Kansas Guide to Learning: Literacy

Kindergarten – Grade **5**

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 ages birth through high school. The KGLL for grades kindergarten - 5 is presented in a linear format and includes the sections titled, Effective Instruction and Elements of Curricula Across All Content Areas, Critical Questions and Considerations for Teaching and Learning, Standards Connections, and Considerations`.

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 Standards, 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 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., 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:	Standards Connections:
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 Kansas Standards, and 5. how does the MTSS framework support instruction in the Kansas Standards?	The Kansas 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 Kansas Standards 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 for each of the strands set forth by the Kansas Standards (e.g., Writing, Speaking/Listening, Reading and Language). 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, speaking, 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 and Hoffman, 1999, p. 11).

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Reading Foundational Skills Tier 1 Core Instruction

Reading: Foundational Skills

Environment

Effective Instruction and Elements of Curricula across All Content Areas

Establish an environment that includes:

- Language as a foundation for learning,
- Authentic reading and writing tasks,
- Extended time for students to read and write,
- Predictable routines that allow students to focus on the learning vs. the changing classroom structures,
- Discussion that supports language and concept development,
- Differentiated instruction based on assessment data,
- Engagement in literacy learning in an integrated fashion, rather than as discreet skills in isolation, technology and media.

Critical Questions and Considerations for 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 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' affective filter?

Does the environment reflect and validate students' background knowledge?

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.

Standards

Reading Standard 13; Writing Standards 10, 10a, 12; Speaking and Listening Standards 1, 2, 3, 6, 8

Considerations

- Kindergarten– Academic tasks could focus on letter sounds and oral language acquisition. Students could be encouraged to participate in read alouds, shared reading, or independent reading. Writing could happen in collaboration with peers and adults. Students could participate in think-pair-share or turn and talk strategies, ask questions, participate in class meetings and small group discussions. Students could learn to use appropriate volume, enunciation, and rate in different places within the school.
- Grades 1 and 2 – Students could participate in shared or independent readings of increasingly complex text at or above grade level. Students could write a short letter to a peer or adult explaining a personal goal and

the reasons for their personal goal or explore the importance of adjectives and adverbs by examining common phrases used during the school day. Students could practice speaking with appropriate volume, rate, and clarity during a Socratic discussion or listen to a guest speaker and ask questions to deepen their understanding of the topic.

- Grades 3 through 5 – Students could participate in shared or independent readings of increasingly complex text at or above grade level. Students could engage in a writing process that allows them to review and use models to determine how to make their writing more effective, look closely at the use of subjects and verbs in their own writing to determine whether they agree, and revise their work accordingly, or engage in self-critique of their own writing in which they identify misuses of frequently confused words, and run-on sentences that could be corrected, with help from adults or peers. Students could participate in group discussions focused on a common text or participate in group discussions focused on a topic presented in class. Students could paraphrase information presented orally and/or in diverse formats. Students could distinguish between paraphrasing and summarizing while using complete sentences when speaking or writing.

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Reading: Foundational Skills

Motivation and Engagement

Effective Instruction and Elements of Curricula across All Content Areas

Motivate students by:
- Choice
- Collaboration
- Challenge
- Authenticity
- Technology

Engage students by:
- Cooperative Learning
- Discussions
- Technology

Critical Questions and Considerations for 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.

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.

Standards

Reading Standard 13; Writing Standards 10, 10a, 12; Speaking and Listening Standards 1, 2, 3, 4, 6, 8

Considerations

- Kindergarten– Students could select a text of personal interest for use in a read aloud, shared reading, or independent reading. Students could engage in conversations with peers and adults in which the student is required to use newly acquired or recently-learned words. Students could use the appropriate voice for speaking in front of the class versus having a conversation with a table partner or student nearby.

- Grades 1 and 2 – Students could select a text of personal interest for use in a shared or independent reading. Students could, with prompting and support from peers or adults, practice adding words to a simple sentence in order to make it more clear or meaningful for readers. Students could naturally engage in collaborative conversations both in and outside of instructional settings.
- Grades 3 through 5 – Students could interact with written text by using diverse media and formats. Students could summarize points and explain how claims are supported by reasons and evidence.

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Reading: Foundational Skills

Learning Objectives

Effective Instruction and Elements of Curricula across All Content Areas

Establish **content objectives** 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 **language objectives** based on assessment data that is tied to standards.

- Post language objectives for students.
- Consider the language domains (e.g., listening, speaking, writing, and reading) of an academic task when planning a lesson.
- Determine the language and language structures needed for students to access the content standard (language function).
- 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, and graphic organizers).
- Provide explicit and interactive modeling of language.
- Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.
- 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).
- Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.

Critical Questions and Considerations for Teaching and Learning

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?

Standards

Reading Foundational Skill Standards 1, 2, 3, 4; Reading Literature and Informational Text Standards 1, 2, 3, 4; Writing Standards 10, 10a; Speaking and Listening Standards 8

Considerations

- Kindergarten– Students could demonstrate the understanding of print by following words from left to right, top to bottom, and page by page. Students could say all of the sounds that are present in a single word, begin to blend CVC words, or engage in the gradual release of responsibility when reading emergent-reader texts. Students could answer comprehension questions after listening to a read-aloud, retell a story using puppets or props, and identify characters, setting, and major events in a story. Students could dictate, draw, or write about the feelings of a character in a story or poem.
- Grades 1 and 2 - Students could manipulate on-screen features using basic aspects of print in order to complete an activity, use manipulatives to represent sounds in words, label vowel patterns within words, or read a variety of on-level texts with peers in small groups or partners. Students could complete word sorts to show the differences between long and short 'a' or engage in repeated readings to improve accuracy.
- Grades 3 through 5 – Students could select words in a text that have common prefixes and suffixes, and discuss the meanings of those words with peers or adults. Students could practice fluency independently or with peers by participating in paired readings or practice readings of engaging texts. Students could use a range of strategies to decode multisyllabic words in unfamiliar, engaging texts, and check understanding of texts by conversing with peers and adults.

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Reading Foundational Skills Tier 1 Core Instruction

Reading: Foundational Skills

Text Selection

Effective Instruction and Elements of Curricula across All Content Areas

Text selection for WHOLE-GROUP instruction

Utilize **high-quality challenging** literature that supports the development of deep comprehension. Carefully select and analyze text for:

- Text complexity
  - ☐ Quantitative (e.g., Lexile, ATOS book level)
  - ☐ Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)
  - ☐ 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)
- Cohesive content based units of study

Text selection for SMALL-GROUP and differentiated instruction

Utilize **instructional-level** text with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.

Select and analyze text for:

- Instructional-level text (Lexile or ATOS book levels)
- Opportunities to practice reading components (word recognition, fluency, and comprehension)
- Opportunities to practice strategy use

Text selection for INDEPENDENT READING

- 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.
- Provide time for students to read independently and a wide variety of texts from which they can choose.

Critical Questions and Considerations for Teaching and Learning

Provide a variety of literature (e.g., fantasy, folktales, historical fiction).

Are students exposed to multiple sources and types of text, including print and electronic?

Are text sources culturally and linguistically diverse?

Utilize accommodations and modifications of text when needed to provide access to all students.

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.

Standards

Reading Standard 13

Considerations

- Kindergarten – Students could participate in read-alouds of increasingly complex text at or above Kindergarten level or select a text of personal interest for use in a read aloud, shared reading, or independent reading.
- Grades 1 and 2 – Students could participate in shared or independent readings of increasingly complex text at or above grade level.
- Grades 3 through 5 – Students could select and read increasingly complex literary texts at or above grade level.

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Reading: Foundational Skills

Stages of Reader Development

Effective Instruction and Elements of Curricula across All Content Areas

Use the Stages of Reader Development (e.g., Chall, 1983; Fountas & Pinnell, 1996, etc.) to guide the amount of instructional time spent in:

- Language
- Word learning (e.g., phonological awareness, phonics, structural analysis, high-frequency words)
- Fluency
- Comprehension
- Use instructional strategies appropriate for each Stage of Reader Development (e.g., Elkonin boxes are most effective with emergent and early readers).

Critical Questions and Considerations for Teaching and Learning

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.

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.

Teach students to decode and make meaning at the same time.

Focus on prefixes and suffixes, as they change the meaning of the words.

Help students to focus on the conventions of language within the text.

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).

Picture walks and discussions about background knowledge before reading can increase comprehension.

Standards

Reading Foundation Standards 1, 2, 3, 4; Reading Literature and Informational Text Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Considerations

- Kindergarten – Students could demonstrate to a classmate or an adult how a book would be read, showing that one would begin with the first page, follow the letters from left to right, turn pages, and finish the book by reading the final page. Students could collaborate to create a book in which one student is an author and one is an illustrator or match illustrations to events and ideas in the text. Students could refer to illustrations, photographs, and graphics to ask and answer questions about key text details, draw a diagram to explain a key idea or concept from a text, or learn about the job of the author and illustrator.
- Grades 1 and 2 – Students could use words to indicate connection between their ideas and other people's ideas, recount a favorite movie or show and share it with the class, or engage in repeated readings to improve accuracy. Students could use background knowledge and the text to determine what the author wants the reader to learn, identify the five senses and words that appeal to the senses, or identify story elements in the illustrations. Students could share how water travel has changed over time, make educated guesses about word meanings based on context and explain their reasoning to a peer or adult, or read two informational texts about two different ecosystems and create a chart or graphic to show the similarities and differences between them.
- Grades 3 through 5 – Students could create a storyboard or drawing showing their understanding of the key details of a text and how they contribute to the main idea, identify and use time, sequence, and cause/effect cue words, or explain how author's justifications support their point. Students could describe and explain the connection between a series of events, ideas or concepts in a text, use context clues, text features, reference materials, and technology to determine meaning of words and phrases, or participate as the vocabulary expert in a reading circle with peers, and use a digital resource to find the meanings of any words the group does not know.

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Reading: Foundational Skills

Print and Language Sources

Effective Instruction and Elements of Curricula across All Content Areas

While reading text, encourage students to use multiple sources of information to identify an unknown word:
Print (visual) and Language Sources

- Phonic knowledge (letter/sound knowledge – students access phonological knowledge to decode a word)
- Orthographic knowledge (Students access the orthography/pat- terns to decode a word (e.g, "ig" as in pig, "qu" as in quit, "ly" as in lovely.)
- Syntactic (grammar) knowledge

    Rules that specify word order, sentence organization, and the relationship between words, word classes, and other sentence elements.

- Semantic knowledge

    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 interpretation of the text.

