter names help children learn letter sounds (McBride-Chang, 1999).</li> <li>Writing integrates the important early-literacy skills of phonological awareness and letter knowledge and provides an avenue for learning about letters and sounds (Whitehurst &amp; Lonigan, 2001). There is a bi-directional relationship between writing and alphabet knowledge (Diamond et al, 2008). Therefore, daily opportunities to write are important for preschoolers.</li> <li>Self-teaching hypothesis: a little phonological awareness plus some letter knowledge allows a child to self-teach with each successful encounter with print (Share &amp; Stanovich, 1995). Provide instruction at each level (syllables, rhymes, sounds) without waiting for mastery.</li> <li>Even with alphabet books, teachers do not necessarily focus on letters and print (Bradley &amp; Jones, 2007). Therefore, it is important for teachers to be conscious of making print references and intentionally embedding discussions about the print while sharing books. This is best done upon repeated readings, not during the first reading of a book, when a focus on content is more appropriate. During successive readings, however, use sticky notes or other means as reminders to talk about print. Remember to use a variety of print references, not just a reference to the author or illustrator.</li> <li>The National Early Literacy Panel found a number of variables that were consistently related to later outcomes for conventional literacy. Alphabet knowledge was strongly related to later decoding and spelling abilities and moderately related to later reading comprehension, even after controlling for a number of other literacy variables (NELP, 2009). Thus, alphabet knowledge for preschool children can serve as a predictor of later conventional literacy, and it can be the target of instruction with the expectation that it can make a difference in later outcomes.</li> </ul> <b>Questions</b> <ul style="list-style-type: none"> <li>Do you model and teach letter names and sounds?</li> <li>Do you provide opportunities for children to use letters and sounds in meaningful activities?</li> <li>Do you avoid rote activities, such as copying or tracing words and art activities, such as gluing objects on a precut letter?</li> <li>Do you highlight letters during shared reading and in environmental print?</li> <li>Do you select letters for teaching based on their importance to the child (e.g., teach letters in child's name vs. in order of the alphabet)?</li> <li>Does your home/class library include alphabet books?</li> </ul>	<b>CL STANDARD 3: DEMONSTRATES EARLY READING SKILLS</b>  CL Benchmark 3.2

Foundations of Writing				
EMERGENT WRITING SKILLS	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
	<p><b>1-year-olds (12-24 months)</b></p> <ul style="list-style-type: none"><li>• Makes circular, continuous scribbles.</li><li>• 18 months: Scribbles well.</li><li>• 22 months: begins to draw straight lines.</li></ul> <p><b>2-year-olds(24-36 months)</b></p> <ul style="list-style-type: none"><li>• Begins to gain control of drawing and writing tools.</li><li>• More variety of marks; begins to make zigzags or looped scribbles.</li><li>• 27 – 30 months: Draws a vertical line.</li><li>• 29 – 32 months: Draws a circle.</li><li>• 34 – 36 months: Some children's scribbles begin to demonstrate general features of writing, and they may mark on a paper and say, "A letter for you," or "My name."</li><li>• 34 – 36 months: A few children may try to write the first letter of their name (mock letter).</li><li>• 34 – 36 months: May recognize some labels in the classroom, if referred to frequently/consistently in class.</li></ul>	<p><b>Infants – 2-year-olds</b></p> <ul style="list-style-type: none"><li>• Write in front of young children (e.g., notes home to parents).</li><li>• Provide opportunities for children to engage in art with easy-to-grip crayons, pencils, and washable markers. Let children play and explore with different mediums, such as pudding. Opportunities to scribble naturally will lead to attempts to "write" as children develop <b>fine-motor control</b>.</li><li>• Provide opportunities to "write," so that children begin to understand the differences between writing and art (Rowe, 2008). Encourage writing in play (e.g., scribbling a grocery list, making signs, writing a note).</li><li>• Guide young children to keep their writing/ drawings on paper (Rowe, 2008).</li></ul>	<p><b>Infants- 2-year-olds</b></p> <ul style="list-style-type: none"><li>• A child's immature grasp of a writing tool requires that movements be made by moving the upper arm, and this type of movement causes scribbles to be quite large. It is best to let young children scribble on large paper.</li><li>• A 1-year-old has no understanding of marks as "writing."</li><li>• A 1-year-old has no awareness of the organization of writing versus drawing.</li><li>• As a child develops a more mature grasp, he/ she will be better able to control marks.</li><li>• A child's ability to "write" depends on his/her <b>fine-motor development and opportunities</b> to engage in scribbling/ writing activities.</li><li>• A child's ability to begin to make mock letters or letter-like shapes depends on his/her familiarity with the alphabet, as well as experience with scribbling/writing activities.</li></ul> <p><b>Questions</b></p> <ul style="list-style-type: none"><li>• Do you provide multiple opportunities throughout the day for children to use writing tools?</li><li>• Do children have opportunities to develop fine-motor skills using writing tools and art?</li><li>• Do you provide a variety of mediums (e.g., pudding, paint, markers) for children to play with and explore?</li><li>• Do you model writing for children?</li></ul>	<p><b>CL STANDARD 4: DEMONSTRATES EMERGENT WRITING SKILLS</b></p> <p>CL Benchmarks 4.1, 4.2, 4.3</p>

## Stages of Scribbling and Writing

(Schickedanz & Casbergue, 2009)

- Random scribbling for pleasure.
- Scribbling with the understanding that symbols can convey meaning.
- Creating mock messages, in which mock letters and beginning letter forms appear.
- Writing alphabet letters.
- Writing with invented spelling, starting with the first letter of words then the first and last letters.
- Children typically use consonants in their emergent writing before they use vowels.



## Foundations of Writing

	What Children Should Know and Be Able to Do	Instruction	Critical Questions and Considerations for Teaching and Learning	Kansas Early Learning Standards
<b>EMERGENT WRITING SKILLS</b>	<b>3-year-olds</b> <ul style="list-style-type: none"> <li>• Demonstrates an understanding of the relationships between spoken words and written language (makes pretend lists, participates in the dictation of oral stories).</li> <li>• Writes or draws separated scribbles, shapes, pictures, to convey a story.</li> <li>• Demonstrates an understanding that drawings can represent ideas, stories, or events.</li> <li>• Explores a variety of tools for writing.</li> <li>• Demonstrates an understanding that letters are combined to make words.</li> <li>• Demonstrates an understanding that words are separated by spaces.</li> <li>• Demonstrates an understanding that once an oral message is written, it reads the same way every time (recognizes signs, messages from the teacher).</li> </ul>	<b>3-5-year-olds</b> <p><b>Purposeful Play/Center Time</b></p> <ul style="list-style-type: none"> <li>• Model use of writing for authentic purposes and use of writing tools in various centers during play, and support children to use them independently. Writing within dramatic play activities provides children with authentic purposes for writing. For example, they use writing for sharing information (e.g., showing another child how to write), business transactions (e.g., writing a bill at a restaurant), organizing activities (e.g., working together to write and address a letter at the post office), and as a memory device (e.g., writing down an order) (Neuman &amp; Roskos, 1997).</li> <li>• Provide opportunities for children to engage in writing with a variety of tools, such as pencils, colored pencils, pens, crayons, stamps, sand, shaving cream, and pudding along with a variety of paper, such as unlined, lined, different sized, and envelopes. Also, dry-erase markers and white boards, and chalk and chalkboards.</li> </ul> <p><b>Environment</b></p> <ul style="list-style-type: none"> <li>• Establish an organizational structure for instruction:             <ul style="list-style-type: none"> <li>◦ Place for writing.</li> <li>◦ Time for shared writing.</li> <li>◦ Time for semi-structured writing (e.g., labeling, drawing, writing name).</li> </ul> </li> <li>• Direct children's attention to letters and words outside of writing, as when teachers use name cards to assign "classroom helpers" during circle time. This supports children's developing understanding of words and letters.</li> <li>• Provide repeated/daily opportunities to write, using a variety of written materials. Provide opportunities for self-generated writing.</li> <li>• Provide opportunities for children to write their name in the context of functional classroom activities (e.g., sign-in), and include instruction to children on how to write their names.</li> <li>• Model writing for authentic purposes through the morning message. Morning messages can provide an opportunity for children to write through helping to construct parts of a message. This might be generating the first letter for a word, generating an invented spelling for a missing word, or identifying whether an uppercase or lowercase letter is needed.</li> <li>• Provide opportunities for self-generated writing, which lets children practice invented spelling. Support provided while writing can create successful encounters with print that help the child "self-teach."</li> </ul>	<b>3-5-year-olds</b> <ul style="list-style-type: none"> <li>• Children's earliest strategies for writing are embedded in and formed through social activities that reflect the role of writing in communication (Neuman &amp; Roskos, 1997).</li> <li>• Clay (2001) argues that "writing is of critical importance for learning to read" (p. 18), because it directs children's attention to print.</li> <li>• Caregivers'/educators' modeling of writing supports children's understanding of writing.</li> <li>• Access to writing materials is important but NOT sufficient to support children's writing development; teacher guidance is needed (Diamond et al, 2008).</li> <li>• The National Early Literacy Panel found a number of variables that consistently were related to later outcomes for conventional literacy. Writing or writing one's name was moderately related to later decoding, spelling, and reading-comprehension abilities, even after controlling for other literacy variables (NELP, 2009). Thus, writing skills in preschool children can serve as a predictor of later conventional literacy, and these skills can be the target of instruction with the expectation that it can make a difference in later outcomes and supports children's understanding of writing.</li> <li>• Access to writing materials is important but NOT sufficient to support children's writing development, teacher guidance is needed (Diamond et al, 2008).</li> <li>• Writing integrates the important early-literacy skills of phonological awareness and letter knowledge and provides an avenue for learning about letters and sounds (Whitehurst &amp; Lonigan, 2001). There is a bi-directional relationship between writing and alphabet knowledge (Diamond et al, 2008). Therefore, daily opportunities to write are important for preschoolers.</li> </ul> <p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>• Do you provide multiple opportunities throughout the day for children to "write" for authentic purposes?</li> <li>• Do you model writing for children?</li> <li>• Do you know where children are developmentally within the stages of writing, and do you promote movement to the next level?</li> <li>• Do you engage students in topics for writing that are personally relevant to them?</li> <li>• Do you encourage children to write at any level they are able (scribble, pictures, single letters, invented spelling)?</li> <li>• Do your children view themselves as writers?</li> </ul>	<b>CL STANDARD 4: DEMONSTRATES EMERGENT WRITING SKILLS</b>  CL Benchmarks 4.1, 4.2
	<b>4-5-year-olds</b> <ul style="list-style-type: none"> <li>• Recognizes that print represents spoken words (i.e., first name in print, environmental labels).</li> <li>• Writes some recognizable letters.</li> <li>• Copies or writes familiar words or drawings.</li> <li>• Uses writing for authentic purposes (e.g., note to friend, lists, signs, name on artwork).</li> <li>• Begins to use invented spelling to write intended message.</li> <li>• Writes name, simple words from memory or with model, uses upper- and lower- case letters.</li> <li>• Write some recognizable letters.</li> </ul>			



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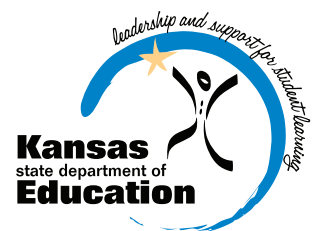




# Kansas Guide to Learning: Literacy

*A comprehensive cross-curricular literacy guide to advance learning from birth through grade 12.*

## Kindergarten - Grade 5

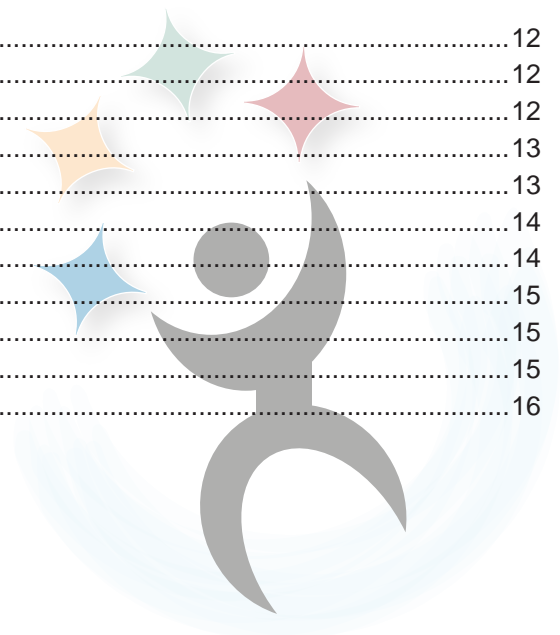




## KINDERGARTEN - GRADE 5

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# Introduction

The *Kansas Guide to Learning: Literacy (KGLL)* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to easily find information and guidance regarding literacy development and learning for children aged birth through high school. The KGLL for grades kindergarten - 12 is presented in a table format and includes the columns titled, Effective Instruction and Elements of Curricula Across All Content Areas, Critical Questions and Considerations for Teaching and Learning, and Standards Connections.

**Effective Instruction and Elements of Curricula Across All Content Areas:** The scope and sequence of content that students are expected to learn to be successful in meeting Kansas Common Core Standards (KCCS), for future learning in school, and for performing in non-school settings is critical to their success.

To better understand how the curricula are defined, imagine the scope and sequence of a Social Studies unit focused on North American Exploration. Students might be expected to learn curriculum about the following:

1. The Vikings exploration of Iceland, Greenland, and Newfoundland,
2. Christopher Columbus' exploration of North America,
3. Juan Ponce de Leon's exploration of Florida and his search for the Fountain of Youth,
4. Francisco Vasquez de Coronado exploration of the Rio Grande and the Colorado River.

In the case of reading, a scope and sequence of content that students would be expected to learn to meet the KCCS would be:

1. identify central ideas/themes of a text,
2. summarize key supporting details and ideas,
3. analyze the structure of texts related to each other and the whole,
4. integrate and evaluate content presented in diverse formats,
5. analyze how two or more texts address similar themes or topics in order to build knowledge, and
6. infer what can be deduced from various pieces of evidence.

The methods that teachers use to ensure that students learn a specific element or body of curriculum content (e.g., North American exploration) are critical to student learning. Instructional methods generally fall on a continuum. At one end of the continuum is *teacher-mediated instruction* (i.e., instruction is largely teacher-directed with considerable scaffolding), at the other end is *student-mediated instruction* (i.e., learning is largely student-directed with limited teacher scaffolding).

In the case of Social Studies, teacher-mediated instruction would provide multiple texts on the exploration of North America and ask students to read the text closely to determine the validity and reliability of the resource, explain how an author uses reasons and evidence to support particular points in the text, and to communicate their understanding of the text through written or oral means. Student-mediated instruction would ask students to summarize information about exploration that encapsulates key themes from the unit or have students engage in role-playing in which they assume the role of key historical figures and interpret how the author depicted this information regarding explorers.

In the case of reading, teacher-mediated instruction would include such elements as:

1. clearly communicating expectations to learners,
2. describing the desired behavior,
3. providing models that are clear, consistent, and concise,
4. providing guided practice with sufficient prompts (physical, verbal, visual),
5. providing unprompted practice opportunities after students have acquired some level of fluency with a skill or strategy,
6. teaching how to generalize the newly learned strategy to other problems/setting/circumstances,
7. checking for maintenance of behavior over time.

Note: as students gradually gain fluency in using the targeted skill/strategy, teachers remove some of their supports and scaffolding and expect students to assume more responsibility in mediating their learning.

### Critical Questions and Considerations for Teaching and Learning:

Education is a dynamic, fluid process. Instruction does not take place in isolation from other events in a student's life. On an ongoing basis, a host of factors should be considered including:

1. how are the various standards related to one another (i.e., the reciprocal nature of reading, writing, speaking, listening, and language),
2. how does a student's disability, primary-language status or at-risk of educational failure influence learning,
3. what research evidence should be considered in determining curriculum and instructional methodology,
4. what foundational skills, strategies, and knowledge are necessary for some students to acquire in order to benefit from the higher-order thinking skills identified in the KCCS, and
5. how does the MTSS framework support instruction in the KCCS?

### Standards Connections:

The Kansas Common Core Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. The key outcome of the KCCS is to make connections between reading, writing and language so that students will be college and career ready upon completion of the K-12 curriculum. With American students fully prepared for the future, our communities will be best positioned to succeed in the global economy.

The KGLL committee has created documents or tables for each of the strands set forth by the KCCS (e.g., Writing, Language, Reading). However, we know that all the literacy domains are interconnected and have reciprocity with one another. As a result, the committee assumes that educators naturally will make those connections between reading, writing and language when thinking about instruction. We know that "the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children's needs" (Duffy & Hoffman, 1999, p. 11).