Critical Questions and Considerations for Teaching and Learning

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.

Observe students' attempts to identify unknown words for overreliance on one source of information (e.g., letter/sound knowledge, orthographic knowledge, syntax, and semantics). Encourage the integration of multiple sources of information.

Languages are constructed differently. Some ELs are not able to produce standard English pronunciation, which can cause problems when decoding.

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.

Allow for divergent thinking when students share background and/ or world knowledge (e.g., farms, transportation, homes, and family structures).

Standards

Reading Foundation Standards 1, 2, 3; Reading Literature and Informational Text Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

Considerations

- Kindergarten – Students could say the letters that appear in their own names or the names of their classmates, see how many different words they can make that end with the letters "AT" or another ending that could produce many one-syllable words, or demonstrate that vowels can have a short sound or a long sound.

- Grades 1 and 2 – Students could construct and deconstruct the parts of a sentence, clap to produce the syllable sounds they hear in words, label vowel patterns within words, or highlight words in a text to show a specific word pattern.

- Grades 3 through 5 – Students could select words in a text that have common prefixes and suffixes, and discuss the meanings of those words with peers or adults, read books with multisyllabic words, and check understanding of the text with peers or adults, or during a reading of an engaging text, show grade level-appropriate ability to decode text.

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Reading: Foundational Skills

Print Concepts

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in:
- Organization and basic features of print
- Sound/letter relationships
- Upper- and lowercase letters
- Features of a sentence (e.g., word, capitalization, punctuation)

Critical Questions and Considerations for Teaching and Learning

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 students' cultural backgrounds influence print-concepts instruction in your district/school/classroom?

Standards

Reading Foundational Skills Standard 1

Considerations

- Kindergarten – Students could participate in daily classroom routines that expose them to the print concepts of following words from left to right, top to bottom, and page by page, recognizing spoken words are represented in written language by letters, or recognize and name all upper and lowercase letters of the alphabet.
- Grades 1 and 2 – Students could demonstrate the organization of basic features of print in book orientation knowledge, knowing reading terminology (words, letters, beginning of a sentence, top of a page, bottom of a page), or recognize the distinguishing features of a sentence (first word, capitalization, ending punctuation).

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Reading: Foundational Skills

Phonological Awareness

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in the sounds of spoken language found in:

- Words,
- Syllables,
- Onset-rime, and
- Phonemes (individual sounds).

Explicit instruction and scaffolding in the ability to:

- Identify sounds,
- Produce sounds,
- Count sounds,
- Isolate (including alliteration) sounds,
- Segment sounds,
- Blend sounds,
- Add and substitute sounds in words, syllables, onset-rimes, and phonemes.

Critical Questions and Considerations for Teaching and Learning

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 students' cultural backgrounds influence phonological awareness instruction in your district/school/classroom? What are the linguistic backgrounds of your students?

Instruction and assessment in all areas of phonological awareness is acceptable, although the focus of instruction should be at the **phoneme level**.

The most effective programs consist of 20 hours or less of phonological instruction during the school year, or 15-20 minutes daily.

Writing supports the development of phonemic awareness.

Standards

Reading Foundational Skills Standard 2

Considerations

- Kindergarten – Students could recognize and produce rhyming words (if culturally appropriate), count, pronounce, blend, and segment syllables in spoken words, blend and segment onsets and rimes of single-syllable spoken words, isolate and pronounce the initial, medial vowel, and final sounds in CVC words, or add or substitute individual phonemes in simple words to make new words.
- Grades 1 and 2 – Students could distinguish long from short vowel sounds in spoken single-syllable words, orally produce single-syllable words by blending phonemes, including consonant blends, isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. or orally segment single-syllable words into their complete sequence of individual phonemes.

Reading: Foundational Skills

Phonics and Word Recognition

Effective Instruction and Elements of Curricula across All Content Areas

Systematic explicit instruction and scaffolding in: Phonic Knowledge

- Consonants, blends, and digraphs
- Short vowels and vowel combinations

Orthographic knowledge

- Phoneme/grapheme patterns
- Spelling patterns

Decoding Strategies

- Segmenting and blending
- Analogy (e.g., If I know pig, then I know wig.)
- Structural analysis
  - ☐ Syllabication
  - ☐ Inflectional endings

Use Ehri (1991) phases of word learning:

- Pre-alphabetic phase,
- Partial alphabetic phase,
- Full alphabetic phase, and consolidated alphabetic phase when teaching decoding strategies Provide and encourage the use of a decoding strategies chart to scaffold students while reading connected text.

Morphology

- Prefixes, roots, and suffixes

High-frequency words

Critical Questions and Considerations for Teaching and Learning

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.

Students should be proficient at segmenting and blending prior to using analogy (onset-rime) to decode.

When working with decoding strategies, consider that a student's idea of inflection can vary from standard American English inflection.

During differentiated reading instruction, students should read instructional-level text and apply phonics, word-recognition strategies, and high-frequency word recognition.

Word recognition and spelling instruction should contain information about phonic and orthographic knowledge, as well as morphology.

Delays in decoding and word recognition may be related to ELs' language proficiency rather than cognitive abilities.

Ensure that students who decode well ALSO understand the text being read.

High-frequency word flash cards may be used for reinforcement/practice, but must not replace explicit instruction.

Standards
Reading Foundational Skills Standard 3; Reading Literature and Informational Text Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

Considerations
- Kindergarten – Students could demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary, or many of the most frequent, sounds for each consonant. Students could associate the long and short sounds with common spellings (graphemes) for the five major vowels, or read common high-frequency words by sight.
- Grades 1 and 2 – Students could use whiteboards, smartboards, device apps, or chalkboards to sound-spell words orally dictated by the teacher. Students could label vowel patterns within words, or use manipulatives to separate words into syllable parts. Students could complete word sorts to show the differences between long and short 'a'. Students could highlight words in a text to show a specific word pattern.
- Grades 3 through 5 – Students could identify and know the meaning of the most common prefixes and derivational suffixes and decode words with common Latin suffixes. Students could decode multisyllabic words, or read grade-appropriate, irregularly spelled words. During a reading of an engaging text, students could show grade and level-appropriate ability to decode text. Students could use a range of strategies to decode multisyllabic words in unfamiliar, engaging texts, and check understanding of texts by conversing with peers and adults.

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Reading: Foundational Skills

Fluency

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in: Components of Fluency connected to text:

- Accurate word recognition
- See Phonics & Word Recognition instruction
- Appropriate rate
- Expression

Explicit instruction of **rate** and **expression** and scaffolding applied within the following activities:

- Phrased-cued reading
- Familiar Repeated Reading
- Paired Oral Reading
- Choral Reading
- Readers Theater

Independent Reading:

- Appropriate text selection
- Routines Encourage students to select from a wide variety of text.

Guide students to adjust fluency components (e.g., rate, expression) appropriately for comprehension. In doing so, consider the **text** (e.g., newspaper, unfamiliar science, narrative) and **purpose** for reading.

Critical Questions and Considerations for Teaching and Learning

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.

Instruction should be based on data from universal screeners AND diagnostic assessments.

Emphasize comprehension and fluency during instruction and activities that build fluency.

Culturally linguistically diverse students may not be adept at using context clues, which may be culture specific. Repeated readings build fluency.

Help students make sense of the text by relating it to their native languages or making mental pictures as they read.

Text type may influence fluency. For example, students may read unfamiliar informational text more slowly than narrative text.

Students should use instructional- and independent-leveled text to develop accurate word recognition, appropriate rate, and expression.

Observe how fluency supports or inhibits comprehension (Applegate, Applegate, & Modla, 2009).

During fluency practice, a high self-correction rate signals that a different text may be required.

Standards
Reading Foundational Skills Standard 4; Reading Literature and Informational Text Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

Considerations
- Kindergarten – Students could engage in a gradual release of responsibility (teacher models, students read all together, students read with a partner, students read independently) when reading emergent-reader texts, engage in repeated readings of the same passage or emergent-reader text over several days. Students could act out a story following a read aloud and identify the characters, the setting, and the major events, or select or identify a book that tells a story versus a book of poetry. Students could describe the connection between two individuals or collaborate with peers to create a chart or graphic to show information learned from one resource compared to information learned from a resource about the same topic.
- Grades 1 and 2 – Students could read a variety of on-level texts with peers in small groups or partners, provide feedback to their peers to help them improve their rate, expression, and accuracy, or record themselves reading an on-level text to listen and reflect on their own rate, expression, and self-correction . Students could engage in repeated readings to improve accuracy or read and present a poem to the class and reflect on progress and performance using a student friendly rubric addressing concepts of fluency.
- Grades 3 through 5 – Students could participate in practicing and then performing a poem for a peer, several peers, or adults, find – in a classroom, school, or public library – a text that will help him or her learn more about a topic of personal interest. Students could practice fluency independently or with peers by participating in paired readings or practice readings of engaging texts or listen to fluent and/or repeated readings of an engaging text. Students could practice and perform a poem for peers or adults, and engage in a self-evaluation of their performance.

K-5

Reading Literature

Environment

Effective Instruction and Elements of Curricula across All Content Areas

Establish an **environment** that includes:

- Authentic reading and writing tasks,
- Extended periods of time for students to read and write,
- Discussion related to learning,
- Differentiated instruction based on assessment data, and technology and media

Critical Questions and Considerations for 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 learners and needs.

How does the reciprocal nature of reading and writing enhance the students' comprehension of literature?

Are students engaged in authentic reading and writing related to literature during the class period and throughout the school day?

Do teachers structure language situations 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?

Students need ample wait time to think.

Standards

Reading Standards 10 and 13; Writing Standards 10 and 12; Speaking and Listening Standards 1, 2, 3, 6, 8

Considerations

- Kindergarten – Students could read a variety of on-level texts with peers in small groups or partners, provide feedback to their peers to help them improve their rate, expression, and accuracy, or record themselves reading an on-level text to listen and reflect on their own rate, expression, and self-correction . Students could engage in repeated readings to improve accuracy or read and present a poem to the class and reflect on progress and performance using a student friendly rubric addressing concepts of fluency. Students could use the appropriate voice for speaking in front of the class versus having a conversation with a table partner or student nearby.
- Grades 1 and 2 – Students could use collective nouns when writing, form and use frequently-occurring irregular plural nouns, use reflexive pronouns, form and use past tense of frequently-occurring irregular verbs, use adjectives and adverbs, and choose between them depending on what is to be modified, or

produce, expand, and rearrange complete simple and compound sentences. Students could select appropriate visuals to accompany an oral presentation or answer questions in complete sentences from an audience after giving an oral presentation.

- Grades 3 through 5 – Students could discuss the ways their language changes when they are with a teacher, a grandparent, a best friend, a stranger, a dignitary, etc., discuss the ways in which their language changes depending on the situation. Students could elect and read increasingly complex literary texts at or above grade level. Students could engage in meaningful discussions with peers and adults about a topic important to them, justify points using reasons and evidence the speaker provides, or practice engaging in conversations with different peers and adults, and then discuss the differences they experience when communicating with different people.

K-5

Reading Literature

Motivation and Engagement

Effective Instruction and Elements of Curricula across All Content Areas

Motivate students by:
- Choice
- Collaboration
- Challenge
- Authenticity
- Technology

Engage students by:
- Cooperative Learning
- Discussions
- Literature Circles
- Technology

Critical Questions and Considerations for 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.

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 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.

Standards

Reading Standards 10 and 13; Writing Standards 10 and 12; Speaking and Listening Standards 1, 2, 3, 6, 8

Considerations

- Kindergarten –Students could read a variety of on-level texts with peers in small groups or partners, provide feedback to their peers to help them improve their rate, expression, and accuracy, or record themselves reading an on-level text to listen and reflect on their own rate, expression, and self-correction . Students could engage in repeated readings to improve accuracy or read and present a poem to the class and reflect on progress and performance using a student friendly rubric addressing concepts of fluency. Students could

use the appropriate voice for speaking in front of the class versus having a conversation with a table partner or student nearby.

- Grades 1 and 2 – Students could use collective nouns when writing, form and use frequently-occurring irregular plural nouns, use reflexive pronouns, form and use past tense of frequently-occurring irregular verbs, use adjectives and adverbs, and choose between them depending on what is to be modified, or produce, expand, and rearrange complete simple and compound sentences. Students could select appropriate visuals to accompany an oral presentation or answer questions in complete sentences from an audience after giving an oral presentation.
- Grades 3 through 5 – Students could discuss the ways their language changes when they are with a teacher, a grandparent, a best friend, a stranger, a dignitary, etc., discuss the ways in which their language changes depending on the situation. Students could elect and read increasingly complex literary texts at or above grade level. Students could engage in meaningful discussions with peers and adults about a topic important to them, justify points with reasons and evidence the speaker provides, or practice engaging in conversations with different peers and adults, and then discuss the differences they experience when communicating with different people.

K-5

Reading Literature

Learning Objectives

Effective Instruction and Elements of Curricula across All Content Areas

Establish **content objectives** 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 **language objectives** based on assessment data that is tied to standards.

- Post language objectives for students.
- Consider the language domains (e.g., listening, speaking, writing, and reading) of an academic task when planning a lesson.
- Determine the language and language structures needed for students to access the content standard (language function).
- 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, and graphic organizers).
- Provide explicit and interactive modeling of language.
- Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.
- 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).
- Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.

Critical Questions and Considerations for Teaching and Learning

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 to 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?

Standards

Reading Literature Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Writing Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Speaking and Listening Standard 8

Considerations

- Kindergarten – Students could act out the feelings of a character in a story or poem, compare and contrast the features of a short story and a poem, or match illustrations to events and ideas in the text. Students could state their opinions through writing, drawing, and speaking, dictate, draw, or write about an animal they saw on a class trip to the zoo, or collaborate with peers to produce original writing about their learning using a file sharing platform.
- Grades 1 and 2 – Students could use background knowledge and the text to determine what the author wants the reader to learn, or sort a set of books into fiction or nonfiction piles. Students could sort written statements by fact and opinion, write about a typical day following a sequence of events from the time the student wakes up in the morning to the time he or she goes to sleep, or use word processing software to produce a final copy of a piece of writing.
- Grades 3 through 5 – Students could define summary and summarize the text, identify and explain details related to: characters, setting, conflict, rising action, climax, falling action, and resolution, or define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text. Students could research a community issue, and write a letter to the editor in which an opinion and reasons to support that opinion are shared, create an alternate ending to a story, write about real experiences or imagined stories, or use digital tools to publish writing.

K-5
Reading Tier 1 Core Instruction

Reading Literature

Text Selection

Effective Instruction and Elements of Curricula across All Content Areas

Text selection for WHOLE-GROUP instruction

Utilize **high-quality challenging** literature that supports the development of deep comprehension. Carefully select and analyze text for:

- Text complexity
  - ☐ Quantitative (e.g., Lexile, ATOS book level)
  - ☐ Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)
  - ☐ 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)
- Cohesive content based units of study

Text selection for SMALL-GROUP and differentiated instruction

Utilize **instructional-level** text with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.

Select and analyze text for:

- Instructional-level text (Lexile or ATOS book levels)
- Opportunities to practice reading components (word recognition, fluency, and comprehension)
- Opportunities to practice strategy use

Text selection for INDEPENDENT READING

- 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.
- Provide time for students to read independently and a wide

Critical Questions and Considerations for Teaching and Learning

Provide a variety of literature (e.g., fantasy, folktales, historical fiction).

Are students exposed to multiple sources and types of text, including print and electronic?

Are text sources culturally and linguistically diverse?

Utilize accommodations and modifications of text when needed to provide access to all students.

Standards

Reading Standard 13

Considerations

- Kindergarten – Students could participate in read aloud of increasingly complex text or select a text of personal interest for use in a read aloud, shared reading, or independent reading. Students could visit the school library or a classroom library and tell a peer or teacher why a book looks interesting to them or select a book or article to read (or to have an adult read to them) based on a personal interest or a desire or need to know something.
- Grades 1 and 2 – Students could participate in shared or independent readings of increasingly complex text at or above grade level, in accordance with the text complexity triangle. Students could select a text of personal interest for use in a read aloud, shared reading, or independent reading, depending upon the needs of the student.
- Grades 3 through 5 – Students could select and read increasingly complex literary texts at or above grade level.

K-5

Reading Literature

Critical Analysis of Literature

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in critical analysis of literature:
- Analyze a piece of literature by breaking it down into parts or pieces.
- Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast or apply a literary theory or other point of view.
- Utilize evidence from the text to support thinking.
- Quote and paraphrase the literary work to support thinking.
- Reference additional sources that support thinking.
- Utilize style, tone, and voice to communicate thinking.
- Organize an analysis and present it in a concise manner.
- Trace influences from other literary works.
- Identify author's purpose and how that influences the presentation of the text.

Explicit instruction and scaffolding in oral and written practices that enhance students' understanding of text:
- Responding to a text.
- Retelling.
- Summarizing.
- Creating and answering questions about a text.
- Analyzing story structure through use of an organizer (e.g., story map).

Explicit instruction and scaffolding in discussion and/or cooperative learning protocols that enhance analysis and interpretation of literature and ensure participation of all group members.

Critical Questions and Considerations for Teaching and Learning

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.

Do teachers use formative data to guide lesson planning?

Are rubrics used to evaluate the critical analysis of a piece of literature?

Can students provide a critical analysis of literature through discourse? Through writing?

Do students use their formative data to set goals for themselves?

How can analysis of text differ according to point of view? How does the historical context of when the text was written impact the way that it was written?

What role does culture play in understanding the text?

How are higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, utilized during lessons?

Think-Alouds are an effective way to model critical analysis of literature.

Utilize differentiated small-group instruction based on student assessment data in critical analysis of literature.

Standards
Reading Literature Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Writing Standards 10 and 11; Speaking and Listening Standards 1, 2, 3, 4, 5, 6, 7, 8

Considerations
- Kindergarten – Students could act out the feelings of a character in a story or poem, compare and contrast the features of a short story and a poem, or match illustrations to events and ideas in the text. Students could state their opinions through writing, drawing, and speaking, dictate, draw, or write about an animal they saw on a class trip to the zoo, or collaborate with peers to produce an original writing about their learning using a file sharing platform.
- Grades 1 and 2 – Students could use background knowledge and the text to determine what the author wants the reader to learn, or sort a set of books into fiction or nonfiction piles. Students could sort written statements by fact and opinion, write about a typical day by following a sequence of events from the time the student wakes up in the morning to the time he or she goes to sleep, or use word processing software to produce a final copy of a piece of writing.
- Grades 3 through 5 – Students could define summary and summarize the text, identify and explain details related to: characters, setting, conflict, rising action, climax, falling action, and resolution, or define and describe how aspects of visuals and multimedia elements contribute to text and to non-print versions of text. Students could research a community issue and write a letter to the editor in which an opinion and reasons to support that opinion are shared, create an alternate ending to a story, write about real experiences or imagined stories, or use digital tools to publish writing.

K-5

Reading Tier 1 Core Instruction

Reading Literature

Comprehension Strategies

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction & scaffolding in: Comprehension strategies:

- Activating prior knowledge.
- Inference.
- Drawing conclusions.
- Prediction.
- Determining importance.
- Questioning.
- Visualizing.

Multiple comprehension strategies:

- Concept Oriented Reading Instruction – CORI.
- Reciprocal Teaching.
- Transactional Strategy Instruction.
- Informed Strategies for Learning.

Comprehension strategies needed to read digital media questioning the Author

Graphic Organizer (e.g., story maps/goal-structure map)

Writing to communicate understanding of text Retelling using story structure and plot elements

Metacognitive reading: Monitoring, Clarifying, and Fix Up

- 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?"
- Utilize fix-up strategies (e.g., reread, read on, etc.) when text is

Critical Questions and Considerations for Teaching and Learning

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 does the reciprocal nature of reading and writing enhance the literacy of students?

Are students engaged in authentic reading and writing during the literacy block and throughout the school day?

How are higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating utilized during lessons?

Do students strategically and independently use comprehension strategies to understand complex text?

Utilize differentiated small-group instruction based on student assessment data in comprehension strategies.

Think Alouds are an effective way to model the use of comprehension strategies before, during, and after reading.

Based on the stage of reader development, illustrations may provide support as readers use comprehension strategies to understand text.

Standards
Reading Literature Standards 1, 2, 3, 4, 5, 6, 7, 8, 9

Considerations
- Kindergarten – Students could use details from illustrations, photographs, and graphics, etc., to ask and answer questions about key details or compare two or more versions of a story, identifying similarities and differences between characters and their actions.
- Grades 1 and 2 – Students could use graphic organizers before, during, and after reading to record questions and possible changes in thinking that occur while reading, participate in a character panel in which one student is the character and the audience asks questions about the character, including why he or she behaved in a particular manner, or recognize that different perspectives can be presented in different ways for different purposes.
- Grades 3 through 5 – Students could identify the location of the answer in the text. Students could describe characters in depth using key details (who), describe the setting in depth using key details (where, when), describe major events in depth using key details (what), describe how the characters respond to major events and challenges (how) explain how characters' actions determine the sequence of events (why).