## Reading: Foundational Skills Tier 1 Core Instruction

Reading: Foundational Skills			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that includes: <ul style="list-style-type: none"> <li>• language as a foundation for learning,</li> <li>• authentic reading and writing tasks,</li> <li>• extended time for students to read and write,</li> <li>• predictable routines that allow students to focus on the learning vs. the changing classroom structures,</li> <li>• discussion that supports language and concept development,</li> <li>• differentiated instruction based on assessment data,</li> <li>• engagement in literacy learning in an integrated fashion, rather than as discrete skills in isolation,</li> <li>• technology and media.</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  How does the reciprocal nature of reading and writing enhance students' literacy abilities?  Are students engaged in authentic reading and writing during the literacy block and throughout the school day?  How do teachers structure language situations to lower students' <b>affective filter</b> ?  <b>Does the environment reflect and validate students' background knowledge?</b>  Consider what native language supports are available (e.g., bilingual support, cognates, peers, online technology, etc.) for students to clarify and monitor understanding.  Allow ample wait time so that students can think.	KCCS: <b>Reading</b> Anchor Standard 10  <b>Writing</b> Anchor Standard 10  <b>Language</b> Anchor Standards 1, 3, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students by: <ul style="list-style-type: none"> <li>• Choice</li> <li>• Collaboration</li> <li>• Challenge</li> <li>• Authenticity</li> <li>• Technology</li> </ul> <b>Engage</b> students by: <ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Discussions</li> <li>• Technology</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  When constructing discussion groups, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.  Give ample opportunities for students to clarify key concepts in their native language.  Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.  Ensure that technology and media support learning rather than distract students from the lesson objectives.	KCCS: <b>Reading</b> Anchor Standard 10  <b>Writing</b> Anchor Standard 10  <b>Language</b> Anchor Standards 1, 3, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6  <b>KS 15%</b> Anchor Standard 1

Reading: Foundational Skills			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<p><b>Learning Objectives</b> Establish <b>content objectives</b> based on assessment data that is tied to standards.</p> <ul style="list-style-type: none"> <li>Utilize whole-group and differentiated small-group instruction based on student needs.</li> <li>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</li> </ul> <p>Establish <b>language objectives</b> based on assessment data that is tied to standards.</p> <ul style="list-style-type: none"> <li>Post language objectives for students.</li> <li>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</li> <li>Determine the language and language structures needed for students to access the content standard (language function).</li> <li>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</li> <li>Provide explicit and interactive modeling of language.</li> <li>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</li> <li>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</li> <li>Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition, which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: <b>Reading: Foundational Skills</b> Anchor Standards 1, 2, 3, 4</p> <p><b>Reading: Literature &amp; Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Language</b> Anchor Standards 1, 3, 6</p>
	<p><b>Text Selection</b> <b>Text selection for WHOLE-GROUP instruction</b> Utilize <b>high-quality challenging</b> literature that supports the development of deep comprehension. Carefully select and analyze text for:</p> <ul style="list-style-type: none"> <li>Text complexity <ul style="list-style-type: none"> <li>Quantitative (e.g., lexile, ATOS book level)</li> <li>Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)</li> </ul> </li> <li>Cohesive content based units of study</li> </ul> <p><b>Text selection for SMALL-GROUP and differentiated instruction</b> Utilize <b>instructional-level text</b> with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment. Select and analyze text for:</p> <ul style="list-style-type: none"> <li>Instructional-level text (lexile or ATOS book levels)</li> <li>Opportunities to practice reading components (word recognition, fluency, and comprehension)</li> <li>Opportunities to practice strategy use</li> </ul> <p><b>Text selection for INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>Provide explicit instruction and coaching about how to select a text and routines for independent reading that guide students to read ever-more challenging text.</li> <li>Provide time for students to read independently and a wide variety of texts from which they can choose.</li> </ul>	<p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p> <p>The type of text (e.g., literature, informational text, etc.) may influence students' ability to read and understand the text. Careful lesson planning and scaffolding will help students access the text.</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standard 10</p> <p><b>KS 15%</b> Anchor Standards 11,12</p>

Reading: Foundational Skills			
STAGES OF READER DEVELOPMENT	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
	<p><b>Stages of Reader Development</b></p> <p>Use the Stages of Reader Development (e.g., Chall, 1983; Fountas &amp; Pinnell, 1996, etc.) to guide the amount of instructional time spent in:</p> <ul style="list-style-type: none"><li>• Language</li><li>• Word learning (e.g., phonological awareness, phonics, structural analysis, high-frequency words)</li><li>• Fluency</li><li>• Comprehension</li></ul> <p>Use instructional strategies appropriate for each Stage of Reader Development (e.g., Elkonin boxes are most effective with emergent and early readers).</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Emphasize that print carries meaning and that students should read for a purpose. Provide opportunities for students to focus on the different text structures (e.g., cause/effect, sequence, problem/solution etc.), which cues them to focus on a text in specific ways.</p> <p>Teach students to decode and make meaning at the same time.</p> <p>Focus on prefixes and suffixes, as they change the meaning of the words.</p> <p>Help students to focus on the conventions of language within the text.</p> <p>Languages are constructed differently. Explicit instruction may be needed to clarify how reading in English is different from reading in a student's native language (e.g., Some languages use symbols instead of letters. In many cultures sound association with /W/ is substituted with /V/. In addition not all languages follow the print from left to right).</p> <p>Picture walks and discussions about background knowledge before reading can increase comprehension.</p>	<p>KCCS: <b>Reading: Foundational Skills</b> Anchor Standards 1, 2, 3, 4</p> <p><b>Reading: Literature &amp; Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Language</b> Anchor Standards 3, 4</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 3</p>
PRINT AND LANGUAGE SOURCES	Print and Language Sources		
	<p>While reading text, encourage students to use multiple sources of information to identify an unknown word:</p> <p><b>Print (visual) and Language Sources</b></p> <ul style="list-style-type: none"><li>• <b>Phonic knowledge</b> (letter/sound knowledge – students access <b>phonological</b> knowledge to decode a word)</li><li>• <b>Orthographic knowledge</b> (Students access the orthography/pat- terns to decode a word (e.g., “ig” as in pig, “qu” as in quit, “ly” as in lovely.)</li><li>• <b>Syntactic (grammar) knowledge</b> Rules that specify word order, sentence organization, and the rela- tionship between words, word classes, and other sentence elements.</li><li>• <b>Semantic knowledge</b> The system of rules governing the meaning or content of words and word combinations. Meaning is based upon world knowledge (schemata) and word knowledge. Readers use context to select the appropriate word meaning when constructing a coherent interpreta- tion of the text.</li></ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Observe students' attempts to identify unknown words for overreliance on one source of information (e.g., letter/sound knowledge, orthographic knowledge, syntax, semantic). Encourage the integration of multiple sources of information.</p> <p>Languages are constructed differently. Some ELs are not able to produce standard English pronunciation, which can cause problems when decoding.</p> <p>Often ELs' syntactical knowledge of their native languages differs from English language syntax, and students may transfer their own understanding to English language. Explicit instruction may be needed to clarify how reading in English is different from reading in a student's native language.</p> <p>Allow for divergent thinking when students share background and/ or world knowledge (e.g., farms, transportation, homes, family structures).</p>	<p>KCCS: <b>Reading: Foundational Skills</b> Anchor Standards 1, 2, 3</p> <p><b>Reading: Literature &amp; Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 3</p>

Reading: Foundational Skills			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
PRINT CONCEPTS	<b>Print Concepts</b> <b>Explicit instruction and scaffolding in:</b> <ul style="list-style-type: none"> <li>• Organization and basic features of print</li> <li>• Sound/letter relationships</li> <li>• Upper- and lowercase letters</li> <li>• Features of a sentence (e.g., word, capitalization, punctuation)</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do students' cultural backgrounds influence print-concepts instruction in your district/school/classroom?</p>	<p>KCCS: <b>Reading: Foundational Skills</b> Anchor Standard 1</p>
PHONOLOGICAL AWARENESS	<b>Phonological Awareness</b> <b>Explicit instruction and scaffolding</b> in the sounds of spoken language found in: <ul style="list-style-type: none"> <li>• words,</li> <li>• syllables,</li> <li>• onset-rime, and</li> <li>• phonemes (individual sounds).</li> </ul> <b>Explicit instruction and scaffolding</b> in the ability to: <ul style="list-style-type: none"> <li>• Identify sounds,</li> <li>• Produce sounds,</li> <li>• Count sounds,</li> <li>• Isolate (including alliteration) sounds,</li> <li>• Segment sounds,</li> <li>• Blend sounds,</li> <li>• Add and substitute sounds in words, syllables, onset-rimes, and phonemes.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do students' cultural backgrounds influence phonological awareness instruction in your district/school/classroom?</p> <p>What are the linguistic backgrounds of your students?</p> <p>Instruction and assessment in all areas of phonological awareness is acceptable, although the focus of instruction should be at the <b>phoneme level</b>.</p> <p>The most effective programs consist of 20 hours or less of phonological instruction during the school year, or 15-20 minutes daily.</p> <p>Writing supports the development of phonemic awareness.</p>	<p>KCCS: <b>Reading: Foundational Skills</b> Anchor Standard 2</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 3</p>
PHONICS AND WORD RECOGNITION	<b>Phonics and Word Recognition</b> See p. 5 of Reading: Foundational Skills section, which refers to the use of multiple language sources to identify unknown words. <b>Systematic explicit instruction and scaffolding in:</b> <b>Phonic Knowledge</b> <ul style="list-style-type: none"> <li>• Consonants, blends, and digraphs</li> <li>• Short vowels and vowel combinations</li> </ul> <b>Orthographic knowledge</b> <ul style="list-style-type: none"> <li>• Phoneme/grapheme patterns</li> <li>• Spelling patterns</li> </ul> <b>Decoding Strategies</b> <ul style="list-style-type: none"> <li>• Segmenting and blending</li> <li>• Analogy (e.g., If I know <i>pig</i>, then I know <i>wig</i>.)</li> <li>• Structural analysis               <ul style="list-style-type: none"> <li>◦ Syllabication</li> <li>◦ Inflectional endings</li> </ul> </li> </ul> Use Ehri (1991) phases of word learning: <ul style="list-style-type: none"> <li>• prealphabetic phase,</li> <li>• partial alphabetic phase,</li> <li>• full alphabetic phase, and</li> <li>• consolidated alphabetic phase when teaching decoding strategies</li> </ul> Provide and encourage the use of a decoding strategies chart to scaffold students while reading connected text. <b>Morphology</b> <ul style="list-style-type: none"> <li>• Prefixes, roots, and suffixes</li> </ul> <b>High-frequency words</b>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should be proficient at segmenting and blending prior to using analogy (onset-rime) to decode.</p> <p>When working with decoding strategies, consider that a student's idea of inflection can vary from standard American English inflection.</p> <p>During differentiated reading instruction, students should read <b>instructional-level text</b> and apply phonics, word-recognition strategies, and high-frequency word recognition.</p> <p>Word recognition and spelling instruction should contain information about phonic and orthographic knowledge, as well as morphology.</p> <p>Delays in decoding and word recognition may be related to ELs' language proficiency rather than cognitive abilities.</p> <p>Ensure that students who decode well <b>ALSO</b> understand the text being read.</p> <p>High-frequency word flash cards may be used for reinforcement/practice, but must not replace explicit instruction.</p>	<p>KCCS: <b>Reading: Foundational Skills</b> Anchor Standard 3</p> <p><b>Reading: Literature &amp; Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 3</p>

Reading: Foundational Skills			
FLUENCY	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
	<p><b>Fluency</b></p> <p><b>Explicit instruction and scaffolding in: Components of Fluency connected to text:</b></p> <ul style="list-style-type: none"> <li>• Accurate word recognition               <ul style="list-style-type: none"> <li>◦ See Phonics &amp; Word Recognition instruction (p.6)</li> </ul> </li> <li>• Appropriate rate</li> <li>• Expression</li> </ul> <p>Explicit instruction of <b>rate</b> and <b>expression</b> and scaffolding applied within the following activities:</p> <ul style="list-style-type: none"> <li>• Phrased-cued reading</li> <li>• Familiar Repeated Reading</li> <li>• Paired Oral Reading</li> <li>• Choral Reading</li> <li>• Readers Theater</li> </ul> <p><b>Independent Reading:</b></p> <ul style="list-style-type: none"> <li>• Appropriate text selection</li> <li>• Routines</li> </ul> <p>Encourage students to select from a wide variety of text.</p> <p>Guide students to adjust fluency components (e.g., rate, expression) appropriately for comprehension. In doing so, consider the <b>text</b> (e.g., newspaper, unfamiliar science, narrative) and <b>purpose</b> for reading.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Instruction should be based on data from universal screeners AND diagnostic assessments.</p> <p>Emphasize comprehension and fluency during instruction and activities that build fluency.</p> <p>Culturally linguistically diverse students may not be adept at using context clues, which may be culture specific.</p> <p>Repeated readings build fluency.</p> <p>Help students make sense of the text by relating it to their native languages or making mental pictures as they read.</p> <p>Text type may influence fluency. For example, students may read unfamiliar informational text more slowly than narrative text.</p> <p>Students should use instructional- and independent-leveled text to develop accurate word recognition, appropriate rate, and expression.</p> <p>Observe how fluency supports or inhibits comprehension (Applegate, Applegate, &amp; Modla, 2009).</p> <p>During fluency practice, a high self-correction rate signals that a different text may be required.</p>	<p>KCCS:</p> <p><b>Reading: Foundational Skills</b></p> <p>Anchor Standard 4</p> <p><b>Reading: Literature &amp; Informational Text</b></p> <p>Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>KS 15%</b></p> <p>Anchor Standards 1, 2, 3</p>

## Reading: Literature Tier 1 Core Instruction

Reading: Literature			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that includes: <ul style="list-style-type: none"> <li>• authentic reading and writing tasks,</li> <li>• extended periods of time for students to read and write,</li> <li>• discussion related to learning,</li> <li>• differentiated instruction based on assessment data, and</li> <li>• technology and media.</li> </ul>	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match learners and needs.</p> <p>How does the reciprocal nature of reading and writing enhance the students' comprehension of literature?</p> <p>Are students engaged in authentic reading and writing related to literature during the class period and throughout the school day?</p> <p>Do teachers structure language situations to lower students' affective filter?</p> <p>Does the environment reflect and validate background knowledge of students?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available.</p> <p>Students need ample wait time to think.</p>	KCCS: <b>Reading</b> Anchor Standard 10 <b>Writing</b> Anchor Standard 10 <b>Language</b> Anchor Standards 1, 3, 6 <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6 <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students by: <ul style="list-style-type: none"> <li>• Choice</li> <li>• Collaboration</li> <li>• Challenge</li> <li>• Authenticity</li> <li>• Technology</li> </ul> <b>Engage</b> students by: <ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Discussions</li> <li>• Literature Circles</li> <li>• Technology</li> </ul>	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	KCCS: <b>Reading</b> Anchor Standard 10 <b>Writing</b> Anchor Standard 10 <b>Language</b> Anchor Standards 1, 3, 6 <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6 <b>KS 15%</b> Anchor Standard 1

Reading: Literature			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<p><b>Learning Objectives</b></p> <p>Establish <b>content objectives</b> based on assessment data that is tied to standards.</p> <ul style="list-style-type: none"> <li>Utilize whole-group and differentiated small-group instruction based on student needs.</li> <li>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</li> </ul> <p>Establish <b>language objectives</b> based on assessment data that is tied to standards.</p> <ul style="list-style-type: none"> <li>Post language objectives for students.</li> <li>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</li> <li>Determine the language and language structures needed for students to access the content standard (language function).</li> <li>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</li> <li>Provide explicit and interactive modeling of language.</li> <li>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</li> <li>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</li> <li>Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help to determine the Stage of Language Acquisition which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Language</b> Anchor Standards 1, 3, 6</p>
	<p><b>Text Selection</b></p> <p><b>Text selection for WHOLE-GROUP instruction</b></p> <p>Utilize <b>high-quality challenging</b> literature that supports the development of deep comprehension.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> <li>Text complexity             <ul style="list-style-type: none"> <li>Quantitative (e.g., lexile, ATOS book level)</li> <li>Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)</li> </ul> </li> <li>Cohesive content based units of study</li> </ul> <p><b>Text selection for SMALL-GROUP and differentiated instruction</b></p> <p>Utilize <b>instructional-level text</b> with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.</p> <p>Select and analyze text for:</p> <ul style="list-style-type: none"> <li>Instructional-level text (lexile or ATOS book levels)</li> <li>Opportunities to practice reading components (word recognition, fluency, and comprehension)</li> <li>Opportunities to practice strategy use</li> </ul> <p><b>Text selection for INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>Provide explicit instruction and coaching about how to select a text and routines for independent reading that guide students to read ever-more challenging text.</li> <li>Provide time for students to read independently and a wide variety of texts from which they can choose.</li> </ul>	<p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standards 10</p> <p><b>Appendix B</b></p> <p><b>KS 15%</b> Anchor Standards 11,12</p>

Reading: Literature			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
CRITICAL ANALYSIS OF LITERATURE	<p><b>Critical Analysis of Literature</b></p> <p><b>Explicit instruction and scaffolding</b> in critical analysis of literature:</p> <ul style="list-style-type: none"> <li>Analyze a piece of literature by breaking it down into parts or pieces.</li> <li>Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast or apply a literary theory or other point of view.</li> <li>Utilize evidence from the text to support thinking.</li> <li>Quote and paraphrase the literary work to support thinking.</li> <li>Reference additional sources that support thinking.</li> <li>Utilize style, tone, and voice to communicate thinking.</li> <li>Organize an analysis and present it in a concise manner.</li> <li>Trace influences from other literary works.</li> <li>Identify author's purpose and how that influences the presentation of the text.</li> </ul> <p><b>Explicit instruction and scaffolding</b> in oral and written practices that enhance students' understanding of text:</p> <ul style="list-style-type: none"> <li>Responding to a text.</li> <li>Retelling.</li> <li>Summarizing.</li> <li>Creating and answering questions about a text.</li> <li>Analyzing story structure through use of an organizer (e.g., story map).</li> </ul> <p><b>Explicit instruction and scaffolding in discussion and/or cooperative learning protocols</b> that enhance analysis and interpretation of literature and ensure participation of all group members.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Are rubrics used to evaluate the critical analysis of a piece of literature?</p> <p>Can students provide a critical analysis of literature through discourse? Through writing?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>How can analysis of text differ according to point of view?</p> <p>How does the historical context of when the text was written impact the way that it was written?</p> <p>What role does culture play in understanding the text?</p> <p>How are higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, utilized during lessons?</p> <p>Think Alouds are an effective way to model critical analysis of literature.</p> <p>Utilize differentiated small-group instruction based on student assessment data in critical analysis of literature.</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix B: Exemplar Texts</b></p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 4, 5</p>
	<p><b>Comprehension Strategies</b></p> <p><b>Explicit instruction &amp; scaffolding in:</b></p> <p><b>Comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>Activating prior knowledge.</li> <li>Inference.</li> <li>Drawing conclusions.</li> <li>Prediction.</li> <li>Determining importance.</li> <li>Questioning.</li> <li>Visualizing.</li> </ul> <p><b>Multiple comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>Concept Oriented Reading Instruction – CORI.</li> <li>Reciprocal Teaching.</li> <li>Transactional Strategy Instruction.</li> <li>Informed Strategies for Learning.</li> </ul> <p><b>Comprehension strategies needed to read digital media</b></p> <p><b>Questioning the Author</b></p> <p><b>Graphic Organizer</b> (e.g., story maps/goal-structure map)</p> <p><b>Writing to communicate understanding of text</b></p> <p><b>Retelling using story structure and plot elements</b></p> <p><b>Metacognitive reading:</b></p> <p><b>Monitoring, Clarifying, and Fix Up</b></p> <ul style="list-style-type: none"> <li>Monitor understanding during and after reading (e.g., self-questioning of understanding while reading). For example, "Is the text making sense to me?" "Do I understand the text?"</li> <li>Utilize fix-up strategies (e.g., reread, read on, etc.) when text is confusing for the reader.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How does the reciprocal nature of reading and writing enhance the literacy of students?</p> <p>Are students engaged in authentic reading and writing during the literacy block and throughout the school day?</p> <p>How are higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating utilized during lessons?</p> <p>Do students strategically and independently use comprehension strategies to understand complex text?</p> <p>Utilize differentiated small-group instruction based on student assessment data in comprehension strategies.</p> <p>Think Alouds are an effective way to model the use of comprehension strategies before, during, and after reading.</p> <p>Based on the stage of reader development, illustrations may provide support as readers use comprehension strategies to understand text.</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>KS 15%</b> Anchor Standards 2, 3</p>