K-5

Reading Literature

Elements of Literature

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in understanding elements of story and drama and how those elements interact:

Story-structure elements

- Setting (time and place),
- Characters - how they respond to major events and how their actions contribute to the sequence of events,
- Elements of plot

Narrative Comprehension Terminology	Literary Terminology
• initiating event character goal(s) attempts outcome • story ending	• Plot: o actions rising action o conflict/problem o climax falling action resolution o theme

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)

Poetry

- Forms of poetry (e.g., free verse, haiku)
- Devices of style (e.g., allusion, symbol, puns, and wordplay)
- Devices of sound (e.g., onomatopoeia, alliteration, assonance, consonance, rhythm)

Critical Questions and Considerations for Teaching and Learning

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.

Standards

Reading Literature Standard 5

Considerations

- Kindergarten – Students could select or identify a book that tells a story versus a book of poetry, or compare and contrast the features of a short story and a poem.
- Grades 1 and 2 – Students could discuss with peers and adults the distinguishing features of fiction texts and nonfiction texts, sort a set of books into fiction or nonfiction piles, or discuss with peers and adults situations in which one might wish to read a fiction text and those in which one might wish to read a nonfiction text. Students could describe a character's goal and how a character's actions set in motion the action for an entire story, describe the ways in which a character attempts to reach his or her goals or solve a problem, or describe how a character's goals were achieved by the end of a story.
- Grades 3 through 5 –Students could use terms such as chapter, scene, and stanza when discussing or retelling, or describe how the organization of the text (beginning, middle, end) moves the story along. Students could describe how poems, dramas, and prose are arranged or use appropriate terms when writing or speaking. Students could explain how structural elements within stories, dramas, or poems are connected and how that relationship contributes to meaning, or use domain-specific vocabulary (chapter, scene, stanza), appropriate to the purpose, when writing or speaking.

K-5

Reading Literature

Vocabulary

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in vocabulary by:

- Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.
- Using a COMMON FRAMEWORK (e.g., Marzano & Pickering [2005] Six-Step Process; Beck, McKeown, & Kucan [2002] Robust Vocabulary Instruction) for vocabulary instruction that includes the characteristics of effective vocabulary instruction. (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, and utilize higher-level word knowledge.)
- Differentiating between context that supports vocabulary and context that is less supportive.
- Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association).
- Using word origins to determine unknown words. ☐ Common affixes and roots (e.g., Greek & Latin) to determine unknown words.
- Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words.
- Using examples and non-examples.
- Interpreting figurative language.
    - ☐ Metaphors
    - ☐ Similes
    - ☐ Personification
    - ☐ Idioms
- Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals).
- Encouraging wide reading and word consciousness.

Critical Questions and Considerations for Teaching and Learning

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.

Standards

Reading Literature Standards 4, 10, 11, 12; Writing Standard 10a; Speaking and Listening Standard 8

Considerations

- Kindergarten – Students could dictate, draw, or write about the feelings of a character in a story or poem or act out the feelings of a character in a story or poem. Students could participate with peers in a think-aloud to determine how words with a specific affix affect the meaning of a text or participate with peers in an inductive reasoning activity to sort words associated with Kindergarten. Students could take note of words he/she hears that sound unfamiliar and use one or more strategies to determine the meaning of selected words or experiment with adding a group of prefixes to different words and discuss with peers the ways in which prefixes affect the meanings of different words.
- Grades 1 and 2 – Students could collaborate with peers to create a list of words that suggest feelings, and refer back to these words when interpreting feelings that emerge in stories and poems or using a literary text he/she is reading. Students could explain to a peer or adult the ways in which they can change the meaning of one or two sentences by changing affixes.
- Grades 3 through 5 – Students could describe how word choice affects the meaning of a text or use context clues, reference materials, and references to mythology to determine meaning of words and phrases. Students could engage in a scavenger hunt for words in a text they have read that might use familiar affixes or root words or discuss the reasons why characters in a text may use similes, metaphors, idioms, adages, and proverbs. Students could explain to a peer the meaning of a difficult or previously-unknown word using synonyms and antonyms to help build the peer's understanding of the word.

K-5

Reading Informational Text

Environment

Effective Instruction and Elements of Curricula across All Content Areas

Establish an environment that includes:

- Authentic reading and writing tasks,
- Extended periods of time for students to read and write,
- Discussion related to learning,
- Differentiated instruction based on assessment data, and
- Technology and media.

Critical Questions and Considerations for 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.

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.

Standards

Reading Standards 10 and 13; Writing Standards 10 and 10a; Speaking and Listening Standards 7 and 8

Considerations

- Kindergarten – Students could participate in read alouds of increasingly complex text at or above Kindergarten level. Students could print many upper and lowercase letters. Students could produce and expand complete sentences in shared language activities or engage in conversations with peers and adults in which the student is required to use newly acquired or recently-learned words.
- Grades 1 and 2 – Students could print all upper- and lowercase letters or use collective nouns when writing. Students could use singular and plural nouns with matching verbs in basic sentences when speaking or form and use frequently-occurring irregular plural nouns. Students could use words and phrases acquired

through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

- Grades 3 through 5 – Students could discuss the ways their language changes when they are with a teacher, a grandparent, a best friend, a stranger, a dignitary, etc. Students could discuss the ways in which their language changes depending on the situation. Students could choose words and phrases to convey ideas precisely or expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Students could role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result.

K-5

Reading Informational Text

Motivation and Engagement

Effective Instruction and Elements of Curricula across All Content Areas

Motivate students using:
- Choice
- Collaboration
- Challenge
- Authenticity
- Technology

Engage students using:
- Cooperative Learning
- Discussions
- Technology

Critical Questions and Considerations for 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 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.

Standards

Reading Standards 10 and 13; Writing Standards 10, 10a, and 12; Speaking and Listening Standards 7 and 8

Considerations

- Kindergarten – Students could participate in read alouds of increasingly complex text at or above Kindergarten level. Students could print many upper and lowercase letters. Students could produce and expand complete sentences in shared language activities or engage in conversations with peers and adults in which the student is required to use newly acquired or recently-learned words.

- Grades 1 and 2 – Students could print all upper- and lowercase letters or use collective nouns when writing. Students could use singular and plural nouns with matching verbs in basic sentences when speaking or form and use frequently-occurring irregular plural nouns. Students could use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
- Grades 3 through 5 – Students could discuss the ways their language changes when they are with a teacher, a grandparent, a best friend, a stranger, a dignitary, etc. Students could discuss the ways in which their language changes depending on the situation. Students could choose words and phrases to convey ideas precisely or expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Students could role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result.

K-5

Reading Informational Text

Learning Objectives

Effective Instruction and Elements of Curricula across All Content Areas

Establish content objectives 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 language objectives based on assessment data that is tied to standards.

Post language objectives for students.

Consider the language domains (e.g., listening, speaking, writing, and reading) of an academic task when planning a lesson.

Determine the language and language structures needed for students to access the content standard (language function).

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, and graphic organizers).

Provide explicit and interactive modeling of language.

Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach if needed.

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).

Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.

Critical Questions and Considerations for Teaching and Learning

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?

Standards
Reading Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; Writing Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 10a; Speaking and Listening Standards 7 and 8

Considerations
- Kindergarten – Students could retell a peer or adult how something works based on a text read aloud or use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words. Students could state their opinions through writing, drawing, and speaking or discuss work they produced with a peer or adult
- Grades 1 and 2 – Students could construct questions that will draw out more information about the meaning of words and phrases in a text or use images and text to find key details. Students could use visual text features to aid in understanding written text. Students could use online document sharing tools to collaborate with peers on a piece of writing or produce an animation of a personal narrative.
- Grades 3 through 5 – Students could engage in a conversation with a friend about a topic covered in an article they have read, then create a Venn diagram showing the differences they notice between the language used in the article versus the language used in their conversation. Students could evaluate if the reasons and evidence given supports the author's point in the text or identify/recognize topical information across texts. Students could write a persuasive paragraph about a topic. Students could contribute to or start a blog that includes images and stories about their school or community.

K-5
Reading Tier 1 Core Instruction

Reading Informational Text

Text Selection

Effective Instruction and Elements of Curricula across All Content Areas

Text selection for WHOLE-GROUP instruction

Utilize **high-quality challenging** literature that supports the development of deep comprehension. Carefully select and analyze text for:

- Text complexity
  - ☐ Quantitative (e.g., Lexile, ATOS book level)
  - ☐ Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)
  - ☐ 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)
- Cohesive content based units of study

Text selection for SMALL-GROUP and differentiated instruction

Utilize **instructional-level** text with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.

Select and analyze text for:

- Instructional-level text (Lexile or ATOS book levels)
- Opportunities to practice reading components (word recognition, fluency, and comprehension)
- Opportunities to practice strategy use

Text selection for INDEPENDENT READING

- 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.
- Provide time for students to read independently and a wide variety of texts from which they can choose.

Critical Questions and Considerations for 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.

Provide a variety of literature (e.g., fantasy, folktales, historical fiction).

Expose students to multiple sources and types of text, including print and electronic?

Are text sources culturally and linguistically diverse?

Utilize accommodations and modifications of text when needed to provide access to all students.

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Standards

Reading Standard 13

Considerations

- Kindergarten – Students could visit the school library or a classroom library and tell a peer or teacher why a book looks interesting to them.
- Grades 1 and 2 – Students could select a text of personal interest for use in a read aloud, shared reading, or independent reading.
- Grades 3 through 5 – Students could select and read increasingly complex informational texts at or above grade level.

K-5

Reading Informational Text

Critical Analysis of Informational Text

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in critical literacy:

- Seeking to understand the text or situation in more or less detail to gain perspective.
- Examining multiple viewpoints.
- Focusing on sociopolitical issues (e.g., power in relationships between and among people).
- Taking action and promoting social justice.
- Determining author's purpose: (e.g., Inform, Persuade, Describe) and how that impacts the presentation of the text.

Explicit instruction and scaffolding in:

- Using visual information (e.g., maps, photos, digital information) to expand and deepen understanding of the topic as presented in the text.
- Evaluating the validity and reliability of the source.
- Explaining how an author uses reasons and evidence to support particular points in the text.
- Comparing, contrasting, and integrating information from two texts on the same topic in order to write or speak on that topic.

Explicit instruction and scaffolding 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, and diaries) did an author on the Battle of Gettysburg use to convey the decisions made by the Northern and Southern leaders during that battle?"

Explicit instruction and scaffolding in discussion and/or cooperative learning protocols that enhance analysis of informational text and ensure equal participation of group members.

Critical Questions and Considerations for Teaching and Learning

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.

Do teachers use formative data to guide lesson planning?

Are rubrics used to evaluate the critical analysis of an informational text?

Can students provide a critical analysis of an informational text through discourse? Through writing?

Do students use their formative data to set goals for themselves?

How can analysis of text differ according to point of view? How does the historical context of when the text was written impact the way that it was written?

What role does culture play in understanding the text?

How are higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, utilized during lessons?

Utilize differentiated small-group instruction based on student assessment data in critical analysis of informational text.

Standards
Reading Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Writing Standards 1, 2, 4, 7, 8, 9, 10, 10a, 11, 12; Speaking and Listening Standards 1, 2, 3, 4, 5, 6, 7, 8

Considerations
- Kindergarten – Students could retell a peer or adult how something works based on a text read aloud or use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words. Students could state their opinions through writing, drawing, and speaking or discuss work they produced with a peer or adult.
- Grades 1 and 2 – Students could construct questions that will draw out more information about the meaning of words and phrases in a text, use images and text to find key details, or use visual text features to aid in understanding written text. Students could use online document sharing tools to collaborate with peers on a piece of writing or produce an animation of a personal narrative.
- Grades 3 through 5 – Students could engage in a conversation with a friend about a topic covered in an article they have read. Then, students could create a Venn diagram showing the differences they notice between the languages used in the article versus the language used in their conversation. Students could evaluate if the reasons and evidence given supports the author's point in the text or identify/recognize topical information across texts. Students could write a persuasive paragraph about a topic. Students could contribute to or start a blog that includes images and stories about their school or community.

K-5

Reading Informational Text

Research

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in the:

Research Process:

- Establish a focus question.
- Gather and select relevant information.
- Integrate and summarize information.
- Assess credibility and accuracy of sources.
- Demonstrate understanding of the subject matter.
- Communicate subject matter.

Presentation of Research:

- Establish a purpose.
- Determine how the audience influences how the information will be presented.
- Determine the most effective use of technology to communicate the information.
- Utilize broadcasting and publishing information to create an effective presentation.

Critical Questions and Considerations for Teaching and Learning

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.

Utilize differentiated small-group instruction based on observations during lessons on research.

Be open to new and emerging technology and communication tools for conducting research.

Prepare students to give credit to or quote an author's thinking when using information gathered through research.

Be aware of the ethical uses of technology and encourage these habits in the classroom.

Technological limitations in their environments and school policies may limit students' ability to gather a variety of sources.

Standards

Reading Informational Text 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Writing Standards 1, 2, 4, 7, 8, 9, 10, 10a, 11, 12; Speaking and Listening Standards 1, 2, 3, 4, 5, 6, 7, 8

Considerations

- Kindergarten – Students could tell a peer or adult how something works based on a text read aloud or use text, pictures, photographs, illustrations, etc., to ask and answer questions about unknown words. Students could state their opinions through writing, drawing, and speaking or discuss work they produced with a peer or adult.

- Grades 1 and 2 – Students could construct questions that will draw out more information about the meaning of words and phrases in a text, use images and text to find key details, or use visual text features to aid in understanding written text. Students could use online document sharing tools to collaborate with peers on a piece of writing or produce an animation of a personal narrative.

- Grades 3 through 5 – Students could engage in a conversation with a friend about a topic covered in an article they have read, then create a Venn diagram showing the differences they notice between the language used in the article versus the language used in their conversation. Students could evaluate if the reasons and evidence given supports the author's point in the text or identify/recognize topical information across texts. Students could write a persuasive paragraph about a topic. Students could contribute to or start a blog that includes images and stories about their school or community.

K-5

Reading Informational Text

Comprehension Strategies

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in: Comprehension Strategies:
- Activating prior knowledge.
- Inference.
- Drawing conclusions.
- Prediction.
- Determining importance.
- Questioning.
- Visualizing.

Multiple comprehension strategies:
- Concept Oriented Reading Instruction – CORI.
- Reciprocal Teaching.
- Transactional Strategy Instruction.
- Informed Strategies for Learning.

Questioning the Author Summarizing text
- Get the Gist.
- Paragraph Writing Frames.
- Rules of Summarization.
- Graphic organizers to support summarization.

Comprehension strategies needed to read digital media

Making connections between events, procedures, or concepts in historical, scientific, or technical text.

Metacognitive reading: Monitoring, Clarifying, and Fix Up
- Monitor understanding during and after reading
- Utilize fix-up strategies (e.g., reread, read on, etc.) when needed.

Critical Questions and Considerations for Teaching and Learning

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.

Some models and strategies (e.g., Questioning the Author) may need additional scaffolding and contextualization for second- language learners and other populations.

How does the reciprocal nature of reading and writing enhance the students' comprehension of informational text?

Are students engaged in authentic reading and writing related to informational text during the literacy block and throughout the school day?

Explicit instruction in using charts, tables, graphs, etc. may help improve students' comprehension of informational text.

Standards
Reading Informational Text 1, 2, 3, 4, 5, 6, 7, 8, 9

Considerations
- Kindergarten – Students could show a peer or adult a front cover, back cover, and title page or talk with peers about the purpose of a front cover.
- Grades 1 and 2 – Student could work with peers to list basic similarities and differences they notice between a video about our solar system and a diagram of our solar system. Students could discuss how two writers present important points about a single topic.
- Grades 3 through 5 – Students could understand the difference between compare and contrast. Students could evaluate if the reasons and evidence given supports the author's point in the text. Students could explain why an author wrote a text.

K-5

Reading Informational Text

Text Structures

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in understanding various text structures:
- Chronology (sequence).
- Comparison.
- Cause/effect.
- Problem/solution.
- Description.

Explicit instruction and scaffolding in using clue words (e.g., because, so, first, next) to identify the text structure of a paragraph, chapter, or section of text.

Explicit instruction and scaffolding in understanding how to select or create an appropriate **graphic organizer** in relation to text structures.

Explicit instruction and scaffolding in analyzing how a particular text structure impacts understanding at the:
- Sentence level.
- Paragraph level.
- Chapter level.

Critical Questions and Considerations for Teaching and Learning

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.

Excessive emphasis on solely identifying text structures deemphasizing overall understanding of the text.

Text structure sometimes can help to support a student's understanding of the text.

At times text structure can add to background knowledge, which may support overall comprehension of the text.

Utilize a combination of author's purpose and clue words to determine text structures that will increase understanding of text.

Standards

Reading Informational Text Standard 5

Considerations

- Kindergarten – Students could show a peer or adult a front cover, back cover, and title page or talk with peers about the purpose of a front cover.
- Grades 1 and 2 – Student could participate in a text scavenger hunt to find examples of various text features, to quickly locate specific places in a text, or to find answers to questions posed by peers or adults. Students could play a "What Am I?" match game where text feature definitions are provided and matched to the feature.
- Grades 3 through 5 – Students could participate in an "information hunt" that requires the use of text features to find information about a given topic in a teacher-selected text. Students could evaluate how the text structure connects the events, ideas, concepts, or information in a text. Students could compare and contrast structures across multiple informational texts.

K-5

Reading Informational Text

Text Features

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in understanding and using various text features:

- Typographic (e.g., boldface print, italics).
- Organizational (e.g., headings, index, glossary).
- Graphic aids (e.g., maps, diagrams, charts, hyperlinks, captions).

Critical Questions and Considerations for Teaching and Learning

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.

Emphasize how text features can help students understand the text.

Standards

Reading Informational Text Standard 5

Considerations

- Kindergarten – Students could show a peer or adult a front cover, back cover, and title page or talk with peers about the purpose of a front cover.
- Grades 1 and 2 – Student could participate in a text scavenger hunt to find examples of various text features, to quickly locate specific places in a text, or to find answers to questions posed by peers or adults. Students could play a "What Am I?" match game where text feature definitions are provided and matched to the feature.
- Grades 3 through 5 – Students could participate in an "information hunt" that requires the use of text features to find information about a given topic in a teacher-selected text. Students could evaluate how the text structure connects the events, ideas, concepts, or information in a text. Students could compare and contrast structures across multiple informational texts.

K-5

Reading Informational Text

Vocabulary

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in vocabulary by:

- Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.
- Using a common framework for vocabulary instruction that includes the characteristics of effective vocabulary instruction (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).
- Differentiating between context that supports vocabulary and context that is less supportive.
- Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association).
- Using word origins to determine unknown words.
  - ☐ Common affixes and roots (e.g., Greek and Latin) to determine unknown words.
- Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words.
- Using examples and non-examples.
- Interpreting figurative language.
  - ☐ Metaphors
  - ☐ Similes
  - ☐ Personification
  - ☐ Idioms

Critical Questions and Considerations for Teaching and Learning

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.

Use visuals to help students understand vocabulary.

Standards

Reading Informational Text Standards 4, 10, 11, 12; Writing Standard 10a; Speaking and Listening Standards 6 and 8

Considerations

- Kindergarten – Students could dictate, draw, or write about the feelings of a primary figure included in a text. Students could participate with peers in an inductive reasoning activity to sort words associated with an engaging social studies topic. Students could engage in conversations with peers and adults in which the student is required to use newly acquired or recently-learned words.
- Grades 1 and 2 – Student could participate in a class or small group discussion in which all students pose questions to each other and all students participate in finding answers to questions. Students could imagine themselves in various situations outside of their classroom, and role play how they might act and what they might say, then discuss with peers the differences in their words and actions. Students could show an understanding that conversations they have with peers on the playground may be different from conversations they have in their classrooms.
- Grades 3 through 5 – Students could discuss the meanings of words used to describe different weather phenomena after reading an article about weather in the Midwest. Students could define domain-specific words and phrases. Students could compare and contrast the language and conventions used in an instruction manual with the language and conventions used in a piece of informational text. Students could practice conversations related to a specific text in which they must use domain-specific language in order to convey meaning.