Reading: Literature																					
ELEMENTS OF LITERATURE	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections																		
	<b>Elements of Literature</b> <b>Explicit instruction and scaffolding</b> in understanding elements of story and drama and how those elements interact:  <b>Story-structure elements</b> <ul style="list-style-type: none"><li>• <u>setting</u> (time and place),</li><li>• <u>characters</u> - how they respond to major events and how their actions contribute to the sequence of events,</li><li>• <u>elements of plot</u></li></ul> <table><tr><th>Narrative Comprehension Terminology</th><th>Literary Terminology</th></tr><tr><td>initiating event</td><td>Plot:</td></tr><tr><td>character goal(s)</td><td>actions</td></tr><tr><td>attempts</td><td>rising action</td></tr><tr><td>outcome</td><td>conflict/problem</td></tr><tr><td>story ending</td><td>climax</td></tr><tr><td></td><td>falling action</td></tr><tr><td></td><td>resolution</td></tr><tr><td></td><td>theme</td></tr></table> Elements of plot (Begin using narrative comprehension terminology with K-2 students and move towards adding literary terminology.)  Graphic organizers (e.g., story maps/goal-structure map)  <b>Poetry</b> <ul style="list-style-type: none"><li>• Forms of poetry (e.g., free verse, haiku)</li><li>• Devices of style (e.g., allusion, symbol, puns, and wordplay)</li><li>• Devices of sound (e.g., onomatopoeia, alliteration, assonance, consonance, rhythm)</li></ul>	Narrative Comprehension Terminology	Literary Terminology	initiating event	Plot:	character goal(s)	actions	attempts	rising action	outcome	conflict/problem	story ending	climax		falling action		resolution		theme	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Select text to focus instruction on teaching story-structure and literary elements. The text must have a solid narrative structure (characters, goals, attempts, and outcomes).  Analyze the text before teaching.  Utilize differentiated small-group instruction based on student assessment data in elements literature.	KCCS: <b>Reading: Literature</b> Anchor Standard 5  <b>Appendix B</b> <b>KS 15%</b> Anchor Standard 3
	Narrative Comprehension Terminology	Literary Terminology																			
	initiating event	Plot:																			
character goal(s)	actions																				
attempts	rising action																				
outcome	conflict/problem																				
story ending	climax																				
	falling action																				
	resolution																				
	theme																				
VOCABULARY	<b>Vocabulary</b> <b>Explicit instruction and scaffolding</b> in vocabulary by: <ul style="list-style-type: none"><li>• Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.</li><li>• Using a <b>COMMON FRAMEWORK</b> (e.g., Marzano &amp; Pickering [2005] Six-Step Process; Beck, McKeown, &amp; Kucan [2002] Robust Vocabulary Instruction) for vocabulary instruction that includes the <b>characteristics of effective vocabulary instruction</b>. (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge.)</li><li>• Differentiating between context that supports vocabulary and context that is less supportive.</li><li>• Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association).</li><li>• Using word origins to determine unknown words.<ul style="list-style-type: none"><li>◦ Common affixes and roots (e.g., Greek &amp; Latin) to determine unknown words.</li></ul></li><li>• Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words.</li><li>• Using examples and non-examples.</li><li>• Interpreting figurative language.<ul style="list-style-type: none"><li>◦ Metaphors</li><li>◦ Similes</li><li>◦ Personification</li><li>◦ Idioms</li></ul></li><li>• Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals).</li><li>• Encouraging wide reading and word consciousness.</li></ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Prior to the lesson, how do you create conditions and pre-assess students as they share what they know about the vocabulary in whatever language and at whatever level they can best express themselves?  How are students given opportunities to share with peers and/or the teacher what they already know before they work with the new content, and during and after working with new vocabulary?  Provide students with multiple opportunities to practice vocabulary words.  Allow students to use a variety of modalities (e.g., linguistic and non-linguistic representations, native languages, English) when working with unknown vocabulary.  Some models and strategies (e.g., Frayer Vocabulary Self-Collection) may need additional scaffolding and contextualization for second-language learners and other populations.	KCCS: <b>Reading: Literature</b> Anchor Standard 4  <b>Language</b> Anchor Standards 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standard 6  <b>KS 15%</b> Anchor Standard 3																		

Reading: Informational Text			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an environment that includes: <ul style="list-style-type: none"> <li>• authentic reading and writing tasks,</li> <li>• extended periods of time for students to read and write,</li> <li>• discussion related to learning,</li> <li>• differentiated instruction based on assessment data, and</li> <li>• technology and media.</li> </ul>	Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Are students engaged in discourse related to reading, writing, and content areas throughout the school day?  Do teachers structure language situations in order to lower students' affective filter?  Does the environment reflect and validate background knowledge of students?  What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available to help students clarify and monitor understanding?  Students need ample wait time for thinking.	KCCS: <b>Reading</b> Anchor Standard 10  <b>Writing</b> Anchor Standard 10  <b>Language</b> Anchor Standards 1, 3, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students using: <ul style="list-style-type: none"> <li>• Choice</li> <li>• Collaboration</li> <li>• Challenge</li> <li>• Authenticity</li> <li>• Technology</li> </ul> <b>Engage</b> students using: <ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Discussions</li> <li>• Technology</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match learners' needs.  When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.  Give ample opportunities for students to clarify key concepts in their native language.  Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.  Ensure that technology and media support learning rather than distract students from the lesson objectives.	KCCS: <b>Reading</b> Anchor Standard 10  <b>Writing</b> Anchor Standard 10  <b>Language</b> Anchor Standards 1, 3, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6  <b>KS 15%</b> Anchor Standard 1

Reading: Informational Text			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<p><b>Learning Objectives</b></p> <p>Establish <b>content objectives</b> based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish <b>language objectives</b> based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach if needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS:</p> <p><b>Reading: Literature</b></p> <p>Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b></p> <p>Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Language</b></p> <p>Anchor Standards 1, 3, 6</p>
	<p><b>Text Selection</b></p> <p><b>Text selection for WHOLE-GROUP instruction</b></p> <p>Utilize <b>high-quality challenging</b> literature that supports the development of deep comprehension.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> <li>Text complexity <ul style="list-style-type: none"> <li>Quantitative (e.g., lexile, ATOS book level)</li> <li>Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)</li> </ul> </li> <li>Cohesive content based units of study</li> </ul> <p><b>Text selection for SMALL-GROUP and differentiated instruction</b></p> <p>Utilize <b>instructional-level text</b> with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.</p> <p>Select and analyze text for:</p> <ul style="list-style-type: none"> <li>Instructional-level text (lexile or ATOS book levels)</li> <li>Opportunities to practice reading components (word recognition, fluency, and comprehension)</li> <li>Opportunities to practice strategy use</li> </ul> <p><b>Text selection for INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>Provide explicit instruction and coaching about how to select a text and routines for independent reading that guide students to read ever-more challenging texts.</li> <li>Provide time for students to read independently and a wide variety of texts from which they can choose.</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Expose students to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p>	<p>KCCS:</p> <p><b>Reading: Literature</b></p> <p>Anchor Standard 10</p> <p><b>Appendix B</b></p> <p><b>KS 15%</b></p> <p>Anchor Standards 11, 12</p>

Reading: Informational Text			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
CRITICAL ANALYSIS OF INFORMATIONAL TEXT	<p><b>Critical Analysis of Informational Text</b></p> <p><b>Explicit instruction and scaffolding</b> in critical literacy:</p> <ul style="list-style-type: none"> <li>Seeking to understand the text or situation in more or less detail to gain perspective.</li> <li>Examining multiple viewpoints.</li> <li>Focusing on sociopolitical issues (e.g., power in relationships between and among people).</li> <li>Taking action and promoting social justice.</li> <li>Determining author's purpose: (e.g., Inform, Persuade, Describe) and how that impacts the presentation of the text.</li> </ul> <p><b>Explicit instruction and scaffolding</b> in:</p> <ul style="list-style-type: none"> <li>Using visual information (e.g., maps, photos, digital information) to expand and deepen understanding of the topic as presented in the text.</li> <li>Evaluating the validity and reliability of the source.</li> <li>Explaining how an author uses reasons and evidence to support particular points in the text.</li> <li>Comparing, contrasting, and integrating information from two texts on the same topic in order to write or speak on that topic.</li> </ul> <p><b>Explicit instruction and scaffolding</b> in how to draw evidence from informational texts to support analysis, reflection, and research. For example, "What source of information (e.g., letters, maps, pictures, diaries) did an author on the Battle of Gettysburg use to convey the decisions made by the Northern and Southern leaders during that battle?"</p> <p><b>Explicit instruction and scaffolding in discussion and/or co-operative learning protocols</b> that enhance analysis of informational text and ensure equal participation of group members.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Are rubrics used to evaluate the critical analysis of an informational text?</p> <p>Can students provide a critical analysis of an informational text through discourse? Through writing?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>How can analysis of text differ according to point of view?</p> <p>How does the historical context of when the text was written impact the way that it was written?</p> <p>What role does culture play in understanding the text?</p> <p>How are higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, utilized during lessons?</p> <p>Utilize differentiated small-group instruction based on student assessment data in critical analysis of informational text.</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 7, 8, 9, 10</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 4, 5</p>
	<p><b>Research</b></p> <p><b>Explicit instruction and scaffolding in the: Research Process:</b></p> <ul style="list-style-type: none"> <li>Establish a focus question.</li> <li>Gather and select relevant information.</li> <li>Integrate and summarize information.</li> <li>Assess credibility and accuracy of sources.</li> <li>Demonstrate understanding of the subject matter.</li> <li>Communicate subject matter.</li> </ul> <p><b>Presentation of Research:</b></p> <ul style="list-style-type: none"> <li>Establish a purpose.</li> <li>Determine how the audience influences how the information will be presented.</li> <li>Determine the most effective use of technology to communicate the information.</li> <li>Utilize broadcasting and publishing information to create an effective presentation.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Utilize differentiated small-group instruction based on observations during lessons on research.</p> <p>Be open to new and emerging technology and communication tools for conducting research.</p> <p>Prepare students to give credit to or quote an author's thinking when using information gathered through research.</p> <p>Be aware of the ethical uses of technology and encourage these habits in the classroom.</p> <p>Technological limitations in their environments and school policies may limit students' ability to gather a variety of sources.</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 7, 8, 9, 10</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 4, 5</p>

Reading: Informational Text			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
COMPREHENSION STRATEGIES	<b>Comprehension Strategies</b> <b>Explicit instruction and scaffolding in:</b> <b>Comprehension Strategies:</b> <ul style="list-style-type: none"> <li>• Activating prior knowledge.</li> <li>• Inference.</li> <li>• Drawing conclusions.</li> <li>• Prediction.</li> <li>• Determining importance.</li> <li>• Questioning.</li> <li>• Visualizing.</li> </ul> <b>Multiple comprehension strategies:</b> <ul style="list-style-type: none"> <li>• Concept Oriented Reading Instruction – CORI.</li> <li>• Reciprocal Teaching.</li> <li>• Transactional Strategy Instruction.</li> <li>• Informed Strategies for Learning.</li> </ul> <b>Questioning the Author</b> <b>Summarizing text</b> <ul style="list-style-type: none"> <li>• Get the Gist.</li> <li>• Paragraph Writing Frames.</li> <li>• Rules of Summarization.</li> <li>• Graphic organizers to support summarization.</li> </ul> <b>Comprehension strategies needed to read digital media</b> <b>Making connections</b> between events, procedures, or concepts in historical, scientific, or technical text. <b>Metacognitive reading:</b> <b>Monitoring, Clarifying, and Fix Up</b> <ul style="list-style-type: none"> <li>• Monitor understanding during and after reading.</li> <li>• Utilize fix-up strategies (e.g., reread, read on, etc.) when needed.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Some models and strategies (e.g., Questioning the Author) may need additional scaffolding and contextualization for second-language learners and other populations.</p> <p>How does the reciprocal nature of reading and writing enhance the students' comprehension of informational text?</p> <p>Are students engaged in authentic reading and writing related to informational text during the literacy block and throughout the school day?</p> <p>Explicit instruction in using charts, tables, graphs, etc. may help improve students' comprehension of informational text.</p>	<p>KCCS:  <b>Reading Informational Text</b>            Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>KS 15%</b>            Anchor Standards 2, 3</p>
	<b>Text Structures</b> <b>Explicit instruction and scaffolding</b> in understanding <b>various text structures:</b> <ul style="list-style-type: none"> <li>• Chronology (sequence).</li> <li>• Comparison.</li> <li>• Cause/effect.</li> <li>• Problem/solution.</li> <li>• Description.</li> </ul> <b>Explicit instruction and scaffolding</b> in using <b>clue words</b> (e.g., because, so, first, next) to identify the text structure of a paragraph, chapter, or section of text. <b>Explicit instruction and scaffolding</b> in understanding how to select or create an appropriate <b>graphic organizer</b> in relation to text structures. <b>Explicit instruction and scaffolding</b> in analyzing how a particular text structure impacts understanding at the: <ul style="list-style-type: none"> <li>• sentence level.</li> <li>• paragraph level.</li> <li>• chapter level.</li> <li>• section level.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Excessive emphasis on solely identifying text structures de-emphasizing overall understanding of the text.</p> <p>Text structure sometimes can help to support a student's understanding of the text.</p> <p>At times text structure can add to background knowledge, which may support overall comprehension of the text.</p> <p>Utilize a combination of author's purpose and clue words to determine text structures that will increase understanding of text.</p>	<p>KCCS:  <b>Reading Informational Text</b>            Anchor Standard 5  <b>KS 15%</b>            Anchor Standard 3</p>
	<b>Text Features</b> <b>Explicit instruction and scaffolding</b> in understanding and using <b>various text features:</b> <ul style="list-style-type: none"> <li>• Typographic (e.g., boldface print, italics).</li> <li>• Organizational (e.g., headings, index, glossary).</li> <li>• Graphic aids (e.g., maps, diagrams, charts, hyperlinks, captions).</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Emphasize how text features can help students understand the text.</p>	<p>KCCS:  <b>Reading Informational Text</b>            Anchor Standard 5  <b>KS 15%</b>            Anchor Standard 3</p>

Reading: Informational Text			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
VOCABULARY	<b>Vocabulary</b> <b>Explicit instruction and scaffolding</b> in vocabulary by: <ul style="list-style-type: none"> <li>• Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.</li> <li>• Using a common framework for vocabulary instruction that includes the <b>characteristics of effective vocabulary instruction</b> (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge).</li> <li>• Differentiating between context that supports vocabulary and context that is less supportive.</li> <li>• Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association).</li> <li>• Using word origins to determine unknown words.               <ul style="list-style-type: none"> <li>◦ Common affixes and roots (e.g., Greek and Latin) to determine unknown words.</li> </ul> </li> <li>• Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words.</li> <li>• Using examples and non-examples.</li> <li>• Interpreting figurative language.               <ul style="list-style-type: none"> <li>◦ Metaphors</li> <li>◦ Similes</li> <li>◦ Personification</li> <li>◦ Idioms</li> </ul> </li> <li>• Using resource materials (e.g., glossaries, dictionaries, digital).</li> <li>• Encouraging wide reading and word consciousness.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Prior to the lesson, how do you create conditions and pre-assess students as they share what they know about the vocabulary in whatever language and at whatever level they can best express themselves?</p> <p>How are students given opportunities to share with peers and/or the teacher what they already know before they work with the new content, and during and after working with new vocabulary?</p> <p>Provide students with multiple opportunities to practice vocabulary words.</p> <p>Allow students to use a variety of modalities (e.g., linguistic and non-linguistic representations, native languages, English) when working with unknown vocabulary.</p> <p>Some models and strategies (e.g., Frayer Vocabulary Self-Collection) may need additional scaffolding and contextualization for second-language learners and other populations.</p> <p>Use visuals to help students understand vocabulary.</p>	<p>KCCS:  <b>Reading Informational Text</b>            Anchor Standard 4</p> <p><b>Language</b>            Anchor Standards 3, 4, 5, 6</p> <p><b>Speaking and Listening</b>            Anchor Standard 6</p> <p><b>KS 15%</b>            Anchor Standard 3</p>

## Reading Tier 2 Instruction

Reading: Interventions				
SUPPLEMENTAL	Effective Instruction and Elements of Curricula	Recommendations	Assessments	
	Critical Questions and Considerations for Teaching and Learning			
	<p>An instructional framework that includes:</p> <ul style="list-style-type: none"><li>• Explicit Instruction<ul style="list-style-type: none"><li>◦ Clear objectives</li><li>◦ Clearly modeled and demonstrated skill</li><li>◦ Provides guided practice</li><li>◦ Checks for understanding</li><li>◦ Provides timely feedback as well as deliberate scaffolding</li><li>◦ Monitors independent practice</li><li>◦ Provides opportunities for cumulative practice of previously learned skills and concepts</li><li>◦ Monitors student progress providing re-teaching as necessary</li></ul></li><li>• Systematic instruction (carefully sequenced instruction)</li><li>• Scaffolding (modeling, guided, and independent practice)</li><li>• Intensive Instruction</li></ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"><li>• Word recognition (e.g., phonic elements, syllabication)</li><li>• Word analysis (e.g., affixes, root words)</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Accurate word recognition</li><li>• Appropriate rate</li><li>• Expression.</li></ul> <p>Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction</li><li>• Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>• Metacognition</li><li>• Cooperative learning</li><li>• Graphic and semantic organizers</li><li>• Questioning with feedback</li><li>• Write summaries</li><li>• Comprehension strategies</li></ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"><li>• Homogeneous, small group (3-5 students)</li><li>• Targeted, skill-based instruction</li><li>• 30 minutes in addition to time allotted for core (Tier 1)</li><li>• Instruction is based on student instructional need, not on chronological age or grade level</li></ul>	<p><b>Assessment</b> is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.</p> <p><b>Universal Screener:</b></p> <ul style="list-style-type: none"><li>• Curriculum Based Measurement (CBM) for rate and accuracy</li></ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory</li><li>• Phonics and structural-analysis inventory</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Fluency Rubric</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"><li>• The same CBM for rate and accuracy that was used for Universal Screener</li><li>• Must measure the same skill/strategy taught during intervention</li><li>• Must be frequent</li></ul> <p><b>Mastery: Pre-Post</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory subtests</li><li>• Phonics and structural analysis inventory subtests</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul>	<p>Do highly qualified and highly trained teachers provide the interventions?</p> <p>Tier 2 instruction may be provided by educators trained specifically in the intervention:</p> <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Reading specialists or other certified teachers, including Special Education</li><li>• Carefully selected paraeducators</li></ul> <p>Is the core instruction that is occurring in reading adequate and effective?</p> <p>What is the evidence base of the interventions that your district/school uses?</p> <p>Is progress-monitoring data used to adjust instruction during intervention?</p> <p>Are progress-monitoring measures aligned to the focus of instruction in interventions?</p> <p>Does the data reflect that the interventions are impacting student achievement?</p> <p>Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:</p> <p><a href="http://www.kansasmtnss.org">www.kansasmtnss.org</a></p> <p><a href="http://www.ksdetasn.org">www.ksdetasn.org</a></p>

## Reading Tier 3 Instruction


Reading: Interventions				
INTENSIVE	Effective Instruction and Elements of Curricula	Recommendations	Assessments	Critical Questions and Considerations for Teaching and Learning
	<p>An instructional framework that includes:</p> <ul style="list-style-type: none"><li>• Explicit Instruction<ul style="list-style-type: none"><li>◦ Clear objectives</li><li>◦ Clearly modeled and demonstrated skill</li><li>◦ Provides guided practice</li><li>◦ Checks for understanding</li><li>◦ Provides timely feedback as well as deliberate scaffolding</li><li>◦ Monitors independent practice</li><li>◦ Provides opportunities for cumulative practice of previously learned skills and concepts</li><li>◦ Monitors student progress providing re-teaching as necessary</li></ul></li><li>• More systematic instruction (carefully sequenced instruction)</li><li>• More scaffolding (modeling, guided, and independent practice)</li><li>• More intensive Instruction (e.g., smaller group, more time, more intensive program, add manipulatives, multi-sensory)</li><li>• More practice cycles for a given concept</li></ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"><li>• Word recognition (e.g., phonic elements, syllabication)</li><li>• Word analysis (e.g., affixes, root words)</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Accurate word recognition</li><li>• Appropriate rate</li><li>• Expression</li></ul> <p>Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction</li><li>• Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>• Metacognition</li><li>• Cooperative learning</li><li>• Graphic and semantic organizers</li><li>• Questioning with feedback</li><li>• Write summaries</li><li>• Comprehension strategies</li></ul>	<p><b>Elementary</b></p> <ul style="list-style-type: none"><li>• Homogeneous, small group (1-3 students)</li><li>• 60 minutes or two 30- minute sessions, in addition to time allotted for core (Tier 1)</li><li>• Instruction is based on student instructional need, not on chronological age or grade level</li></ul>	<p><b>Assessment</b> is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.</p> <p><b>Universal Screener:</b></p> <ul style="list-style-type: none"><li>• Curriculum Based Measurement (CBM) for rate and accuracy</li></ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory</li><li>• Phonics and structural analysis inventory</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Fluency Rubric</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"><li>• The same CBM for rate and accuracy that was used for Universal Screener</li><li>• Must measure the same skill/strategy taught during intervention</li><li>• Must be frequent</li></ul> <p><b>Mastery: Pre-Post</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory subtests</li><li>• Phonics and structural analysis inventory subtests</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul>	<p>Do highly qualified and highly trained teachers provide the interventions?</p> <p>Tier 3 instruction may be provided by educators who are trained specifically in the intervention:</p> <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Reading specialists or other certified teachers, including Special Education</li><li>• Carefully selected paraeducators</li></ul> <p>Is core reading instruction adequate and effective?</p> <p>What is the evidence base of the interventions that your district/school uses?</p> <p>Is progress-monitoring data used to adjust instruction during intervention?</p> <p>Are progress-monitoring measures aligned to the focus of instruction in interventions?</p> <p><b>Does the data reflect that the interventions are impacting student achievement?</b></p> <p>How does the reciprocal nature of reading and writing enhance the students' comprehension of informational text?</p> <p>Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:</p> <p><a href="http://www.kansasmtns.org">www.kansasmtns.org</a></p> <p><a href="http://www.ksdetasn.org">www.ksdetasn.org</a></p>

## Writing Tier 1 Core Instruction

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.</p> <p>Provide choice when writing to foster and promote creativity.</p> <p>Model for students our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Provide a recursive (repeated) writing and revision process and the use of the common vocabulary of the 6-Trait model.</p> <p>Provide opportunities to write across the content areas (e.g., write in response to reading, write an explanation on how a math problem was solved, describe a science experiment, compare the causes of different wars).</p> <p>Examine authentic text to learn how authors communicate through their writing and techniques they use.</p> <p>Establish an organizational structure for instruction, for example:</p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Extended time for writing</li> <li>• Collaboration with adults and peers to strengthen writing</li> <li>• Time for conferring with teacher</li> </ul> <p>Utilize technology and media for writing purposes.</p>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>How does the reciprocal nature of reading and writing enhance the students' writing?</p> <p>Are students engaged in authentic reading and writing throughout the school day?</p> <p>Do teachers structure writing situations to lower students' affective filter?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p> <p>When teachers follow routines, students can focus their energies on writing. Predictability provides structural scaffolding to students with language needs.</p>	<p>KCCS: <b>Writing</b> Anchor Standard 10</p> <p><b>KS 15%</b> Anchor Standards 1, 11, 12</p>
	<b>Motivation and Engagement</b> <p><b>Motivate</b> students by:</p> <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals.</li> <li>• Providing a positive learning environment.</li> <li>• Making instructional methods and strategies interactive.</li> <li>• Making literacy experiences relevant to student's interests, lives, and current events.</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning).</li> <li>• Offering students choices when assigning writing.</li> <li>• Providing frequent feedback and student goal-setting opportunities</li> <li>• Utilizing technology and media.</li> </ul> <p><b>Engage</b> students using:</p> <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Pre-writing activities</li> <li>• Technology and media</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students who write regularly about what they read have better comprehension.</p> <p>Let students clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks are at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p> <p>Sharing writing with others may increase students' motivation and engagement.</p>	

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<b>Learning Objectives</b> Establish <b>content objectives</b> based on assessment data that is tied to standards.  Utilize whole-group and differentiated small-group instruction based on student needs.  Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.  Establish <b>language objectives</b> based on assessment data that is tied to standards.	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  How do objectives lead instruction?  Content and language objectives must be recognizable throughout the lesson.  Refrain from incorporating too many content and language objectives during one lesson.  Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.  For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.  Continuums may be helpful in determining stages of language acquisition.  How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that will support movement from one proficiency level to the next?  How do listening, speaking, reading, and writing fit with the content objective of the lesson?  Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.  Does language proficiency influence instructional decisions?	<b>KCCS:</b> <b>Writing</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>Language</b> Anchor Standards 1, 2, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 2, 4, 5, 6  <b>KS 15%</b> Anchor Standards 1, 2, 11, 12
	<ul style="list-style-type: none"> <li>• Post language objectives for students.</li> <li>• Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</li> <li>• Determine the language and language structures needed for students to access the content standard (language function).</li> <li>• Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</li> <li>• Provide explicit and interactive modeling of language.</li> <li>• Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</li> <li>• Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</li> <li>• Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</li> </ul>		



WRITING PROCESS	Writing Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
	<p><b>Writing Process</b></p> <p>Facilitate a recursive writing and revision process.</p> <p>Use the common vocabulary of the 6-Trait model.</p> <p><b>Explicit instruction and scaffolding in:</b></p> <p><b>Elements of the writing process</b></p>  <ul style="list-style-type: none"> <li>• Prewriting <ul style="list-style-type: none"> <li>◦ Audience awareness</li> <li>◦ Purpose for writing</li> <li>◦ Brainstorming (e.g., mapping, webbing, listing, discussing)</li> </ul> </li> <li>• Drafting</li> <li>• Revising <ul style="list-style-type: none"> <li>◦ Knowledge of language and its conventions (e.g., words and phrases for effect, punctuation for effect, different context may call for different language use (formal vs. informal))</li> </ul> </li> <li>• Editing <ul style="list-style-type: none"> <li>◦ Conventions of standard English grammar and usage (e.g., nouns, pronouns, adjectives, verbs, verb tenses, prepositional phrases, complete sentences, correctly use to, too, two, etc.)</li> <li>◦ Conventions of capitalization, punctuation, and spelling</li> </ul> </li> <li>• Publishing</li> </ul> <p><b>Elements of effective writing</b> (e.g., 6-Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions)</p> <p><b>Genres of writing</b></p> <ul style="list-style-type: none"> <li>• Argumentative and opinion</li> <li>• Informative/explanatory</li> <li>• Narrative</li> <li>• Other</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Establish an organizational structure for instruction:</p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Extended time for writing</li> <li>• Collaboration with adults and peers to strengthen writing</li> <li>• Time for conferring with teacher</li> </ul> <p>The writing process is fundamental to all writing. Therefore, it is important that students have frequent opportunities to rehearse, draft, revise, and edit (Caulkins, 2003).</p> <p>Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.</p> <p>Model for students our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Provide a cycle for the writing process that occurs at roughly the same rate for all students, which allows teachers to make effective use of writing instruction, as students are learning about and applying elements of the writing process to their own writing.</p> <p>When assessing a student's writing, determine a particular lens for evaluation. For example, sometimes a teacher may choose to assess only the organization of a piece of writing, but other times may evaluate all of the elements of effective writing.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 4, 5</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 12</p>

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT TYPES AND PURPOSES: OPINION	<p><b>Text Types and Purposes: Opinion</b> (The term <b>Argument</b> is used started in grade 6.)</p> <p><b>Explicit instruction and scaffolding</b> <b>Opinion pieces:</b></p> <ul style="list-style-type: none"> <li>Examine models of opinion pieces (reading – writing connection).</li> </ul> <p><b>Writing an opinion piece includes:</b></p> <ul style="list-style-type: none"> <li>Identify an opinion.</li> <li>Provide support for opinion.                             <ul style="list-style-type: none"> <li>Cite text and other resources.</li> <li>Organize information to group the ideas logically to support the writer's purpose.</li> <li>Link opinion and reasons using words and phrases.</li> </ul> </li> <li>Provide a concluding statement or section.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Beginning writers start with a personal opinion and support and then move to an opinion that is supported by a text.</p> <p>Have students write about what they read.</p> <p>Increase how much students write.</p> <p>Students should have multiple drafts of opinion writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should help students to produce a final draft of an opinion writing piece.</p> <p>Select model/mentor/touchstone texts that will facilitate the development of the students' ability to analyze and reflect on the important aspects of opinion writing.</p> <p>When writing in response to reading, students should support their opinions with evidence from the text.</p> <p>Providing students an opportunity to share their writing orally may help them refine their draft.</p> <p>Differentiate instruction based on age, writing development, and access to research tools.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C: Samples of Student Writing</b></p> <p><b>Reading</b> Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>
	<p><b>Text Types and Purposes: Informative/Explanatory</b></p> <p><b>Explicit instruction and scaffolding in:</b> <b>Informative/explanatory:</b></p> <ul style="list-style-type: none"> <li>Examine models of informative/explanatory pieces (reading - writing connection).</li> </ul> <p><b>Writing an informational/explanatory piece includes:</b></p> <ul style="list-style-type: none"> <li>Gather and select information on the topic.</li> <li>Introduce topic clearly.</li> <li>Develop the topic (e.g., with facts and other information related to the topic). Organize information logically (e.g., incorporate transitional words and phrases, use informational text features to support comprehension for the reader).</li> <li>Use precise language and domain-specific vocabulary to inform or explain the topic.</li> <li>Provide a concluding statement or section.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Beginning writers start with a personal opinion and support and then move to an opinion that is supported by a text.</p> <p>Have students write about what they read.</p> <p>Increase how much students write.</p> <p>Students should have multiple drafts of opinion writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should help students to produce a final draft of an opinion writing piece.</p> <p>Select model/mentor/touchstone texts that will facilitate the development of the students' ability to analyze and reflect on the important aspects of opinion writing.</p> <p>When writing in response to reading, students should support their opinions with evidence from the text.</p> <p>Providing students an opportunity to share their writing orally may help them refine their draft.</p> <p>Differentiate instruction based on age, writing development, and access to research tools.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C: Samples of Student Writing</b></p> <p><b>Reading</b> Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT TYPES AND PURPOSES: NARRATIVE	<p><b>Text Types and Purposes</b></p> <p><b>Narrative</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <p><b>Narratives:</b></p> <ul style="list-style-type: none"> <li>• Compose real or imagined story.</li> <li>• Include single or multiple events.</li> <li>• Examine models of narrative texts and discuss an author's use of story and literary elements (e.g., setting, characters, goals, climax, resolution) in planning to construct an imagined story. (reading - writing connection).</li> </ul> <p><b>Writing a narrative piece includes:</b></p> <ul style="list-style-type: none"> <li>• Organize an event sequence that unfolds naturally               <ul style="list-style-type: none"> <li>◦ Use temporal words to signal event order (e.g., first, next, last).</li> </ul> </li> <li>• Use words, phrases, and sensory details to convey events.</li> <li>• Use narrative techniques (e.g., dialogue) to develop characters and events.</li> <li>• Provide an ending that follows the narrated events.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Beginning writers start with conveying personal experiences or stories and then move to imaginary stories.</p> <p>Increase the amount of writing students produce while increasing the expectation of complexity for their written narratives.</p> <p>Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should help students to produce a final draft of a narrative writing piece.</p> <p>Select model/mentor/touchstone texts that will facilitate the development of the students' ability to analyze and reflect on the important aspects of narrative writing.</p> <p>Providing students an opportunity to share their writing orally may help them refine their draft.</p> <p>Differentiate instruction based age and writing development.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWJET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C: Samples of Student Writing</b></p> <p><b>Reading</b> Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>
	<p><b>Research</b></p> <p><b>Explicit instruction and scaffolding</b> in the research process:</p> <ul style="list-style-type: none"> <li>• Gather and select information (a variety of print and digital sources) on a topic (may be in effort to answer a question).</li> <li>• Assess credibility and accuracy of sources.</li> <li>• Employ note-taking strategies.</li> <li>• Categorize information.</li> <li>• Introduce topic clearly.</li> <li>• Develop the topic (e.g., with facts and other related information).</li> <li>• Organize information (summarize) logically.               <ul style="list-style-type: none"> <li>◦ incorporate transitional words and phrases</li> <li>◦ use informational text features to support comprehension for the reader</li> </ul> </li> <li>• Use precise language and domain specific vocabulary to inform or explain the topic.</li> <li>• Use resources ethically (such as avoiding plagiarism).</li> <li>• Use visual resources effectively.</li> <li>• Provide a concluding statement or section.</li> <li>• Provide a list of credible sources.</li> </ul> <p><b>Explicit instruction and scaffolding</b> in how to draw evidence from literary texts to support analysis, reflection, and research. For example, "Describe how E.B. White developed the character of Fern in Charlotte's Web through her thoughts, actions, and words."</p> <p><b>Explicit instruction and scaffolding</b> in how to draw evidence from informational texts to support analysis, reflection, and research. For example, "What source of information (e.g., letters, maps, pictures, diaries) did an author writing about the Battle of Gettysburg use to convey the decisions made by the Northern and Southern leaders during that battle?"</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do you teach students to evaluate the credibility of the sources that they use for information when doing research?</p> <p>How do you teach students to access multiple types of media to conduct research?</p> <p>Do students understand what plagiarism is and how to avoid it?</p> <p>Differentiate instruction based age, writing development, and access to research tools.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWJET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p>KCCS: <b>Reading</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 4</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
PRODUCING AND PUBLISHING	<p><b>Producing and Publishing</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <p><b>Developing a high-quality presentation in consideration of:</b></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice do you want to come across? authority, facilitator)</li> </ul> <p><b>Technology</b></p> <p>Infusing technologies to include <b>Purpose</b> and <b>Audience</b>. Together these influence the decision-making process of how to present information (ALTEC, 2012):</p> <ul style="list-style-type: none"> <li>• Digital citizenship</li> <li>• Technology operations and concepts</li> <li>• Critical thinking, problem solving, and decision making</li> <li>• Technology research tools, assess the credibility and accuracy of each source</li> <li>• Technology communication tools</li> <li>• Social, ethical, and human issues in regard to information and information technology</li> <li>• Effective participation in groups to pursue and generate information</li> <li>• Broadcasting and publishing information</li> </ul> <p><b>Types of Writing:</b></p> <ul style="list-style-type: none"> <li>• Opinion</li> <li>• Informative/Explanatory</li> <li>• Narrative</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Word-processing tools minimize difficulties with handwriting and spelling, allow for easy drafting and edits, promote student collaboration, and allow for greater teacher assistance.</p> <p>How will you differentiate for students who have difficulties communicating effectively?</p> <p>Be open to new and emerging technology and communication tools.</p> <p>Differentiate instruction based on age, writing development, and access to publishing tools. For example, kindergarten students may not word process the text for their writing, but they can complete a drawing that complements their writing.</p> <p>Be aware of copyright as students work on presentations.</p> <p>Technological limitations in their environment and school policies may limit students' ability to fully develop a presentation.</p>	<p>KCCS:</p> <p><b>Writing</b></p> <p>Anchor Standard 6</p> <p><b>Speaking and Listening</b></p> <p>Anchor Standards 4, 5, 6</p> <p><b>Language</b></p> <p>Anchor Standards 1, 2</p> <p><b>KS 15%</b></p> <p>Anchor Standard 1, 2, 4, 5, 11</p>

## Speaking and Listening Tier 1 Core Instruction

Speaking and Listening			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that prepares students to: <ul style="list-style-type: none"><li>• Collaborate with others through social, cognitive, and academic interactions in order to utilize language skills as a means for learning.</li><li>• Demonstrate command of conventions of English grammar and usage in formal and informal situations.</li><li>• Use language to develop deep understanding of content.</li><li>• Integrate and evaluate information.</li><li>• Acquire vocabulary and use it appropriately.</li><li>• Engage in appropriate social interactions.</li><li>• Utilize technology and media.</li></ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Are students engaged in discourse related to reading, writing, and content areas throughout the school day?  Do teachers structure language situations to lower students' affective filter?  How does the environment reflect and validate background knowledge of students?  What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?  Students need ample wait time to think.	KCCS: <b>Language</b> Anchor Standards 1, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6  <b>KS 15%</b> Anchor Standard 1
	MOTIVATION AND ENGAGEMENT	<b>Motivation and Engagement</b> <b>Motivate</b> students using: <ul style="list-style-type: none"><li>• Choice</li><li>• Collaboration</li><li>• Challenge</li><li>• Authenticity (e.g., real-life tasks and connections to personal experiences)</li><li>• Technology and media</li></ul> <b>Engage</b> students using: <ul style="list-style-type: none"><li>• Cooperative Learning</li><li>• Discussions</li><li>• Literature Circles</li><li>• Public Speaking (e.g., see types of presentations such as argumentative)</li><li>• Technology and media</li></ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.  Give ample opportunities for students to clarify key concepts in their native language.  Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.  Engaging talk structures, such as discussion and cooperative learning, require excellent classroom management to be effective.  Ensure that technology and media support learning rather than distract students from the lesson objectives.