K-5

Reading Interventions

Supplemental

Effective Instruction and Elements of Curricula

An instructional framework that includes:

- Explicit Instruction
  - ☐ Clear objectives
  - ☐ Clearly modeled and demonstrated skill
  - ☐ Provides guided practice
  - ☐ Checks for understanding
  - ☐ Provides timely feedback as well as deliberate scaffolding
  - ☐ Monitors independent practice
  - ☐ Provides opportunities for cumulative practice of previously learned skills and concepts
  - ☐ Monitors student progress providing re-teaching as necessary
- Systematic instruction (carefully sequenced instruction)
- Scaffolding (modeling, guided, and independent practice)
- Intensive Instruction

Word Study:

- Word recognition (e.g., phonic elements, syllabication)
- Word analysis (e.g., affixes, root words)

Fluency:

- Accurate word recognition
- Appropriate rate
- Expression.
- Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.

Vocabulary:

- Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction
- Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)

Comprehension:

- Metacognition
- Cooperative learning
- Graphic and semantic organizers
- Questioning with feedback
- Write summaries
- Comprehension strategies

Recommendations

Elementary

- Homogeneous, small group (3-5 students)
- Targeted, skill-based instruction
- 30 minutes in addition to time allotted for core (Tier 1)
- Instruction is based on student instructional need, not on chronological age or grade level

Assessments

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.

Universal Screener:

- Curriculum Based Measurement (CBM) for rate and accuracy

Diagnostic:

- Phonological Awareness Inventory
- Phonics and structural-analysis inventory
- Informal Reading Inventory and/or running record with miscue analysis
- Fluency Rubric
- Retelling of a narrative text
- Summary of an informational text
- Questions based on a text

Progress Monitoring:

- The same CBM for rate and accuracy that was used for Universal Screener
- Must measure the same skill/strategy taught during intervention
- Must be frequent

Mastery: Pre-Post

- Phonological Awareness Inventory subtests
- Phonics and structural analysis inventory subtests
- Informal Reading Inventory and/or running record with miscue analysis
- Retelling of a narrative text
- Summary of an informational text
- Questions based on a text

Critical Questions and Considerations for Teaching and Learning

Do highly qualified and highly trained teachers provide the interventions?

Tier 2 instruction may be provided by educators trained specifically in the intervention:

- Classroom teachers
- Reading specialists or other certified teachers, including Special Education
- Carefully selected para-educators

Is the core instruction that is occurring in reading adequate and effective?

What is the evidence base of the interventions that your district/school uses?

Is progress-monitoring data used to adjust instruction during intervention?

Are progress-monitoring measures aligned to the focus of instruction in interventions?

Does the data reflect that the interventions are impacting student achievement?

Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at: www.kansasmtss.org; www.ksdetasn.org

Considerations

- Early Reading Grades K – 3 (*from TASN*) - Time for Tier 2 instruction should be built into the master schedule in order to manage instructional time and ensure that students have access to the full core curriculum. It is suggested that an additional 30 minutes of targeted Tier 2 instruction should be provided beyond the core, at least three to four days per week (Gersten et al., 2008; McCook, 2006) and should be conducted in small homogeneous groups of three to five students. Students could engage in oral language development skills, letter sound representation, sound-spelling relationships, and decoding skills.
- Adolescent Literacy Grades 4 – 12 *(from TASN)* - Strategic (Tier 2) intervention is designed to provide support to students who need targeted, focused instruction in reading. It is intended to focus primarily on instruction in comprehension and vocabulary strategies, with instruction in phonics such as word reading and/or reading fluency provided when needed. For intermediate grades (4-6), an additional 30 minutes of targeted Tier 2 intervention should be provided beyond the core for reading at least three to four days per week (McCook, 2006) in homogeneous groups of three to five students. Students could engage in decoding skills, fluency, expanding vocabulary, and the development of strategic habits.

K-5

Reading Tier2 Instruction

Reading Interventions

Intensive

Effective Instruction and Elements of Curricula

An instructional framework that includes:
- Explicit Instruction
  - ☐ Clear objectives
  - ☐ Clearly modeled and demonstrated skill
  - ☐ Provides guided practice
  - ☐ Checks for understanding
  - ☐ Provides timely feedback as well as deliberate scaffolding
  - ☐ Monitors independent practice
  - ☐ Provides opportunities for cumulative practice of previously learned skills and concepts
  - ☐ Monitors student progress providing re-teaching as necessary
- More systematic instruction (carefully sequenced instruction)
- More scaffolding (modeling, guided, and independent practice)
- More intensive Instruction (e.g., smaller group, more time, more intensive program, add manipulatives, multi-sensory)
- More practice cycles for a given concept

Word Study:
- Word recognition (e.g., phonic elements, syllabication)
- Word analysis (e.g., affixes, root words)

Fluency:
- Accurate word recognition
- Appropriate rate
- Expression
- Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.

Vocabulary:

Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction

Teach word-learning strategies (e.g., morphemic analysis, contextual analysis)

Comprehension:
- Metacognition
- Cooperative learning
- Graphic and semantic organizers
- Questioning with feedback
- Write summaries

- Comprehension strategies

Recommendations

Elementary

- Homogeneous, small group (1-3 students)
- 60 minutes or two 30- minute sessions, in addition to time allotted for core (Tier 1)
- Instruction is based on student instructional need, not on chronological age or grade level

Assessments

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.

Universal Screener:
- Curriculum Based Measurement (CBM) for rate and accuracy

Diagnostic:
- Phonological Awareness Inventory
- Phonics and structural analysis inventory
- Informal Reading Inventory and/or running record with miscue analysis
- Fluency Rubric
- Retelling of a narrative text
- Summary of an informational text
- Questions based on a text

Progress Monitoring:
- The same CBM for rate and accuracy that was used for Universal Screener
- Must measure the same skill/strategy taught during intervention
- Must be frequent

Mastery: Pre-Post
- Phonological Awareness Inventory subtests
- Phonics and structural analysis inventory subtests
- Informal Reading Inventory and/or running record with miscue analysis
- Retelling of a narrative text
- Summary of an informational text
- Questions based on a text

Critical Questions and Considerations for Teaching and Learning

Do highly qualified and highly trained teachers provide the interventions?

Tier 3 instruction may be provided by educators who are trained specifically in the intervention:

- Classroom teachers
- Reading specialists or other certified teachers, including Special Education
- Carefully selected para-educators

Is core reading instruction adequate and effective?

What is the evidence base of the interventions that your district/school uses?

Is progress-monitoring data used to adjust instruction during intervention?

Are progress-monitoring measures aligned to the focus of instruction in interventions?

Does the data reflect that the interventions are impacting student achievement?

How does the reciprocal nature of reading and writing enhance the students' comprehension of informational text?

Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at: www.kansasmtss.org; www.ksdetasn.org

Considerations

- Early Reading Grades K – 3 (*from TASN*) - Students in Tier 3 instruction will have more explicit and systematic instruction, increased intervention time, and fewer students in the group. The recommended time for Tier 3 intensive intervention is 60 minutes. These 60 minutes can be provided all in one block or in two 30-minute blocks, depending on what's best suited for the student and schedule. The ideal group size for intensive instruction should be no larger than three students. Students could engage in oral language development skills, letter sound representation, sound-spelling relationships, and decoding skills. Instruction is targeted and explicit.
- Adolescent Literacy Grades 4 – 12 (*from TASN*) Intensive (Tier 3) instruction should be skill based and focused on direct instruction; this is also known as explicit teaching, "which is a systematic method for presenting material in small steps, pausing to check for student understanding and eliciting active and successful participation from all students" (Rosenshine, 1986, p. 60). Intensive support is provided to small, homogeneous, groups of one to four students for 50 to 60 minutes per day (Denton, Bryan, Wexler, Reed, & Vaughn, 2007). Students could engage in decoding skills, fluency, expanding vocabulary, and the development of strategic habits. Instruction is targeted and explicit.

K-5

Writing

Environment

Effective Instruction and Elements of Curricula Across all Content Areas

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.

Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.

Provide choice when writing to foster and promote creativity.

Model for students our own writing processes and products, sharing both our successes and our frustrations.

Provide a recursive (repeated) writing and revision process and the use of the common vocabulary of the 6-Trait model.

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, and compare the causes of different wars).

Examine authentic text to learn how authors communicate through their writing and techniques they use.

Establish an organizational structure for instruction, for example:
- Mini-lessons
- Extended time for writing
- Collaboration with adults and peers to strengthen writing
- Time for conferring with teacher

Utilize technology and media for writing purposes.

Critical Questions and Considerations for 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.

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.

How does the reciprocal nature of reading and writing enhance the students' writing?

Are students engaged in authentic reading and writing throughout the school day?

Do teachers structure writing situations to lower students' affective filter?

What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?

Ensure that technology and media support learning rather than distract students from the lesson objectives.

When teachers follow routines, students can focus their energies on writing. Predictability provides structural scaffolding to students with language needs.

Standards

Writing Standard 12

Considerations

- Grades 3 through 5 – Students could write daily for different purposes and audiences. Students could use writing to communicate thoughts, questions, and answers. Students could participate in a shared writing with a "pen pal" from another school, community, or country over several months.

K-5

Writing

Motivation and Engagement

Effective Instruction and Elements of Curricula Across all Content Areas

Motivate students by:

- Establishing meaningful and engaging content goals.
- Providing a positive learning environment.
- Making instructional methods and strategies interactive.
- Making literacy experiences relevant to student's interests, lives, and current events.
- Building effective instructional conditions (e.g., goal setting, collaborative learning).
- Offering students choices when assigning writing.
- Providing frequent feedback and student goal-setting opportunities
- Utilizing technology and media.

Engage students using:

- Discussion and Discussion Protocols
- Inquiry
- Pre-writing activities
- Technology and media

Critical Questions and Considerations for 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.

Students who write regularly about what they read have better comprehension.

Let students 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 are 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.

Sharing writing with others may increase students' motivation and engagement.

K-5

Writing

Learning Objectives

Effective Instruction and Elements of Curricula Across all Content Areas

Establish **content objectives** 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 **language objectives** based on assessment data that is tied to standards.

- Post language objectives for students.
- Consider the language domains (e.g., listening, speaking, writing, and reading) of an academic task when planning a lesson.
- Determine the language and language structures needed for students to access the content standard (language function).
- 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, and graphic organizers).
- Provide explicit and interactive modeling of language.
- Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.
- 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).
- Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.

Critical Questions and Considerations for Teaching and Learning

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?