Speaking and Listening			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<p><b>Learning Objectives</b></p> <p>Establish <b>content objectives</b> based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish <b>language objectives</b> based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: <b>Language</b> Anchor Standards 1, 3, 4, 5, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p>
	<p><b>Comprehension and Collaboration</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Dynamics of group discussions and turn taking.</li> <li>• Rules of interaction.</li> <li>• Conversing on a topic at length.</li> <li>• Active listening.</li> <li>• Building on others' conversations.</li> <li>• Asking and Answering Questions.</li> <li>• Questioning for different purposes (e.g., clarification, elaboration, comprehension).</li> <li>• Explaining ideas.</li> <li>• Connecting talk used in classroom.</li> </ul> <p>Practice movement between teacher directed, pairing, small group, and teacher refocus.</p> <p>Provide a structure/strategy to help students synthesize key ideas as they review.</p> <p><b>Explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Retrieving information from diverse media and formats.</li> <li>• Interpreting information from diverse media and formats.</li> <li>• Evaluating information from diverse media and formats.</li> </ul> <p><b>Explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Point of view.</li> <li>• Use of evidence to support point of view.</li> <li>• Use of rhetoric to support point of view.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do these instructional items address the needs of the population of your students?</p> <p>Given the unique cultures and needs represented in classrooms, allow students to utilize their voice to communicate their thoughts and ideas clearly.</p> <p>How does your district/ school/classroom cultivate an environment that takes into account students' cultural diversity and communication needs?</p> <p>How do you strategically group students to maximize their interactions?</p> <p>How do you create low-risk situations for students to participate in group discussions?</p> <p>How does your curriculum provide opportunities throughout the lesson for speaking and listening?</p> <p>The teacher should collect evidence about what has occurred in a discussion (e.g., students discuss the difference between an amphibian and a reptile – write two differences on a dry-erase board and show the class) to ensure that students are participating in the activity and are held accountable for learning.</p> <p>Allow for explicit instruction in group discussions and provide feedback/processing regarding student proficiency.</p> <p>Be aware of how much time is allowed in class for teacher talk and student talk.</p> <p>Allowing time for speaking and listening strengthens students' reading and writing.</p>	<p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3</p> <p><b>KS 15%</b> Anchor Standard 1</p>

Speaking and Listening			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
PRESENTATION OF KNOWLEDGE AND IDEAS	<p><b>Presentation of Knowledge and Ideas</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <p><b>Developing a high-quality presentation in consideration of:</b></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice do you want to come across? authority, facilitator)</li> </ul> <p><b>Technology</b></p> <p>Infusing technologies to include <b>Purpose</b> and <b>Audience</b>. Together these influence the decision-making process of how to present information (ALTEC, 2012):</p> <ul style="list-style-type: none"> <li>• Digital citizenship</li> <li>• Technology operations and concepts</li> <li>• Critical thinking, problem solving, and decision making</li> <li>• Technology research tools, assess the credibility and accuracy of each source</li> <li>• Technology communication tools</li> <li>• Social, ethical, and human issues in regard to information and information technology</li> <li>• Effective participation in groups to pursue and generate information</li> <li>• Broadcasting and publishing information</li> </ul> <p><b>Types of Presentation:</b></p> <ul style="list-style-type: none"> <li>• Argument/Persuasion</li> <li>• Informational/Explanatory</li> <li>• Narrative/Descriptive</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Ample opportunities for student talk and interaction helps students process and evaluate peer presentations.</p> <p>Explicitly teach and model expectations of formal and informal language through a variety of contexts and situations.</p> <p>Provide frequent opportunities for students to interact and participate in discussions before, during, and after presentations.</p> <p>How will you differentiate for students who have difficulties communicating effectively?</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p> <p>Word-processing tools minimize difficulties with handwriting and spelling, allow for easy drafting and edits, promote student collaboration, and allow for greater teacher assistance.</p> <p>Be open to new and emerging technology and communication tools.</p> <p>Be aware of copyright as students work on presentations.</p> <p>Technological limitations in environment or school policies may limit students' ability to fully develop a presentation.</p>	<p>KCCS:</p> <p><b>Writing</b></p> <p>Anchor Standard 6</p> <p><b>Reading</b></p> <p>Anchor Standard 7</p> <p><b>Speaking and Listening</b></p> <p>Anchor Standards 4, 5, 6</p> <p><b>Language</b></p> <p>Anchor Standards 1, 2</p> <p><b>KS 15%</b></p> <p>Anchor Standards 1, 5</p>



# Language Tier 1 Core Instruction

Language			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that prepares students to: <ul style="list-style-type: none"> <li>Collaborate with others through social, cognitive, and academic interactions in order to utilize language skills as a means for learning.</li> <li>Demonstrate command of conventions of English grammar and usage in formal and informal situations.</li> <li>Use language to develop a deep understanding of content.</li> <li>Integrate and evaluate information.</li> <li>Acquire and use vocabulary appropriately.</li> <li>Utilize technology and media.</li> </ul>	How much time are students engaged in discourse related to reading, writing, and content areas throughout the school day?  How do teachers structure language situations to lower students' <b>affective filter</b> ?  How does the environment reflect and validate students' background knowledge?  What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?  Students need ample wait time to think.	KCCS: <b>Language</b> Anchor Standard 1, 2, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students using: <ul style="list-style-type: none"> <li>Choice</li> <li>Collaboration</li> <li>Challenge</li> <li>Authenticity (e.g., real-life tasks and connections to personal experiences)</li> <li>Technology</li> </ul> Engage students using: <ul style="list-style-type: none"> <li>Cooperative Learning</li> <li>Discussions</li> <li>Literature Circles</li> <li>Technology</li> </ul>	When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.  Give ample opportunities for students to clarify key concepts in their native language.  Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.  Ensure that technology and media support learning rather than distract students from the lesson objectives.	KCCS: <b>Language</b> Anchor Standard 1, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3  <b>KS 15%</b> Anchor Standard 1
	<b>Learning Objectives</b> Establish <b>content objectives</b> based on assessment data that is tied to standards.  Utilize whole-group and differentiated small-group instruction based on student needs.  Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.  Establish <b>language objectives</b> based on assessment data that is tied to standards.  Post <b>language objectives</b> for students. <ul style="list-style-type: none"> <li>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</li> <li>Determine the language and language structures needed for students to access the content standard (language function).</li> <li>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</li> <li>Provide explicit and interactive modeling of language.</li> <li>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</li> <li>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</li> <li>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  How do the objectives lead instruction?  Content and language objectives must be recognizable throughout the lesson.  Refrain from incorporating too many content and language objectives during one lesson.  Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.  For districts/schools with ELS, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.  Continuums may be helpful in determining stages of language acquisition.  How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?  How do listening, speaking, reading, and writing fit the content objective of the lesson?  Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.  Does language proficiency influence instructional decisions?	KCCS: <b>Reading: Literature</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8  <b>Writing</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9  <b>Language</b> Anchor Standards 1, 3, 6

Language			
Research does NOT support teaching grammar in isolation. The <i>Kansas Guide to Learning: Literacy</i> details the conventions of standard English and assumes that teachers are teaching them within reading, writing, speaking and listening contexts, rather than in isolation.			
This information also is included in the Reading, Writing, Speaking, and Listening tables.			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
CONVENTIONS OF STANDARD ENGLISH	<b>Conventions of Standard English</b> <b>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:</b> <b>Grammar and Usage:</b> <ul style="list-style-type: none"> <li>Parts of Speech (e.g., noun, adjective, verb, adverb, conjunction, pronouns, preposition, article).</li> <li>Sentence Structures (e.g., simple, compound, complex, compound-complex sentences) and Functions (e.g., statement, question, command, exclamation).</li> <li>Appropriate forms (e.g., singular, plural, subject-verb agreement).</li> </ul> <b>Capitalization</b> <b>Punctuation</b> <b>Spell words using:</b> <ul style="list-style-type: none"> <li>sound/letter relationships and</li> <li>patterns.</li> </ul> <b>Spell</b> high-frequency sight words. Provide an instructional framework for teaching conventions of standard English: <ul style="list-style-type: none"> <li><b>Activate Prior Knowledge</b> and Cultural Connections. Start with oral examples (e.g., elicit from students a past tense sentence – “What did you do last night when you went home?”).</li> <li><b>Guided Practice:</b> Provide students with multiple practice items.</li> <li><b>Examination</b> of grammar and appropriate usage in authentic text (e.g., appropriate use of past tense in books or own writing).</li> <li><b>Application</b> in writing, speaking, reading, or listening.</li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.  Guide students to compare the conventions of their native language and those of English.  How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?  Group culturally and linguistically diverse students with native English speakers to promote acquisition and use of the conventions of standard English conventions.  Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.  How does the use of grammar differ in reading, writing, or speaking?  Standard English conventions should be taught through reading and writing, <b>NOT</b> in isolation.  All languages have the components of <b>Form</b> (e.g., phonology, morphology, syntactics), <b>Content</b> (semantics) and <b>Use</b> (pragmatics).	KCCS: <b>Language</b> Anchor Standard 1, 2
	<b>Knowledge of Language</b> <b>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:</b> <b>Knowledge of language and its conventions</b> <ul style="list-style-type: none"> <li>Utilize English appropriately in formal and informal situations.</li> <li>Adjust use of language based on contexts (e.g., presenting ideas vs. small-group discussion).</li> <li>Choose words and phrases for effect.</li> <li>Choose punctuation for effect.</li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.  Explicitly teach and model how to use formal and informal language in a variety of contexts and situations.  Provide frequent opportunities for interaction and discussion to supply “oral rehearsal” for reading and writing.  Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.	KCCS: <b>Language</b> Anchor Standard 3

VOCABULARY ACQUISITION AND USE	Language	
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning
	<p><b>Vocabulary Acquisition and Use</b></p> <p><b>Explicit instruction and scaffolding</b> in vocabulary by:</p> <ul style="list-style-type: none"> <li>• Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.</li> <li>• Using a <b>COMMON FRAMEWORK</b> (e.g., Marzano &amp; Pickering (2005) Six-Step Process; Beck, McKeown, &amp; Kucan (2002) Robust Vocabulary Instruction) for vocabulary instruction that includes the <b>characteristics of effective vocabulary instruction</b>. (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge.)</li> <li>• Differentiating between context that supports vocabulary and context that is less supportive.</li> <li>• Using models (e.g., semantic feature analysis, Frayer Model, etc.) for creating depth of word knowledge (e.g., definition, synonyms, antonyms, and association)</li> <li>• Using word origins to determine unknown words.               <ul style="list-style-type: none"> <li>◦ Common affixes and roots (e.g., Greek &amp; Latin) to determine unknown words.</li> </ul> </li> <li>• Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy: Knowledge Rating) to determine unknown words.</li> <li>• Using examples and non-examples.</li> <li>• Interpreting figurative language.               <ul style="list-style-type: none"> <li>◦ Metaphors</li> <li>◦ Similes</li> <li>◦ Personification</li> <li>◦ Idioms</li> </ul> </li> <li>• Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals).</li> <li>• Encouraging wide reading and word consciousness.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do you use student interaction to foster attention to nuances in word meaning?</p> <p>Incorporate ample opportunities for students to talk and interact with the text, so they can understand how to identify context clues that help them focus on the nuances of words meanings.</p> <p>Provide meaningful strategies to support students' understanding of <b>the meaning behind figurative language</b>.</p> <p>Provide numerous "within the context" opportunities for students to practice figurative language.</p> <p>Help students create mental images associated with figurative language to solidify their understanding of the context behind the language?</p> <p>All languages have the components of <b>Form</b> (e.g., phonology, morphology, syntactics), <b>Content</b> (semantics) and <b>Use</b> (pragmatics).</p>
		<p>Standards Connections</p> <p>KCCS:</p> <p><b>Language</b> Anchor Standard 4, 5, 6</p> <p><b>Reading</b> Anchor Standard 4</p> <p><b>Writing</b> Anchor Standard 4</p>



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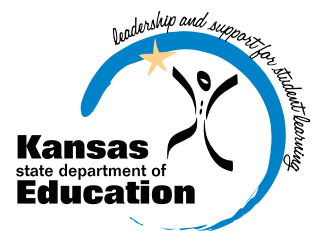


# Kansas Guide to Learning: Literacy

*A comprehensive cross-curricular literacy guide to advance learning from birth through grade 12.*

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Grades 6 - 12





## GRADES 6 - 12

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## Introduction

The *Kansas Guide to Learning: Literacy (KGLL)* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to find information and guidance regarding the literacy development and learning for children aged birth through high school. The *KGLL* for grades kindergarten - 12 is presented in a table format and includes the columns titled, Effective Instruction and Elements of Curricula Across All Content Areas, Critical Questions and Considerations for Teaching and Learning, and Standards Connections.

**Effective Instruction and Elements of Curricula Across All Content Areas:** The scope and sequence of content that students are expected to learn to be successful in meeting Kansas Common Core Standards (KCCS), for future learning in school, and for performing in non-school settings is critical to their success.

To better understand how the curricula are defined, imagine the scope and sequence of an United States history class discussing the 1960s. Students in this class might be expected to learn curriculum about the following: (1) George Wallace made his “stand in the schoolhouse door” at the University of Alabama, (2) President Kennedy was assassinated, (3) Martin Luther King Jr. made his *I Have a Dream* speech, (4) Civil Rights Act passed the U. S. Congress, (5) riots in many cities/campuses, (5) Martin Luther King Jr. assassinated.

In the case of reading, a scope and sequence of content that students would be expected to learn to meet the Common Core State Standards would be: (1) identify central ideas/themes of a text, (2) summarize key supporting details and ideas, (3) analyze the structure of texts related to each other and the whole, (4) integrate and evaluate content presented in diverse formats, (5) analyze how two or more texts address similar themes or topics in order to build knowledge, and (6) infer what can be deduced from various pieces of evidence.

The methods that teachers use to ensure that students learn a specific element or body of curriculum content (e.g., United States history during the 1960s) is critical to student success. Instructional methods generally fall on a continuum. At one end of the continuum is *teacher-mediated instruction* (i.e., instruction is largely teacher-directed with considerable scaffolding) at the other end is to *student-mediated instruction* (i.e., learning is largely student-directed with limited teacher scaffolding).

In the case of U.S. history, teacher-mediated instruction would provide multiple texts on the assassination of President John F. Kennedy and ask students to read the text closely to determine the validity and reliability of the resource, explain how an author used reasons and evidence to support particular points in the text, and communicate their understanding of the text through written or oral means. Student-mediated instruction would ask students to write a summary encapsulating key themes from the 1960s unit, engage in role-playing in which they assume the role of key historical figures, and interpret how the author depicted this information regarding a former president.

In the case of reading, teacher-mediated instruction would include such elements as: (1) clearly communicating expectations to learners, (2) describing the desired behavior, (3) providing models that are clear, consistent, and concise, (4) providing guided practice with sufficient prompts (physical, verbal, visual), (5) providing unprompted practice opportunities after students have acquired some level of fluency with a skill or strategy, (6) teaching how to generalize the newly learned strategy to other problems/setting/circumstances, and (7) checking for maintenance of behavior over time. Note: as students gradually gain fluency in using the targeted skill/strategy, teachers remove some supports and scaffolding and expect students to assume more responsibility in mediating their learning.

### Critical Questions and Considerations for Teaching and Learning:

Education is a dynamic, fluid process. Instruction should not be thought of something that takes place in isolation from other events in a student's life. On an ongoing basis, a host of factors should be considered including:

1. how are the various standards related to one another (i.e., the reciprocal nature of reading, writing, speaking, listening, and language),
2. how does a student's disability, primary-language status or at-risk of educational failure influence learning,
3. what research evidence should be considered in determining curriculum and instructional methodology,
4. what are the foundational skills, strategies, and knowledge necessary for some students to acquire in order to benefit from the higher-order thinking skills identified in the Kansas Common Core Standards, and
5. how does the MTSS framework support instruction in the KCCS?

### Standards Connections:

The Kansas Common Core Standards (KCCS) provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. The key outcome of the KCCS is that students will be college and career ready upon completion of the K-12 curriculum. With American students fully prepared for the future, our communities will be best positioned to succeed in the global economy.

The committee has created documents or tables for each of the strands set forth by the KCCS (e.g., Writing, Language, Reading). However, we know that all the literacy domains are interconnected and have reciprocity with one another. As a result, the committee assumes that educators naturally will make those connections between reading, writing and language when thinking about instruction. We know that "the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children's needs" (Duffy & Hoffman, 1999, p. 11).



# Reading: Literature Tier 1 Core Instruction

Reading: Literature			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that includes: <ul style="list-style-type: none"> <li>• Authentic reading and writing, as opposed to drill and practice</li> <li>• Extended periods of time for students to read</li> <li>• Extended periods of time for students to write about and to discuss what they read</li> <li>• Differentiated instruction based on assessment data, varied in               <ul style="list-style-type: none"> <li>◦ content/topic</li> <li>◦ process/activities</li> <li>◦ products</li> <li>◦ environment/learning styles</li> </ul> </li> <li>• Consideration of brain-based learning principles and multiple intelligences theory (Gardner, 1983))</li> <li>• Scaffolded learning experiences with a gradual release of responsibility from teacher-led to student-initiated practice</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Are students engaged in authentic reading and writing related to literature during the class period and throughout the school day?  How does the reciprocal nature of reading and writing enhance students' comprehension of literature?  When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.  Students should have opportunities to read both individually and collaboratively.	KCCS: <b>Language</b> Anchor Standards 1, 3, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students by: <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals</li> <li>• Providing a positive learning environment</li> <li>• Making instructional methods and strategies interactive</li> <li>• Making literacy experiences relevant to students' interests, lives, and current events</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning)</li> <li>• Giving students reading choices in:               <ul style="list-style-type: none"> <li>◦ Texts</li> <li>◦ Collaborative groupings</li> <li>◦ Reading methods</li> </ul> </li> <li>• Moving from extrinsic to intrinsic motivation to read</li> </ul> <b>Engage</b> students by: <ul style="list-style-type: none"> <li>• Discussion and discussion protocols</li> <li>• Student-led discussions</li> <li>• Building background knowledge</li> <li>• Pre-reading, during-reading, and after-reading activities</li> <li>• Inquiry</li> <li>• Metacognition and reflection</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  How do we help students become intrinsically motivated to read?  How do students see themselves as readers?  How do we help students take ownership of their own reading and progress?	

Reading: Literature			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<b>Learning Objectives</b> Establish <b>content objectives</b> (what students will learn) based on content standards. Establish reading objectives based on assessment data. Establish <b>language objectives</b> (how students will demonstrate understanding and knowledge) based on English language- proficiency assessment data. Post and share objectives with students before and after each lesson to help them connect to previous learning and to monitor their own learning (metacognition). Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed. Incorporate literature into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity). Utilize whole-group and differentiated small-group instruction, based on student needs. Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy. Determine the language and language structures that ELs need to access the content standard. Determine the appropriate language support: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sentence frame</li> <li>• Grammar</li> <li>• Strategic use of native language support and cognates</li> <li>• Graphic organizers</li> <li>• Explicit and interactive modeling of language</li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. How do teachers use formative data to select learning objectives and to guide instruction? For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.	KCCS: <b>Language</b> Anchor Standards 1, 3, 6



Reading: Literature			
TEXT SELECTION	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
	<p><b>Text Selection for Whole-Group Instruction</b></p> <p>Use <b>high-quality, appropriately challenging</b> literature that supports the development of deep comprehension and appreciation.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> <li>Text complexity, based on: <ul style="list-style-type: none"> <li>Quantitative measures (e.g., lexile, ATOS book level)</li> <li>Qualitative measures (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)</li> </ul> </li> <li>Cohesive, content-based units of study</li> </ul> <p>Scaffold to help all students read complex text successfully. (See text complexity rubrics, qualitative measures.)</p> <p><b>Text Selection for Small- Group or Individualized Instruction</b></p> <p>Use <b>instructional-level</b> or <b>“stretch” text</b>, which students can read with:</p> <ul style="list-style-type: none"> <li>Explicit instruction that matches the needs of the reader determined by a diagnostic assessment</li> <li>95% word-recognition</li> <li>75% or higher comprehension rate</li> </ul> <p>Carefully select and analyze text for its:</p> <ul style="list-style-type: none"> <li>Instructional level (quantitative, qualitative, and reader/task considerations)</li> <li>Opportunities to practice reading components (word recognition, fluency, and comprehension)</li> <li>Opportunities to practice strategy use</li> </ul> <p><b>Text Selection for Independent Reading</b></p> <ul style="list-style-type: none"> <li>Students need opportunities to read literature of their own choosing.</li> <li>Independent reading is appropriate for at-home and pleasure reading.</li> <li>Provide coaching on appropriate text selection for independent reading, which could help motivate students to read.</li> <li>Provide opportunities for students to read <b>independently</b>, with attention to increasing the challenge of the text.</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Who are the stakeholders involved in selecting age- and ability-level texts?</p> <p>Do reading tasks reflect of range of levels on Bloom’s taxonomy?</p> <p>Consider Vygotsky’s Zone of Proximal Development when selecting texts.</p> <p>Close reading and re-reading develop stamina and fluency.</p> <p>How do we help students access increasingly complex text via productive struggle?</p> <p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Wide and extensive independent reading develops background knowledge and vocabulary.</p> <p>How can we help students make connections between their independent reading choices and whole-group, small-group, and individual curricular choices?</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standard 10</p> <p><b>Appendix B</b></p> <p><b>KS 15%</b> Anchor Standards 11, 12</p>

Reading: Literature			
ELEMENTS AND STRUCTURES OF LITERARY TEXT	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
	<p><b>Elements and Structures of Literary Text</b></p> <p><b>Explicit instruction and scaffolding</b> in understanding elements and structures of <b>story</b> and <b>drama</b> and <b>how those elements interact with one another to form patterns and create meaning</b>. <b>For example:</b></p> <ul style="list-style-type: none"> <li>• Setting and its relationship to other story elements</li> <li>• Character types (protagonist, antagonist, flat, round, static, dynamic) and their relationship to plot and theme</li> <li>• Character development and its relationship to theme, plot, setting</li> <li>• Plots, subplots, and parallel plots and their inter-relationships               <ul style="list-style-type: none"> <li>◦ Character goals</li> <li>◦ Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man)</li> <li>◦ Rising action</li> <li>◦ Climax</li> <li>◦ Resolution</li> <li>◦ Pacing</li> </ul> </li> <li>• Theme: its development and its reflection in other story elements</li> <li>• Foreshadowing and its effect on mood</li> <li>• Irony and its connection to point of view</li> <li>• Tone/Mood</li> <li>• Point of view</li> <li>• Flashback and its effects on pacing and mood</li> <li>• Symbolism and its reflection on theme</li> <li>• Connections to and transformation of source materials</li> </ul> <p><b>Explicit instruction and scaffolding</b> in understanding elements of <b>poetry</b> and <b>how those elements form patterns and create meanings</b>, such as:</p> <ul style="list-style-type: none"> <li>• Rhythm and meter</li> <li>• Stanza</li> <li>• Rhyme and rhyme scheme</li> <li>• Sound elements (e.g., alliteration, assonance, onomatopoeia)</li> <li>• Simile</li> <li>• Metaphor</li> <li>• Theme</li> <li>• Symbolism</li> <li>• Imagery</li> </ul> <p><b>Explicit instruction and scaffolding</b> in analyzing how a particular text structure fits into the overall structure of a text and contributes to the development of ideas at the:</p> <ul style="list-style-type: none"> <li>• sentence level</li> <li>• paragraph level</li> <li>• chapter level</li> <li>• section level</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p><b>Formative Assessment:</b> Summarization as demonstrated through:</p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Visual representation</li> <li>• Rubrics</li> </ul> <p>Are literary elements and text structures taught in an integrated manner that contributes to understanding of the text as a whole, as opposed to isolated skills instruction?</p> <p>Link sentence-level structure analysis in reading to sentence variety and structure in writing and grammar.</p> <p>Sentence combining helps students understand how sentence structure affects mood and tone.</p> <p>Creative writing builds student understanding of literary elements and text structures.</p> <p>Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.</p> <p>Do students strategically and independently use comprehension strategies to understand complex text?</p> <p><b>Comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>• Summarization</li> <li>• Integration and generalization of text</li> <li>• Analysis</li> <li>• Inference</li> <li>• Pre-reading</li> <li>• Activating prior knowledge</li> <li>• Vocabulary needed to comprehend and discuss               <ul style="list-style-type: none"> <li>◦ Tier 1 words: basic, everyday words</li> <li>◦ Tier 2 words: high-frequency academic words</li> <li>◦ Tier 3 words: low-frequency, context-specific content words (Beck, McKeown, and Kucan, 2008)</li> </ul> </li> <li>• Questioning</li> <li>• Predicting</li> <li>• Visualization</li> </ul> <p><b>Discussion protocols</b> that enhance comprehension and higher-level thinking</p> <ul style="list-style-type: none"> <li>• Concept-Oriented Reading Instruction CORI (Guthrie)</li> <li>• Reciprocal Teaching</li> <li>• Transactional Strategy Instruction</li> <li>• Informed Strategies for Learning</li> </ul> <p><b>Metacognitive reading:</b></p> <ul style="list-style-type: none"> <li>• Monitoring understanding during and after reading</li> <li>• Re-reading to clarify understanding</li> <li>• Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed</li> </ul> <p>How can technology be effectively used to facilitate access to and understanding of text?</p> <p>What is the difference between making reading assignments and teaching students how to read literature?</p> <p>Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standard 5</p> <p><b>KS 15%</b> Anchor Standard 3</p>

Reading: Literature			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
CRITICAL ANALYSIS OF LITERATURE	<p><b>Critical Analysis of Literature</b></p> <p><b>Explicit instruction and scaffolding</b> in critical analysis of literature:</p> <ul style="list-style-type: none"> <li>Analyze a piece of literature by breaking it into parts</li> <li>Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast, or apply a literary theory or other point of view</li> <li>Quote and paraphrase the literary work to support thinking</li> <li>Reference additional sources that support thinking</li> <li>Utilize style, tone, and voice to communicate thinking</li> <li>Organize an analysis and present it in a concise manner</li> <li>Trace influences from other literary works</li> <li>Identify personal, interpersonal, social, cultural, and political issues</li> </ul> <p><b>Explicit instruction and scaffolding in practices</b> that enhance students' reading:</p> <ul style="list-style-type: none"> <li>Responding to a text</li> <li>Summarizing a text</li> <li>Asking and answering questions about a text</li> <li>Analyzing story structure through use of an organizer (Hattie, 2009)</li> <li>Appreciating artistic expression</li> </ul> <p><b>Explicit instruction and scaffolding in discussion protocols</b> that enhance analysis and interpretation of literature</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>Are rubrics used to evaluate the critical analysis used in summative end-of-unit/course assessments?</p> <p>Are discourse and writing being used to evaluate critical analysis of literature?</p> <p>How can analysis of text differ according to point of view?</p> <p>How does the historical context for the text impact the way that it was written?</p> <p>What role does culture play in how readers understand the text?</p> <p>How do teachers utilize higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, during lessons?</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix B: Exemplar Texts</b></p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 7, 8, 9, 10</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 4, 5</p>
	<p><b>Vocabulary</b></p> <p><b>Explicit instruction and scaffolding</b> in how an author uses figurative language to convey meaning and tone:</p> <ul style="list-style-type: none"> <li>Metaphors</li> <li>Similes</li> <li>Personification</li> <li>Idioms</li> <li>Alliteration</li> <li>Onomatopoeia</li> <li>Hyperbole</li> </ul> <p><b>Explicit instruction and scaffolding in how an author's word choice or patterns of word choice affect style, tone, and meaning:</b></p> <ul style="list-style-type: none"> <li>Denotation</li> <li>Connotation</li> <li>Word play</li> <li>Multiple meanings of words</li> <li>Cumulative impact of specific word choices</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative assessment data to guide instruction?</p> <p>Does the instruction of word and language choices occur in an integrated manner that contributes to students' understanding of the literary text, as opposed to isolated skills instruction?</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standard 4</p> <p><b>Appendix A</b></p> <p><b>Language</b> Anchor Standards 3, 4, 5, 6</p> <p><b>Speaking and Listening</b> Anchor Standard 6</p> <p><b>KS 15%</b> Anchor Standard 3</p>

## Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that includes: <ul style="list-style-type: none"> <li>• Authentic reading and writing tasks, rather than drill and practice</li> <li>• Extended periods of time for students to read,</li> <li>• Extended periods of time for students to discuss and write about their reading</li> <li>• Differentiated instruction based on assessment data</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  When constructing discussion groups or inquiry circles, consider language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.  Give students opportunities to read individually and in groups.  How does the reciprocal nature of reading and writing enhance students' comprehension of informational text?  Are students engaged in authentic reading and writing related to informational text throughout the school day?	KCCS: <b>Language</b> Anchor Standards 1, 3, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students by: <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals.</li> <li>• Providing a positive learning environment.</li> <li>• Making instructional methods and strategies interactive.</li> <li>• Making literacy experiences relevant to students' interests, lives, and current events.</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning).</li> <li>• Giving students reading choices.</li> <li>• Moving from extrinsic motivation to intrinsic motivation.</li> </ul> <b>Engage</b> students by: <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Pre-reading activities</li> <li>• Building background knowledge</li> <li>• Helping students connect learning objectives to personal career or college goals</li> <li>• Before-reading, during-reading, and after-reading strategies</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.	



Reading: Informational Text			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<p><b>Learning Objectives</b></p> <p>Establish <b>content objectives</b> based on standards.</p> <p>Establish reading objectives based on assessment data.</p> <p>Establish <b>language objectives</b> based on English language- proficiency assessment data.</p> <p>Connect learning objectives to career and college readiness.</p> <p>Post and share objectives with students before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition).</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Incorporate informational reading into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity) and content learning.</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sentence Frame</li> <li>• Grammar</li> <li>• Strategic use of native language support and cognates</li> <li>• Graphic organizers</li> <li>• Explicit and interactive modeling of language</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition, which should guide language objectives.</p> <p>Are teachers using formative data to select learning objectives and to guide instruction?</p>	<p>KCCS: <b>Language</b> Anchor Standards 1, 3, 6</p>
	<p><b>Text Selection for Whole-Group Instruction</b></p> <p>Use <b>high-quality, appropriately challenging</b> informational text that supports the development of deep comprehension.</p> <p>Carefully select and analyze texts for:</p> <ul style="list-style-type: none"> <li>• Text complexity <ul style="list-style-type: none"> <li>◦ Quantitative measures (e.g., lexile, ATOS book level)</li> <li>◦ Qualitative measure (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>◦ Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)</li> </ul> </li> <li>• Cohesive, content-based units of study</li> </ul> <p><b>Text Selection for Small-Group or Individualized Instruction</b></p> <p>Use <b>instructional-level</b>, or “<b>stretch</b>” <b>level text</b>, informational text that supports the development of deep comprehension.</p> <ul style="list-style-type: none"> <li>• 95% word-recognition</li> <li>• 75% or higher comprehension rate</li> </ul> <p>Carefully select and analyze texts for:</p> <ul style="list-style-type: none"> <li>• Provide explicit instruction that matches the needs of the group or individual reader, as determined by diagnostic assessment.</li> <li>• Choose <b>instructional-level text</b> (lexile or ATOS book levels).</li> <li>• Provide opportunities for students to practice reading components (word recognition, fluency, and comprehension).</li> <li>• Provide opportunities for students to practice strategy use.</li> </ul> <p><b>Text Selection for Independent Reading</b></p> <ul style="list-style-type: none"> <li>• Students need opportunities to read informational text.</li> <li>• Independent reading is appropriate for at-home and pleasure reading.</li> <li>• Provide coaching about how to select a text for independent reading, which can increase students' motivation to read more.</li> <li>• Provide opportunities for students to read <b>independently</b>, and guide them to choose ever-more challenging text.</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, narrative, expository, descriptive, and argumentative?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Who are the stakeholders involved in selecting age- and ability-level texts?</p> <p>Do reading tasks reflect a range of levels on Bloom's taxonomy?</p> <p>Consider Vygotsky's Zone of Proximal Development when choosing texts.</p> <p>Close reading and re-reading develop stamina and fluency.</p> <p>Can students connect an informational text to a piece of narrative text?</p> <p>Practice scaffolding and gradual release of responsibility: Teacher models the skill or strategy, the whole group practices the skill or strategy, pairs of students practice the skill or strategy, individual students apply the skill or strategy independently.</p> <p>When using technology, can students identify text that is related to taught curriculum, evaluate its credibility, and analyze it?</p> <p>How do we help students access increasingly complex text via productive struggle?</p> <p>Wide and extensive independent reading develops students' background knowledge and vocabulary.</p> <p>How can we help students make connections between their independent reading choices and whole-class, small-group, and individual curricular choices?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 10</p> <p><b>CCSS Appendix B</b></p> <p><b>KS 15%</b> Anchor Standards 11, 12</p>

Reading: Informational Text			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
COMPREHENSION STRATEGIES	<p><b>Comprehension Strategies</b></p> <p><b>Explicit instruction and scaffolding in vocabulary (See Language)</b></p> <p><b>Explicit instruction and scaffolding in comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>• Summarization</li> <li>• Integration and generalization of text</li> <li>• Analysis</li> <li>• Inference</li> <li>• Pre-reading</li> <li>• Activating prior knowledge</li> <li>• Questioning</li> <li>• Predicting</li> <li>• Visualization</li> <li>• Discussion protocols that aid comprehension</li> </ul> <p><b>Multiple comprehension strategies:</b></p> <ul style="list-style-type: none"> <li>• Concept Oriented Reading Instruction CORI (Guthrie)</li> <li>• Reciprocal Teaching</li> <li>• Transactional Strategy Instruction</li> <li>• Informed Strategies for Learning</li> </ul> <p><b>Summarization</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Summarizing main ideas, both within paragraphs and across texts</li> <li>• Asking questions about the passage</li> <li>• Paraphrasing the passage</li> <li>• Drawing inferences</li> <li>• Answering questions at different points in the text</li> <li>• Using graphic organizers</li> <li>• Thinking about the types of questions (e.g., locate and recall, integrate and interpret, and critique and evaluate)</li> </ul> <p><b>Explicit instruction &amp; scaffolding in metacognitive reading: Monitoring, Clarifying, and Fix Up</b></p> <ul style="list-style-type: none"> <li>• Monitoring understanding during and after reading</li> <li>• Rereading to clarify meaning</li> <li>• Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do teachers utilize higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, during lessons?</p> <p>Do students strategically and independently use comprehension strategies to understand complex text?</p> <p>How can technology help students understand text?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>KS 15%</b> Anchor Standards 2, 3</p>
	<p><b>Critical Analysis of Informational Text</b></p> <p><b>Explicit instruction and scaffolding in critical literacy:</b></p> <ul style="list-style-type: none"> <li>• Seeking to understand the text or situation in more or less detail to gain perspective</li> <li>• Examining multiple viewpoints</li> <li>• Focusing on sociopolitical issues (e.g., power in relationships between and among people)</li> <li>• Taking action and promoting social justice</li> <li>• Determining author's purpose: (e.g., Inform, Persuade, Describe)</li> <li>• Examining credibility of author and information</li> </ul> <p><b>Explicit instruction and scaffolding in practices that enhance students' reading:</b></p> <ul style="list-style-type: none"> <li>• Responding to a text</li> <li>• Summarizing</li> <li>• Note taking</li> <li>• Answering questions about a text in writing</li> <li>• Creating and answering written questions about a text (Graham &amp; Hebert)</li> <li>• Creating concept maps or diagrams                             <ul style="list-style-type: none"> <li>◦ Concept diagrams visually display information in methods accessible for all learners.</li> <li>◦ Concept diagrams include organizers that represent the text (can be graphic or semantic)</li> <li>◦ Concept comparison diagrams address connections</li> </ul> </li> </ul> <p><b>Explicit instruction and scaffolding in discussion protocols that enhance analysis</b></p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Do teachers use formative data to guide lesson planning?</p> <p>Are rubrics used to evaluate the critical analysis used in summative or end-of-unit/course assessments?</p> <p>Are discourse and writing used to evaluate critical analysis of informational text?</p> <p>Do students use their formative data to set goals for themselves?</p> <p>How can analysis of text differ according to point of view?</p> <p>Concept diagramming is most effective when created collaboratively by teacher and students.</p> <p>How do teachers utilize higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, during lessons?</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 7, 8, 9, 10</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 4, 5</p>

Reading: Informational Text			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT STRUCTURES	<p><b>Text Structures</b></p> <p><b>Explicit instruction and scaffolding, within the context of reading informational text for its content, in:</b></p> <p>Understanding various <b>text structures</b> to increase comprehension:</p> <ul style="list-style-type: none"> <li>• Listing/Enumeration</li> <li>• Chronology (sequence)</li> <li>• Comparison</li> <li>• Cause/effect</li> <li>• Problem/solution</li> <li>• Description</li> </ul> <p>Using <b>clue words</b> (e.g., <i>because, so, first, next</i>) to identify the text structure of a paragraph, chapter, or section of text.</p> <p>Understanding how to select or create an appropriate <b>graphic organizer</b> appropriate to the text structure.</p> <p>Analyzing how a particular text structure impacts understanding at the:</p> <ul style="list-style-type: none"> <li>• sentence level</li> <li>• paragraph level</li> <li>• chapter level</li> <li>• section level.</li> </ul> <p>Analyzing how text structure reveals an author's purpose, tone, and meaning.</p> <p>Identifying discipline-specific features, structures, and strategies for</p> <ul style="list-style-type: none"> <li>• social-studies text</li> <li>• historical text</li> <li>• mathematics text</li> <li>• scientific text</li> <li>• technical text</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Text-structure instruction should be integrated into meaningful reading experiences that contribute to a holistic understanding of the text and not taught as isolated skills.</p> <p>Writing projects that make use of the various text structures help students become more aware of text structures when they read informational text.</p> <p>Sentence-level text structure links to writing sentences with varied patterns and lengths.</p> <p>Finding text-structure clue words in order to predict the development of an informational text is an effective pre-reading strategy.</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 5</p> <p><b>KS 15%</b> Anchor Standard 3</p>
	<p><b>Text Features</b></p> <p><b>Explicit instruction and scaffolding</b> in understanding and using various <b>text features</b> to increase comprehension of informational text:</p> <ul style="list-style-type: none"> <li>• Typographic (e.g., boldface print, italics)</li> <li>• Organizational (e.g., headings, index, glossary)</li> <li>• Graphic aids (e.g., maps, diagrams, charts, hyperlinks, captions)</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p>	<p>KCCS: <b>Reading Informational Text</b> Anchor Standard 5</p> <p><b>KS 15%</b> Anchor Standard 3</p>