Standards
Reading Standards 11 and 12; Writing Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11; Speaking and Listening Standards 2, 4, 5, 6, 7, 8

Considerations
- Kindergarten – Students could engage in writing activities in which they sound out words they wish to use, and try to spell them phonetically in order to make a meaningful piece of writing. Students could use details to describe a family tradition or cultural custom or to describe people and places in their community.
- Grades 1 and 2 – Students could participate in a self-evaluation process in which they check for capitalization or punctuation errors in their written work with help from a teacher-created model, rubric, or other guiding document. Students could write about their ideal vacation spot – where they would like to go and what they would do once they got there. Students could work with peers to discuss and/or explain the cause of a current situation, such as the reason why backpacks must be hung on hooks in the classroom, or the reason why some people recycle cans and plastic containers.
- Grades 3 through 5 – Students could engage in self-critique of their own writing in which they identify misuses of frequently confused words, and run-on sentences that could be corrected, with help from adults or peers. Students could use that is speech is logical and understandable. Students could create a lab report for a science lesson, in which domain-specific words are used accurately to describe and explain.

K-5

Writing

Writing Process

Effective Instruction and Elements of Curricula Across all Content Areas

Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.

Explicit instruction and scaffolding in:

Elements of the writing process

- Prewriting
    - ☐ Audience awareness
    - ☐ Purpose for writing
    - ☐ Brainstorming (e.g., mapping, webbing, listing, discussing)
- Drafting
- Revising
    - ☐ 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)
- Editing
    - ☐ 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.)
    - ☐ Conventions of capitalization, punctuation, and spelling
- Publishing
    - ☐ Elements of effective writing (e.g., 6-Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions)
    - ☐ Genres of writing
    - ☐ Argumentative and opinion
    - ☐ Informative/explanatory
    - ☐ Narrative
    - ☐ Other

Critical Questions and Considerations for Teaching and Learning

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.

Establish an organizational structure for instruction:
- Mini-lessons

- Extended time for writing
- Collaboration with adults and peers to strengthen writing
- Time for conferring with teacher

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).

Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.

Model for students our own writing processes and products, sharing both our successes and our frustrations.

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 apply- ing elements of the writing process to their own writing.

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.

The Kansas Writing Instruction and Evaluation Tool (KWIET) 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.

Standards
Reading Standards 11 and 12; Writing Standards 4, 5, 10, 11; Speaking and Listening Standards 4, 5, 7, 8

Considerations
- Kindergarten – Students could respond to questions about reasons why they chose to include or exclude certain details in their work or make changes to original work based on ideas from peers or adults.
- Grades 1 and 2 – Students could, with prompting and support from peers or adults, practice adding words to a simple sentence in order to make it more clear or meaningful for readers. Students could provide feedback to peers about their writing.
- Grades 3 through 5 – Students could plan a piece of writing with a focused topic. Students could engage in self-critique of their own writing in which they identify misuses of frequently confused words, and run-on sentences that could be corrected, with help from adults or peers. Students could review a hand-written letter and consult digital or print reference materials to check spelling on difficult words.

K-5

Writing

Text Type and Purposes: Opinion

Effective Instruction and Elements of Curricula Across all Content Areas

Text Types and Purposes: Opinion (The term Argument is used started in grade 6.)

Explicit instruction and scaffolding Opinion pieces:

Examine models of opinion pieces (reading – writing connection).

Writing an opinion piece includes:
- Identify an opinion.
- Provide support for opinion.
  - ☐ Cite text and other resources.
  - ☐ Organize information to group the ideas logically to support the writer's purpose.
  - ☐ Link opinion and reasons using words and phrases.
- Provide a concluding statement or section.

Critical Questions and Considerations for Teaching and Learning

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.

Beginning writers start with a personal opinion and support and then move to an opinion that is supported by a text. Have students write about what they read. Increase how much students write.

Students should have multiple drafts of opinion writing to select from when entering the process to produce a polished piece of writing. The writing process should help students to produce a final draft of an opinion writing piece.

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.

When writing in response to reading, students should support their opinions with evidence from the text.

Providing students an opportunity to share their writing orally may help them refine their draft.

Differentiate instruction based on age, writing development, and access to research tools.

The Kansas Writing Instruction and Evaluation Tool (KWIET) 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.

Standards

Reading Standards 1, 4, 5, 6, 7, 8, 9, 11, 12; Writing Standards 1, 4, 5, 6, 7, 8, 9, 10, 11; Speaking and Listening Standards 4, 5, 7, 8

Considerations

- Kindergarten – Students could state their opinions through writing, drawing, and speaking.
- Grades 1 and 2 – Students could state their opinion and provide support for that opinion. Students could write an opinion about a character's actions, and support that opinion with details from the story.
- Grades 3 through 5 – Students could sort information about a topic by fact or opinion. Students could link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Students could write opinion pieces on topics or texts, supporting a point of view with reasons and information.

K-5

Writing

Text Type and Purposes: Informative/Explanatory

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

Informative/explanatory:
- Examine models of informative/explanatory pieces (reading - writing connection).

Writing an informational/explanatory piece includes:
- Gather and select information on the topic.
- Introduce topic clearly.
- 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).
- Use precise language and domain-specific vocabulary to inform or explain the topic.
- Provide a concluding statement or section.

Critical Questions and Considerations for Teaching and Learning

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.

Beginning writers start with a personal opinion and support and then move to an opinion that is supported by a text.

Have students write about what they read. Increase how much students write.

Students should have multiple drafts of opinion writing to select from when entering the process to produce a polished piece of writing.

The writing process should help students to produce a final draft of an opinion writing piece.

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.

When writing in response to reading, students should support their opinions with evidence from the text.

Providing students an opportunity to share their writing orally may help them refine their draft.

Differentiate instruction based on age, writing development, and access to research tools.

The Kansas Writing Instruction and Evaluation Tool (KWIET) 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.

Standards

Reading Standards 2, 4, 5, 6, 7, 8, 9, 11, 12; Writing Standards 2, 4, 5, 6, 7, 8, 9, 10, 11; Speaking and Listening Standards 4, 5, 7, 8

Considerations

- Kindergarten – Students could dictate, draw, or write about an animal they saw on a class trip to the zoo.
- Grades 1 and 2 – Students could explain or provide information through writing or drawing. Students could read several texts about a single topic and develop an informational piece (e.g., report, poster, display) using facts and definitions from the texts, including a summarizing statement.
- Grades 3 through 5 – Students could write an article to share information with their peers. Students could write about a phenomenon from a science lesson, and use appropriate words and phrases to explain clearly why something happened. Students could compose an explanatory paper, diagram, or video explaining to a student in another country how to be a student in their school.

K-5

Writing

Text Type and Purposes: Narrative

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

Narratives:

- Compose real or imagined story.
- Include single or multiple events.
- Examine models of narrative texts and discuss an author's use of story and literary elements (e.g., setting, characters, goals, climax, and resolution) in planning to construct an imagined story. (Reading - writing connection).

Writing a narrative piece includes:

- Organize an event sequence that unfolds naturally
  - ☐ Use temporal words to signal event order (e.g., first, next, last).
- Use words, phrases, and sensory details to convey events.
- Use narrative techniques (e.g., dialogue) to develop characters and events.
- Provide an ending that follows the narrated events.

Critical Questions and Considerations for Teaching and Learning

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.

Beginning writers start with conveying personal experiences or stories and then move to imaginary stories.

Increase the amount of writing students produce while increasing the expectation of complexity for their written narratives.

Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing.

The writing process should help students to produce a final draft of a narrative writing piece.

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.

Providing students an opportunity to share their writing orally may help them refine their draft.

Differentiate instruction based age and writing development.

The Kansas Writing Instruction and Evaluation Tool (KWIET) 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.

Standards
Reading Standards 3, 4, 5, 6, 7, 8, 9, 11, 12; Writing Standards 3, 4, 5, 6, 7, 8, 9, 10; Speaking and Listening Standards 4, 5, 7, 8

Considerations
- Kindergarten – Students could share through drawing, dictating, and writing the events in their school day.
- Grades 1 and 2 – Students could write a story from the perspective of a favorite animal and include details about what that animal might do first, second, third, etc., in a particular situation.
- Grades 3 through 5 – Students could use descriptive language to develop characters' thoughts, feelings and experiences.

K-5

Writing

Research

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in the research process:

- Gather and select information (a variety of print and digital sources) on a topic (may be in effort to answer a question).
- Assess credibility and accuracy of sources.
- Employ note-taking strategies.
- Categorize information.
- Introduce topic clearly.
- Develop the topic (e.g., with facts and other related information).
- Organize information (summarize) logically.
- Incorporate transitional words and phrases
    - Use informational text features to support comprehension for the reader
- Use precise language and domain specific vocabulary to inform or explain the topic.

Use resources ethically (such as avoiding plagiarism).

- Use visual resources effectively.
- Provide a concluding statement or section.
- Provide a list of credible sources.

Explicit instruction and scaffolding 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."

Explicit instruction and scaffolding 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, and 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?"

Critical Questions and Considerations for Teaching and Learning

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 you teach students to evaluate the credibility of the sources that they use for information when doing research?

How do you teach students to access multiple types of media to conduct research?

Do students understand what plagiarism is and how to avoid it?

Differentiate instruction based age, writing development, and access to research tools.

The Kansas Writing Instruction and Evaluation Tool (KWIET) 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.

Standards

Reading Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; Writing Standards 1, 2, 4, 5, 6, 7, 8, 9, 10, 10a, 11; Speaking and Listening Standards 1, 2, 4, 7, 8

Considerations

- Kindergarten – Students could research and learn about a specific animal, exploring both nonfiction and fictional works about that animal, then able to share their learning through producing original work in collaboration with peers.
- Grades 1 and 2 – Students could explore a number of "how-to" books on a given topic and use them to write a sequence of instructions. Students could develop a class brochure about the town or city in which they live that includes observations and thoughts from students in the class.
- Grades 3 through 5 – Students could utilize digital tools to find answers to research questions and to present findings to peers and adults. Students could write a report of their findings on an experiment about energy. Students could engage in a science experiment to determine properties of matter, read a grade-level article about properties of matter, and use information they find to develop a digital presentation in which key learnings are documented in writing.

K-5

Writing

Producing and Publishing

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

Developing a high-quality presentation in consideration of:
- Subject
- Occasion
- Audience
- Purpose
- Speaker (e.g., what voice do you want to come across? authority, facilitator)

Technology
Infusing technologies to include **Purpose** and **Audience**. Together these influence the decision-making process of how to present information (ALTEC, 2012):
- Digital citizenship
- Technology operations and concepts
- Critical thinking, problem solving, and decision making
- Technology research tools, assess the credibility and accuracy of each source
- Technology communication tools
- Social, ethical, and human issues in regard to information and information technology
- Effective participation in groups to pursue and generate information
- Broadcasting and publishing information

Types of Writing:
- Opinion
- Informative/Explanatory

Critical Questions and Considerations for Teaching and Learning

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.