## Reading Tier 2 Instruction

Reading Interventions				
SUPPLEMENTAL	Effective Instruction and Elements of Curricula	Recommendations	Assessments	Critical Questions and Considerations for Teaching and Learning
	<p>An instructional framework that includes:</p> <ul style="list-style-type: none"><li>• Explicit Instruction<ul style="list-style-type: none"><li>◦ Clear objectives</li><li>◦ Clearly modeled and demonstrated skill</li><li>◦ Provides guided practice</li><li>◦ Checks for understanding</li><li>◦ Provides timely feedback as well as deliberate scaffolding</li><li>◦ Monitors independent practice</li><li>◦ Provides opportunities for cumulative practice of previously learned skills and concepts</li><li>◦ Monitors student progress providing re-teaching as necessary</li></ul></li><li>• Systematic instruction (carefully sequenced instruction)</li><li>• Scaffolding (modeling, guided, and independent practice)</li><li>• Intensive Instruction</li></ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"><li>• Word recognition (e.g., phonic elements, syllabication)</li><li>• Word analysis (e.g., affixes, root words)</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Accurate word recognition</li><li>• Appropriate rate</li><li>• Expression.</li></ul> <p>Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction</li><li>• Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>• Metacognition</li><li>• Cooperative learning</li><li>• Graphic and semantic organizers</li><li>• Questioning with feedback</li><li>• Write summaries</li><li>• Comprehension strategies</li></ul>	<p><b>Secondary</b></p> <ul style="list-style-type: none"><li>• Homogeneous, small group (10-16 students) depending on program recommendations</li><li>• Targeted, strategy-based instruction</li><li>• 30-50 minutes in addition to content classes</li><li>• Instruction is based on student instructional need not, on chronological age or grade level</li></ul>	<p><b>Assessment</b> is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.</p> <p><b>Universal Screener:</b></p> <ul style="list-style-type: none"><li>• Curriculum Based Measurement (CBM) for rate and accuracy</li></ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory</li><li>• Phonics and structural-analysis inventory</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Fluency Rubric</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"><li>• The same CBM for rate and accuracy that was used for Universal Screener</li><li>• Must measure the same skill/strategy taught during intervention</li><li>• Must be frequent</li></ul> <p><b>Mastery: Pre-Post</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory subtests</li><li>• Phonics and structural analysis inventory subtests</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul>	<p>Do highly qualified and highly trained teachers provide the interventions?</p> <p>Tier 2 instruction may be provided by <b>educators trained specifically in the intervention:</b></p> <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Reading specialists or other <b>certified teachers, including Special Education</b></li><li>• Carefully selected paraeducators</li></ul> <p>Is the core instruction that is occurring in reading adequate and effective?</p> <p>What is the evidence base of the interventions that your district/school uses?</p> <p>Is progress-monitoring data used to adjust instruction during intervention?</p> <p>Are progress-monitoring measures aligned to the focus of instruction in interventions?</p> <p><b>Does the data reflect that the interventions are impacting student achievement?</b></p> <p>Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:</p> <p><a href="http://www.kansasmtss.org">www.kansasmtss.org</a></p> <p><a href="http://www.ksdetasn.org">www.ksdetasn.org</a></p>

# Reading Tier 3 Instruction


Reading Interventions				
	Effective Instruction and Elements of Curricula	Recommendations	Assessments	Critical Questions and Considerations for Teaching and Learning
INTENSIVE	<p>An instructional framework that includes:</p> <ul style="list-style-type: none"><li>• Explicit Instruction<ul style="list-style-type: none"><li>◦ Clear objectives</li><li>◦ Clearly modeled and demonstrated skill</li><li>◦ Provides guided practice</li><li>◦ Checks for understanding</li><li>◦ Provides timely feedback as well as deliberate scaffolding</li><li>◦ Monitors independent practice</li><li>◦ Provides opportunities for cumulative practice of previously learned skills and concepts</li><li>◦ Monitors student progress providing re-teaching as necessary</li></ul></li><li>• More systematic instruction (carefully sequenced instruction)</li><li>• More scaffolding (modeling, guided, and independent practice)</li><li>• More intensive Instruction (e.g., smaller group, more time, more intensive program, add manipulatives, multi-sensory)</li><li>• More practice cycles for a given concept</li></ul> <p><b>Word Study:</b></p> <ul style="list-style-type: none"><li>• Word recognition (e.g., phonic elements, syllabication)</li><li>• Word analysis (e.g., affixes, root words)</li></ul> <p><b>Fluency:</b></p> <ul style="list-style-type: none"><li>• Accurate word recognition</li><li>• Appropriate rate</li><li>• Expression</li></ul> <p>Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction</li><li>• Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)</li></ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"><li>• Metacognition</li><li>• Cooperative learning</li><li>• Graphic and semantic organizers</li><li>• Questioning with feedback</li><li>• Write summaries</li><li>• Comprehension strategies</li></ul>	<p><b>Secondary</b></p> <ul style="list-style-type: none"><li>• Homogeneous, small group (1-4 students)</li><li>• 60 minutes or two 30- minute sessions, in addition to content classes</li><li>• Instruction is based on student instructional need, not on chronological age or grade level</li></ul>	<p>Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.</p> <p><b>Universal Screener:</b></p> <ul style="list-style-type: none"><li>• Curriculum Based Measurement (CBM) for rate and accuracy</li></ul> <p><b>Diagnostic:</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory</li><li>• Phonics and structural analysis inventory</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Fluency Rubric</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul> <p><b>Progress Monitoring:</b></p> <ul style="list-style-type: none"><li>• The same CBM for rate and accuracy that was used for Universal Screener</li><li>• Must measure the same skill/strategy taught during intervention</li><li>• Must be frequent</li></ul> <p><b>Mastery: Pre-Post</b></p> <ul style="list-style-type: none"><li>• Phonological Awareness Inventory subtests</li><li>• Phonics and structural analysis inventory subtests</li><li>• Informal Reading Inventory and/or running record with miscue analysis</li><li>• Retelling of a narrative text</li><li>• Summary of an informational text</li><li>• Questions based on a text</li></ul>	<p>Do highly qualified and highly trained teachers provide the interventions?</p> <p>Tier 3 instruction may be provided by educators who are trained specifically in the intervention:</p> <ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Reading specialists or other certified teachers, including Special Education</li><li>• Carefully selected paraeducators</li></ul> <p>Is core reading instruction adequate and effective?</p> <p>What is the evidence base of the interventions that your district/school uses?</p> <p>Is progress-monitoring data used to adjust instruction during intervention?</p> <p>Are progress-monitoring measures aligned to the focus of instruction in interventions?</p> <p>Does the data reflect that the interventions are impacting student achievement?</p> <p>Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:</p> <p><a href="http://www.kansasmtnss.org">www.kansasmtnss.org</a></p> <p><a href="http://www.ksdetasn.org">www.ksdetasn.org</a></p>

## Writing Tier 1 Core Instruction

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p><b>Environment</b></p> <p>Create a classroom climate in which students are comfortable sharing their own writing and providing purposeful feedback on other students' writing.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Provide ongoing opportunities to explore and apply a wide variety of modes, genres, and forms including but not limited to persuasion, argumentation, exposition, narration, comparison/contrast, analysis, reflection, poetry, technical, etc.</p> <p>Model our own writing processes and products, sharing both our successes and our frustrations</p> <p>Provide critical questions to guide students in metacognition and reflection upon their own writing processes.</p> <p>Develop, practice, and refine a recursive writing and revision process.</p> <p>Use the common vocabulary of the 6-Trait model.</p> <p>Provide opportunities for students to write individually and collaboratively across the content areas (e.g., write in response to reading, write an explanation on how to solve a math problem, describe a science experiment, and compare the causes of different wars).</p> <p>Examine authentic text to notice how authors communicate through their writing and techniques (i.e., the writer's craft).</p> <p>Establish an organizational structure for instruction, for example:</p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Extended time for writing</li> <li>• Collaboration with adults and peers to strengthen writing</li> <li>• Time for conferring with teacher</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing writing and revision groups, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>How does the reciprocal nature of reading and writing enhance students' writing?</p> <p>Are students engaged in authentic reading and writing throughout the school day?</p> <p>What is the difference between assigning writing and teaching students how to write?</p> <p>What are the varying roles within the collaborative writing process, and how do we prepare students for those roles?</p>	<p>KCCS: <b>Writing</b> Anchor Standard 10</p> <p><b>KS 15%</b> Anchor Standards 1, 11, 12</p>
	<p><b>Motivation and Engagement</b></p> <p><b>Motivate</b> students by:</p> <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals.</li> <li>• Providing a positive learning environment.</li> <li>• Making instructional methods and strategies interactive.</li> <li>• Making literacy experiences relevant to students' interests, lives, and current events.</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning).</li> <li>• Modeling, acknowledging, and accepting multiple points of view.</li> <li>• Offering students choices when assigning writing.</li> <li>• Providing frequent and timely feedback and student goal-setting opportunities.</li> </ul> <p><b>Engage</b> students using:</p> <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols.</li> <li>• Inquiry.</li> <li>• Pre-writing activities.</li> </ul>	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Research suggests that students who write regularly about what they read comprehend text better and are able to discuss the interplay among their experiences, beliefs, and new knowledge (Graham &amp; Hebert, 2010).</p> <p>Students should feel supported and encouraged to express themselves instead of saying what they believe the teacher wants them to think.</p>	

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<p><b>Learning Objectives</b></p> <p>Establish <b>content objectives</b> related to standards.</p> <p>Establish content-area writing <b>objectives</b> based on assessment data.</p> <p>Establish <b>language objectives</b> based on language-proficiency assessment data.</p> <p>Share <b>objectives</b> with students before, during, and after each lesson to help them connect to previous learning and self-monitor their own learning (metacognition).</p> <p>Check that students understand <b>objectives</b> throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Incorporate writing into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity).</p> <p>Use information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:</p> <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sentence Frame</li> <li>• Grammar</li> <li>• Strategic use of native-language support and cognates</li> <li>• Graphic organizers</li> <li>• Explicit and interactive modeling of language</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Use writing as a strategy, both for developing and assessing content learning across the curriculum.</p> <p>For districts/schools with ELs, use assessment data to determine the Stage of Language Acquisition, which should guide language objectives.</p>	<p><b>KCCS:</b> <b>Writing</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 11, 12</p>



Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
WRITING PROCESS	<p><b>Writing Process</b></p> <p>Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.</p> <p><b>Explicit instruction and scaffolding in a writing process:</b></p>  <ul style="list-style-type: none"> <li>• Prewriting <ul style="list-style-type: none"> <li>◦ Diagnosing audience</li> <li>◦ Determining purpose for writing</li> <li>◦ Discovering and gathering ideas (e.g., brainstorming, mapping, webbing, listing, discussing, bubble clustering, cubing, three perspectives, etc.)</li> <li>◦ Narrowing a topic</li> </ul> </li> <li>• Drafting (e.g., quick writes, outlining, multiple drafts)</li> <li>• Revising <ul style="list-style-type: none"> <li>◦ For elements of effectiveness (e.g., changing, reordering, adding, and deleting content and wording)</li> </ul> </li> <li>• Editing <ul style="list-style-type: none"> <li>◦ For elements of correctness (e.g., conventions of standard English grammar and usage—nouns; pronouns; adjectives; verbs; verb tenses; prepositional phrases; complete sentences; correct use of to, too, two; conventions of capitalization; punctuation; and spelling, intentional breaches of convention for effect, etc.)</li> </ul> </li> <li>• Publishing (i.e., Using various technologies to produce and share a variety of texts, media, and formats for real-world situations)</li> <li>• Facilitate a recursive writing and revision process.</li> <li>• Use the common vocabulary of the 6-Trait model (e.g., 6-Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions).</li> </ul> <p><b>Explicit instruction and scaffolding in organizational structures for writing:</b></p> <ul style="list-style-type: none"> <li>• Listing/enumeration</li> <li>• Sequence</li> <li>• Cause and effect</li> <li>• Problem-solution</li> <li>• Compare and contrast</li> <li>• Description</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Provide multiple opportunities for different types of writing: descriptive, narrative, expository, compare and contrast, creative, poetry, and others.</p> <p>Model our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Students need opportunities to write for authentic purposes and not just for the classroom teacher.</p> <p>Are students exposed to diverse writing samples?</p> <p>Are students taught the metacognitive process of reflecting on their writing?</p> <p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Research has found that word-processing tools are moderately effective when used as a form of instruction and remediation for low-achieving students (Graham &amp; Perin, 2007).</p> <p>Word-processing tools:</p> <ul style="list-style-type: none"> <li>• Minimize difficulties with handwriting and spelling</li> <li>• Allow for easy drafting and edits</li> <li>• Promote student collaboration</li> <li>• Allow for teacher assistance</li> </ul>	<p>KCCS: <b>Writing</b> Anchor Standards 4, 5</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 12</p>

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT TYPES AND PURPOSES: ARGUMENT	<p><b>Text Types and Purposes: Argument</b></p> <p>Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, information/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., advertisements, editorials, brochures, position papers, proposals, speeches, debates, reviews, literary response essays, compare/contrast essays, extended definition essays, etc.).</p> <p><b>Writing argument requires explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Examining and analyzing models of argument for elements of writing craft (reading-writing connection).</li> <li>• Identifying a stance</li> <li>• Considering purpose and audience bias and assumptions</li> <li>• Providing support for argument               <ul style="list-style-type: none"> <li>◦ Developing and supporting argument with information and evidence</li> <li>◦ Evaluating credibility of source materials</li> <li>◦ Using and citing sources appropriately</li> <li>◦ Organizing information logically to support the writer's purpose</li> <li>◦ Linking opinion and reasons using words and phrases</li> <li>◦ Choosing or considering an appeal</li> </ul> </li> <li>• Considering and countering opposing arguments</li> <li>• Providing a concluding statement or an appeal to action</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should have multiple drafts of argumentative writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should be used to help students produce a final draft of an argumentative and opinion writing piece.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, argumentative, informational, narrative, descriptive?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Do students understand civil discourse?</p> <p>How can teachers activate students' prior knowledge?</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.</p> <p>Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p><b>Appendix C: Samples of Student Writing</b></p> <p><b>Reading</b> Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>
	<p><b>Text Types and Purposes: Informative/Explanatory</b> (Writing within various disciplines, such as science, social studies, history, literature, etc.)</p> <p>Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., labels, memos, emails, schedules, summaries, paraphrases, newspaper articles, recipes, graphs/tables, experiments, personal narratives, problem/solution essays, lab reports, science experiments, etc.).</p> <p><b>Writing informative/explanatory text in content areas requires explicit instruction and scaffolding in</b></p> <ul style="list-style-type: none"> <li>• Examining and analyzing models of discipline-specific informative/explanatory pieces for elements of writing craft</li> <li>• Choosing and narrowing a topic</li> <li>• Researching, if necessary, to gather sufficient information</li> <li>• Evaluating the credibility of sources</li> <li>• Using and citing sources appropriately</li> <li>• Choosing an appropriate genre(s)</li> <li>• Using discipline-specific terminology, structures, and genres</li> <li>• Developing and supporting ideas with information and evidence</li> <li>• Clarifying the significance of the topic</li> <li>• Making a closing statement</li> </ul> <p><b>Writing informative/explanatory text in literature requires explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>• Analyzing a piece of literature (breaking it into parts and elements)</li> <li>• Offering possible meanings for particular elements to explain meanings, compare/contrast, or apply a literary theory or point of view</li> <li>• Quoting and paraphrasing the literary work to support thinking</li> <li>• Referencing additional sources that support thinking</li> <li>• Using style, tone, and voice to communicate thinking</li> <li>• Organizing the analysis and presenting it concisely</li> <li>• Tracing and applying influences from other literary works</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should have multiple drafts of informative/explanatory writing to select from to produce a polished piece of writing.</p> <p>Use the writing process to help students produce a final draft of an informational and/or explanatory piece.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, expository, descriptive, and argumentative?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>How can teachers activate students' prior knowledge?</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.</p> <p>Rubrics designed by teachers and students throughout the writing process should be used.</p> <p>Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p><b>Reading</b> Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT TYPES AND PURPOSES: NARRATIVE	<p><b>Text Types and Purposes: Narrative</b></p> <p>Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries, journals, letters, etc.).</p> <p><b>Writing narrative requires explicit instruction and scaffolding in:</b></p> <ul style="list-style-type: none"> <li>Examining and analyzing models of narrative pieces for elements of writing craft.</li> <li>Understanding elements of story and drama and how those elements interact with each other: <ul style="list-style-type: none"> <li>Setting</li> <li>Characters <ul style="list-style-type: none"> <li>Types (protagonist, antagonist, foil)</li> <li>Development of flat, static, round, and dynamic characters</li> </ul> </li> <li>Plots, subplots, parallel plots <ul style="list-style-type: none"> <li>Character goals</li> <li>Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man, etc.)</li> <li>Attempts to reach goal (rising action)</li> <li>Climax</li> <li>Resolution</li> <li>Pacing</li> </ul> </li> <li>Other literary elements <ul style="list-style-type: none"> <li>foreshadowing</li> <li>flashback</li> <li>irony</li> <li>tone/mood</li> <li>point of view</li> <li>symbolism</li> </ul> </li> </ul> <p><b>Explicit instruction and scaffolding in writing the elements of poetry</b> (e.g., meter, stanza, rhyme, rhyme scheme, alliteration, simile, metaphor, theme, symbolism, imagery).</p> </li></ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing.</p> <p>Use the writing process to assist students to produce a final draft of a narrative piece.</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.</p> <p>Often a piece of writing blends several text types. For example, a research paper might begin by narrating an anecdote, then presenting information, and then shift to argue for a solution. Depending on the writer's purpose, a report, for example, could be informational, argumentative, or technical in nature.</p> <p>Few pieces of writing are "pure" examples of a single text type.</p>	<p>KCCS: <b>Writing</b> Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p><b>Reading</b> Anchor Standards 3, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>
	<p><b>Research</b></p> <p><b>Explicit instruction and scaffolding in:</b></p> <p><b>Inquiry of research</b>, or the engagement of ideas prior to writing include (Graham &amp; Perin, 2007):</p> <ul style="list-style-type: none"> <li>Clear and specific goals</li> <li>Analyzing concrete data</li> <li>Specific strategy use to understand data</li> <li>Application of what is learned</li> </ul> <p><b>Strategies for building and presenting knowledge</b> including how to:</p> <ul style="list-style-type: none"> <li>Choose and narrow a topic</li> <li>Choose the appropriate text type (see pages 25-27 of this document)</li> <li>Use questioning as part of the inquiry process</li> <li>Find and evaluate credible sources, including how to use technology</li> <li>Take notes (e.g., Cornell notes, use of technology to facilitate note-taking)</li> <li>Summarize, paraphrase, and/or synthesize multiple sources</li> <li>Understand purposes for citing sources (ethics, following your line of research)</li> <li>Formally cite and document sources (e.g., APA, MLA)</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Plan frequent opportunities for students to write over shorter and/or longer periods for research, response, or reaction.</p> <p>Provide opportunities for individual and collaborative research.</p> <p>Provide opportunities for students to research topics they choose.</p> <p>Provide instruction on common abbreviations and acronyms within the research process (e.g., ICE).</p> <p>Do students understand the differences between primary and secondary sources?</p> <p>Provide nonfiction resources (maps, newspapers, books, magazines, graphs). Inquiry tools are authentic and advance learning (notebooks, recorders, cameras, microscopes, computers, projectors).</p> <p>Explicitly teaching summarization has a strong and positive effect on writing skills (e.g., MIDAC, Essential Seven).</p>	<p>KCCS: <b>Reading</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p><b>Writing</b> Anchor Standards 1, 2, 4, 5, 6, 7, 8, 9</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 4</p> <p><b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 11</p>

Writing			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
PRODUCING AND PUBLISHING	<b>Producing and Publishing</b> <b>Explicit instruction and scaffolding in:</b> <b>Developing a high-quality presentation that considers:</b> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice—authority? facilitator?-- do you want to convey? authority, facilitator)</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>• Consideration of <b>Purpose</b> and <b>Audience</b> to decide how best to present information (ALTEC, 2012)</li> <li>• Digital citizenship</li> <li>• Technology operations and concepts</li> <li>• Critical thinking, problem solving, and decision making</li> <li>• Technology research tools</li> <li>• Technology communication tools</li> <li>• Social, ethical, and human issues in regard to information and information technology</li> <li>• Effective group participation to pursue and generate information</li> <li>• Broadcasting and publishing information</li> </ul> <b>Organizational structures:</b> <ul style="list-style-type: none"> <li>• Listing/enumeration</li> <li>• Sequence</li> <li>• Cause and effect</li> <li>• Problem-solution</li> <li>• Compare and contrast</li> <li>• Description</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and also in planning for future teaching and learning?</p> <p>Regardless of program or framework utilized within a district it is essential the decision-making process take into consideration the student population being served, therefore activities may need to be altered and accommodations used to match the needs of the learner.</p> <p>How will you differentiate for students who have difficulties communicating effectively?</p> <p>Be open to new and emerging technology and communication tools.</p> <p>Teach students copyright and plagiarism laws.</p> <p>Technological limitations in their environment may limit students' ability to fully develop a presentation.</p> <p>Students should follow classroom, building, and district technology policies and be aware of safe digital practices.</p>	<p>KCCS: <b>Writing</b> Anchor Standard 6</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2</p> <p><b>KS 15%</b> Anchor Standards 1, 2, 4, 5, 11</p>



## Speaking and Listening Tier 1 Core Instruction

Speaking and Listening			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that prepares students to: <ul style="list-style-type: none"> <li>• Collaborate with others</li> <li>• Develop deep understanding of content</li> <li>• Integrate and evaluate information</li> <li>• Analyze a speaker's presentation for content, assumptions, and effectiveness</li> <li>• Present knowledge and ideas to others</li> <li>• Exchange ideas and opinions constructively and respectfully</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Are students engaged in discourse related to reading, writing, and content areas throughout the school day?  How do we help students move beyond responding to teacher-led questions to assuming responsibility for creating open and equitable discourse amongst themselves?	KCCS: <b>Language</b> Anchor Standards 1, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students by: <ul style="list-style-type: none"> <li>• Establishing meaningful and engaging content goals</li> <li>• Providing a positive learning environment</li> <li>• Designing interactive instructional methods and strategies</li> <li>• Making literacy experiences relevant to students' interests and lives, and to current events</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning)</li> <li>• Holding student-led discussions</li> <li>• Integrating speaking and listening with content learning</li> </ul> <b>Engage</b> students using: <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Debate</li> <li>• Public speaking</li> <li>• Student-led discussions</li> <li>• Socratic seminars</li> <li>• Cooperative/collaborative learning</li> <li>• Literature and inquiry circles</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  When constructing discussion groups, literature circles, or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.	KCCS: <b>Language</b> Anchor Standard 1  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6  <b>KS 15%</b> Anchor Standard 1

Speaking and Listening			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
LEARNING OBJECTIVES	<b>Learning Objectives</b> Establish <b>learning objectives</b> based on <ul style="list-style-type: none"> <li>• assessment data tied to standards</li> <li>• English language-proficiency assessment data</li> </ul> Post objectives for students and use them before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition).  Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.  Incorporate speaking and listening into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity and intellectual curiosity).  Utilize whole-group and differentiated small-group instruction, based on student needs.  Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.  Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it: <ul style="list-style-type: none"> <li>• Vocabulary</li> <li>• Sentence Frame</li> <li>• Grammar</li> <li>• Strategic use of native-language support and cognates</li> <li>• Graphic organizers</li> <li>• Explicit and interactive modeling of language</li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson  How will you use pre- and post-test information to guide instruction? How do objectives lead instruction?  For districts/schools with ELs, use assessment data to determine the Stage of Language Acquisition, which should guide speaking and listening objectives. Stages include: <ul style="list-style-type: none"> <li>• Beginning</li> <li>• High Beginning</li> <li>• Intermediate</li> <li>• High Intermediate</li> <li>• Advanced</li> </ul>	KCCS: <b>Language</b> Anchor Standards 1, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 4, 5, 6
	<b>Comprehension and Collaboration</b> Effective participation in <b>comprehension and collaboration</b> to learn content includes: <ul style="list-style-type: none"> <li>• Active, respectful listening that builds from others' ideas</li> <li>• Reading and/or other preparation for discussions</li> <li>• Collegial discussions (all students engaged and on task)</li> <li>• Civic, democratic discussion</li> <li>• Encouraging others in their thinking and participation</li> <li>• Asking insightful questions to elicit answers that are appropriately factual, convergent, divergent, clarifying, elaborative</li> <li>• A variety of speaking and listening modes (e.g., think/pair/ share, Socratic seminars, debates, group presentations, collaborative groups, public speaking, panels, inquiry or literature circles, study groups, role play, interpretive readings)</li> <li>• Understanding the various roles participants play in each speaking and listening mode</li> <li>• Flexibly using the appropriate language and structures for each situation.</li> <li>• Demonstrating comprehension by               <ul style="list-style-type: none"> <li>◦ Summarizing</li> <li>◦ Questioning</li> <li>◦ Making inferences</li> <li>◦ Comparing</li> <li>◦ Contrasting</li> <li>◦ Analyzing</li> <li>◦ Synthesizing</li> </ul> </li> <li>• Considering personal and speaker biases and assumptions</li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  How do these instructional items address the needs of your student population?  Given the unique cultures and needs represented in classrooms, allow students to use their voices to communicate their thoughts and ideas clearly.  How does your district/school/classroom cultivate an environment that considers the cultural diversity and communication needs of each student to develop his/her speaking and listening?  How do you create low-risk situations for students to participate in group discussions?  When planning speaking and listening activities, consider that some students may need preparation and practice in order to be successful.  <b>Research finds that direct and explicit feedback from teachers and peers has strong, positive effects on student learning.</b>  What rules or parameters are in place to ensure that discussion and collaboration are fostered with the classroom?  Do students see speaking and listening as ways to enhance their understanding of text and to form or revise their reasoning?	<b>Speaking and Listening</b> Anchor Standards 1, 2, 3  <b>KS 15%</b> Anchor Standard 1

Speaking and Listening			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
PRESENTATION OF KNOWLEDGE AND IDEAS	<b>Presentation of Knowledge and Ideas</b> <b>Explicit instruction and scaffolding in:</b> <b>Developing a high-quality presentation in consideration of:</b> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice—authority? facilitator? -- does the presenter want to convey?)</li> </ul> <b>Technology</b> <ul style="list-style-type: none"> <li>• Consideration of <b>Purpose</b> and <b>Audience</b> to decide how best to present information (ALTEC, 2012)</li> <li>• Digital citizenship</li> <li>• Technology operations and concepts</li> <li>• Critical thinking, problem solving, and decision making</li> <li>• Technology research tools</li> <li>• Technology communication tools</li> <li>• Social, ethical, and human issues in regard to information and information technology</li> <li>• Participates effectively in groups to pursue and generate information</li> <li>• Broadcasting and publishing information</li> </ul> <b>Rhetorical structures</b> <ul style="list-style-type: none"> <li>• Listing/enumeration</li> <li>• Chronology (Sequence)</li> <li>• Cause and effect</li> <li>• Problem-solution</li> <li>• Compare and contrast</li> <li>• Description</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p><b>Word-processing tools:</b></p> <ul style="list-style-type: none"> <li>• Minimize difficulties with handwriting and spelling</li> <li>• Allow for easy drafting and edits</li> <li>• Promote student collaboration</li> <li>• Allow for greater teacher assistance</li> </ul> <p>Technologies can be used to allow all students to demonstrate competency, share ideas, or express oneself (Universal Design for Learning; CAST, 2012).</p>	<p>KCCS:</p> <p><b>Writing</b> Anchor Standard 6</p> <p><b>Reading</b> Anchor Standard 7</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5, 6</p> <p><b>Language</b> Anchor Standards 1, 2</p> <p><b>KS 15%</b> Anchor Standards 1, 5</p>



## Language Tier 1 Core Instruction

Language			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<b>Environment</b> Establish an <b>environment</b> that prepares students to: <ul style="list-style-type: none"> <li>• Collaborate with others</li> <li>• Demonstrate command of conventions of English grammar and usage in formal and informal situations</li> <li>• Use language to develop deep understanding of content</li> <li>• Integrate and evaluate information</li> <li>• Acquire vocabulary and use it appropriately</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  Are students engaged in discourse related to reading, writing, and content areas throughout the school day?	KCCS: <b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2  <b>KS 15%</b> Anchor Standard 1
	<b>Motivation and Engagement</b> <b>Motivate</b> students using: <ul style="list-style-type: none"> <li>• Integrating meaningful and engaging language instruction within reading, writing, speaking, and listening about content.</li> <li>• Providing a positive learning environment.</li> <li>• Choosing interactive instructional methods and strategies.</li> <li>• Making literacy experiences relevant to students' interests, lives, and current events.</li> <li>• Building effective instructional conditions (e.g., goal setting, collaborative learning)</li> <li>• Planning student-led discussions</li> </ul> <b>Engage</b> students by: <ul style="list-style-type: none"> <li>• Discussion and Discussion Protocols</li> <li>• Inquiry</li> <li>• Building background knowledge</li> </ul>	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  When constructing discussion groups or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.	KCCS: <b>Language</b> Anchor Standard 1, 3, 4, 5, 6  <b>Speaking and Listening</b> Anchor Standards 1, 2, 3  <b>KS 15%</b> Anchor Standards 1
	<b>Learning Objectives</b> Establish <b>content</b> and <b>language objectives</b> based on <ul style="list-style-type: none"> <li>• Assessment data based on standards</li> <li>• English language-proficiency assessment data.</li> </ul> Model language explicitly and interactively.  Post content and language objectives for students and use them before and after each lesson to help students connect to previous learning and to self-monitor their own learning (metacognition).  Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed..  Utilize whole-group and differentiated small-group instruction, based on student needs.  Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy. For ELLs: <ul style="list-style-type: none"> <li>• Determine the language and language structures needed for students to access the reading, writing, speaking and listening, or content standard</li> <li>• Determine how the language and the language structures will be taught. Language supports include:               <ul style="list-style-type: none"> <li>◦ Vocabulary</li> <li>◦ Sentence Frame</li> <li>◦ Grammar</li> <li>◦ Strategic use of native language and cognates</li> <li>◦ Graphic organizers</li> </ul> </li> </ul>	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?  Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.  How will you use pre- and post-test information to guide instruction?  Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson.  What content objective is the student expected to master?  What language (vocabulary, structure, phrases, concept, etc.) does the student need in order to access the content standard, and what does the content standard ask the student to do?  What is the purpose of communication within the lesson?  What is the learner expected to do with the language?  Do the objectives lead instruction?  For districts/schools with ELs, use assessment data can help determine the Stage of Language Acquisition, which should guide language objectives. English Language Proficiency Levels include: <ul style="list-style-type: none"> <li>• Beginning</li> <li>• High Beginning</li> <li>• Intermediate</li> <li>• High Intermediate</li> <li>• Advanced</li> </ul>	KCCS: <b>Language</b> Anchor Standards 1, 2, 3, 4, 5, 6

Language			
Research does NOT support teaching grammar in isolation. The <i>Kansas Guide to Learning: Literacy</i> details the conventions of standard English and assumes that teachers are teaching them within reading, writing, speaking and listening contexts, rather than in isolation.			
This information also is included in the Reading, Writing, Speaking, and Listening tables.			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
CONVENTIONS OF STANDARD ENGLISH	<p><b>Conventions of Standard English</b></p> <p><b>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:</b></p> <p><b>Grammar and Usage:</b></p> <ul style="list-style-type: none"> <li>• Phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute)</li> <li>• Clauses (independent, dependent, noun, relative, adverbial)</li> <li>• Sentence types (simple, compound, complex, compound-complex)</li> <li>• Forms and tenses (pronouns, verbs, voice, singular, plural)</li> </ul> <p><b>Capitalization, punctuation, and spelling:</b></p> <ul style="list-style-type: none"> <li>• Spell correctly</li> <li>• Spell using sound/letter relationships</li> <li>• Spell frequently occurring sight words</li> <li>• Spell using patterns</li> <li>• Proper punctuation (signifying nonrestrictive elements, clauses, parentheticals, adjectives, conjunctions, pauses, lists, quotations)</li> </ul> <p><b>Conventions of standard English</b> based on pre- and post-test student knowledge to monitor progress.</p> <ul style="list-style-type: none"> <li>• Explicitly describe and model instruction</li> <li>• Practice conventions in different modalities: <ul style="list-style-type: none"> <li>◦ Oral, written</li> <li>◦ Large and small group</li> <li>◦ Paired, with teacher</li> <li>◦ Individually</li> </ul> </li> <li>• Provide opportunities for immediate and individualized feedback.</li> <li>• Generalize conventions to other settings (classrooms, work samples, model texts, and technologies)</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students exposed to diverse language samples?</p> <p>Culturally and linguistically diverse learners may be paired with native English speakers to promote standard English conventions.</p> <p>How will language instruction be integrated with reading, writing, listening, and speaking?</p> <p>How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p>	<p>KCCS:</p> <p><b>Language</b></p> <p>Anchor Standard 1, 2</p>
	<p><b>Knowledge of Language</b></p> <p><b>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content in:</b></p> <p><b>Using appropriate language and structures in different situations:</b></p> <ul style="list-style-type: none"> <li>• Informal</li> <li>• Formal/Academic</li> </ul> <p><b>Developing a high-quality product, presentation, or text by considering:</b></p> <ul style="list-style-type: none"> <li>• Subject</li> <li>• Occasion</li> <li>• Audience</li> <li>• Purpose</li> <li>• Speaker (e.g., what voice-- an authority? a facilitator? --does the presenter want to convey?)</li> </ul> <p><b>Making effective choices for meaning and style:</b></p> <ul style="list-style-type: none"> <li>• Varied syntax for effect</li> <li>• Varied sentence structures for effect</li> <li>• Word choice</li> <li>• Word order</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p>	<p>KCCS:</p> <p><b>Language</b></p> <p>Anchor Standard 3</p>

Language			
Effective Instruction and Elements of Curricula Across All Content Areas		Critical Questions and Considerations for Teaching and Learning	Standards Connections
VOCABULARY ACQUISITION AND USE	<b>Vocabulary Acquisition and Use</b> <b>Explicit instruction and scaffolding within the contexts of reading, writing, speaking and listening about content:</b> <b>Meanings of words:</b> <ul style="list-style-type: none"> <li>• Greek roots, affixes</li> <li>• Resources for word identification and meanings (dictionaries, thesauruses, reference books, footnotes)</li> <li>• Contextual clues and levels (word, phrase, sentence, paragraph, chapter or unit)</li> </ul> <b>Strategies for vocabulary acquisition:</b> <ul style="list-style-type: none"> <li>• Attending to context clues</li> <li>• Reading extensively</li> <li>• Learning word elements (affixes, roots)</li> <li>• Learning academic vocabulary</li> <li>• Exposure to vocabulary words before, during and after the lesson</li> </ul> <b>Conventions of standard English</b> based on pre- and post-test student knowledge to monitor progress <ul style="list-style-type: none"> <li>• Explicitly describe and model instruction</li> <li>• Practice conventions in different modalities:               <ul style="list-style-type: none"> <li>◦ Oral, written</li> <li>◦ Large and small group</li> <li>◦ Paired, with teacher</li> <li>◦ Individually</li> </ul> </li> <li>• Provide opportunities for immediate and individualized feedback</li> <li>• Generalize conventions to other settings (classrooms, work samples, technologies)</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students exposed to diverse language samples?</p> <p>Does vocabulary instruction include many sources and modalities?</p> <p>Incorporate many opportunities for students' to talk and interact with text, so they can understand how to identify context clues that help them focus on the nuances of words' meanings.</p> <p>Vocabulary instruction should consider the three tiers of words (Beck, McKeown, Kucan, 2002, 2008):</p> <ul style="list-style-type: none"> <li>• Tier 1: Everyday speech</li> <li>• Tier 2: General academic</li> <li>• Tier 3: Content-specific language</li> </ul>	<p>KCCS: <b>Language</b> Anchor Standard 4, 5, 6</p> <p><b>Reading</b> Anchor Standard 4</p> <p><b>Writing</b> Anchor Standard 4</p>





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## Reading Intervention

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