Word-processing tools minimize difficulties with handwriting and spelling, allow for easy drafting and edits, promote student collaboration, and allow for greater teacher assistance.

How will you differentiate for students who have difficulties communicating effectively?

Be open to new and emerging technology and communication tools.

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.

Be aware of copyright as students work on presentations.

Technological limitations in their environment and school policies may limit students' ability to fully develop a presentation.

Standards
Writing Standards 6, 10, 11; Speaking and Listening Standards 4, 5, 6, 7

Considerations
- Kindergarten – Students could use a tablet or computer to produce drawing or writing that expresses thoughts and ideas.
- Grades 1 and 2 – Students could use word processing software to produce a final copy of a piece of writing.
- Grades 3 through 5 – Students could utilize digital tools to find answers to research questions and to present findings to peers and adults. Students could write a report of their findings on an experiment about energy. Students could produce a final copy. Students could collaborate with peers to produce a class blog to update parents or others outside the classroom on key learnings and happenings.

K-5

Speaking and Listening

Environment

Effective Instruction and Elements of Curricula Across all Content Areas

Establish an environment that prepares students to:

- Collaborate with others through social, cognitive, and academic inter- actions in order to utilize language skills as a means for learning.
- Demonstrate command of conventions of English grammar and us- age in formal and informal situations.
- Use language to develop deep understanding of content.
- Integrate and evaluate information.
- Acquire vocabulary and use it appropriately.
- Engage in appropriate social interactions.
- Utilize technology and media.

Critical Questions and Considerations for 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.

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.

Standards

Reading Standards 10, 11, 12; Writing Standards 10 and 10a; Speaking and Listening Standards 1, 2, 3, 4, 5, 6, 7, 8

Considerations

- Kindergarten – Students could participate in listening triads in order to practice listening, speaking, and communicating around a discussion topic.
- Grades 1 and 2 – Students could build on others' ideas in conversations by responding to the comments of others through multiple exchanges. Students could use words to indicate connection between their ideas and other people's ideas.

- Grades 3 through 5 – Students could follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Students could pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

K-5

Speaking and Listening

Motivation and Engagement

Effective Instruction and Elements of Curricula Across all Content Areas

Motivate students using:

- Choice
- Collaboration
- Challenge
- Authenticity (e.g., real-life tasks and connections to personal experiences)
- Technology and media

Engage students using:
- Cooperative Learning
- Discussions
- Literature Circles
- Public Speaking (e.g., see types of presentations such as argumentative)
- Technology and media

Critical Questions and Considerations for 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.

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.

Standards

Writing Standard 10; Speaking and Listening Standards 1, 2, 3, 4, 5, 6, 7

Considerations

- Kindergarten – Students could engage in conversations with peers and adults around a variety of engaging and meaningful topics.
- Grades 1 and 2 – Students could explain to a blindfolded peer or adult how to navigate a simple obstacle course by using appropriate, frequently-occurring adjectives, conjunctions, articles, prepositions, and other appropriate language necessary to complete the task. Students could practice adding to oral descriptions of something that happened to the class (e.g. We went to lunch…We walked quietly to lunch…)
- Grades 3 through 5 – Students could role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result. Students could role play conversations in which the speakers are talking in different settings, and discuss the ways in which speech, body language, and words change when a context changes.

Speaking and Listening

Learning Objectives

Effective Instruction and Elements of Curricula Across all Content Areas

Establish content objectives 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 language objectives based on assessment data that is tied to standards.

- Post language objectives for students.
- Consider the language domains (e.g., listening, speaking, writing, and reading) of an academic task when planning a lesson.
- Determine the language and language structures needed for students to access the content standard (language function).
- 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, and graphic organizers).
- Provide explicit and interactive modeling of language.
- Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.
- 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).
- Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.

Critical Questions and Considerations for Teaching and Learning

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?

Standards
Reading Standards 10, 11, 12; Writing Standards 10 and 10a; Speaking and Listening Standards 1, 2, 3, 4, 5, 6, 7, 8

Considerations
- Kindergarten – Students could engage in conversations with peers and adults around a variety of engaging and meaningful topics.
- Grades 1 and 2 – Students could explain to a blindfolded peer or adult how to navigate a simple obstacle course by using appropriate, frequently-occurring adjectives, conjunctions, articles, prepositions, and other appropriate language necessary to complete the task. Students could Practice adding to oral descriptions of something that happened to the class (e.g. We went to lunch…We walked quietly to lunch…)
- Grades 3 through 5 – Students could role play conversations with peers in which they are given different situations and practice choosing words that would most effectively produce a desired result. Students could role play conversations in which the speakers are talking in different settings, and discuss the ways in which speech, body language, and words change when a context changes.

K-5

Speaking and Listening

Comprehension and Collaboration

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

- Dynamics of group discussions and turn taking.
- Rules of interaction.
- Conversing on a topic at length.
- Active listening.
- Building on others' conversations.
- Asking and Answering Questions.
- Questioning for different purposes (e.g., clarification, elaboration, comprehension).
- Explaining ideas.
- Connecting talk used in classroom.
- Practice movement between teacher directed, pairing, small group, and teacher refocus.
- Provide a structure/strategy to help students synthesize key ideas as they review.

Explicit instruction and scaffolding in:

- Retrieving information from diverse media and formats.
- Interpreting information from diverse media and formats.
- Evaluating information from diverse media and formats.

Explicit instruction and scaffolding in:

- Point of view.
- Use of evidence to support point of view.
- Use of rhetoric to support point of view.

Critical Questions and Considerations for Teaching and Learning

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 these instructional items address the needs of the population of your students?

Given the unique cultures and needs represented in classrooms, allow students to utilize their voice to communicate their thoughts and ideas clearly.

How does your district/ school/classroom cultivate an environment that takes into account students' cultural diversity and communication needs?

How do you strategically group students to maximize their interactions?

How do you create low-risk situations for students to participate in group discussions?

How does your curriculum provide opportunities throughout the les- son for speaking and listening?

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.

Allow for explicit instruction in group discussions and provide feed-back/processing regarding student proficiency.

Be aware of how much time is allowed in class for teacher talk and student talk.

Allowing time for speaking and listening strengthens students' reading and writing.

Standards
Speaking and Listening Standards 1, 2, 3

Considerations
- Kindergarten – Students could participate in a class meeting in which students must listen to peers' points of view, use I-statements, and explain why a person might be upset, discuss and help to find a resolution.
- Grades 1 and 2 – Students could participate in a literature circle or group discussion of a text. Students could recount a favorite movie or show and share it with the class.
- Grades 3 through 5 – Students could synthesize information presented orally and/or in diverse formats. Students could distinguish between paraphrasing and summarizing.

Speaking and Listening

Presentation of Knowledge and Ideas

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:
Developing a high-quality presentation in consideration of:

- Subject
- Occasion
- Audience
- Purpose
- Speaker (e.g., what voice do you want to come across? authority, facilitator)

Technology
Infusing technologies to include Purpose and Audience. Together these influence the decision- making process of how to present information (ALTEC, 2012):

- Digital citizenship
- Technology operations and concepts
- Critical thinking, problem solving, and decision making
- Technology research tools, assess the credibility and accuracy of each source
- Technology communication tools
- Social, ethical, and human issues in regard to information and information technology
- Effective participation in groups to pursue and generate information
- Broadcasting and publishing information

Types of Presentation:

- Argument/Persuasion
- Informational/Explanatory
- Narrative/Descriptive

Critical Questions and Considerations for Teaching and Learning

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.

Ample opportunities for student talk and interaction helps students process and evaluate peer presentations.

Explicitly teach and model expectations of formal and informal language through a variety of contexts and situations.

Provide frequent opportunities for students to interact and participate in discussions before, during, and after presentations.

How will you differentiate for students who have difficulties communicating effectively?

Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.

Word-processing tools minimize difficulties with handwriting and spelling, allow for easy drafting and edits, promote student collaboration, and allow for greater teacher assistance.

Be open to new and emerging technology and communication tools. Be aware of copyright as students work on presentations.

Technological limitations in environment or school policies may limit students' ability to fully develop a presentation.

Standards
Reading Standard 7; Writing Standards 6, 10, 11; Speaking and Listening Standards 4, 5, 6, 7

Considerations
- Kindergarten – Students could produce physical or digital drawings depicting information described with detail.
- Grades 1 and 2 – Students could produce physical or digital drawings depicting information described with detail. Students could use technology to create video or audio recordings to accompany a written or oral presentation
- Grades 3 through 5 – Students could produce physical or digital drawings depicting information described with detail. Students could produce multimedia presentations with visual and/or audio components to enhance the main idea or theme.

K-5

Language

Environment

Effective Instruction and Elements of Curricula Across all Content Areas

Establish an environment that prepares students to:

- Collaborate with others through social, cognitive, and academic inter- actions in order to utilize language skills as a means for learning.
- Demonstrate command of conventions of English grammar and us- age in formal and informal situations.
- Use language to develop a deep understanding of content.
- Integrate and evaluate information.
- Acquire and use vocabulary appropriately.
- Utilize technology and media.

Critical Questions and Considerations for Teaching and Learning

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' affective filter?

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.

Standards

Reading Standards 10, 11, 12; Writing Standards 10, 10a, 11; Speaking and Listening Standards 1, 2, 7, 8

Considerations

- Kindergarten – Students could discuss a topic of interest or a topic within a curriculum (e.g., Art, Social Studies, Science) with a peer or adult.
- Grades 1 and 2 – Students could naturally engage in collaborative conversations both in and outside of instructional settings.
- Grades 3 through 5 – Students could follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Students could engage in meaningful discussions with peers and adults about a topic important to them.

K-5

Language

Motivation and Engagement

Effective Instruction and Elements of Curricula Across all Content Areas

Motivate students using:
- Choice
- Collaboration
- Challenge
- Authenticity (e.g., real-life tasks and connections to personal experiences)
- Technology

Engage students using:
- Cooperative Learning
- Discussions
- Literature Circles
- Technology

Critical Questions and Considerations for Teaching and Learning

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.

Standards

Reading Standards 10, 11, 12; Writing Standards 10 and 10a; Speaking and Listening Standards 1, 2, 3, 7, 8

K-5

Language

Learning Objectives

Effective Instruction and Elements of Curricula Across all Content Areas

Establish **content objectives** 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 **language objectives** based on assessment data that is tied to standards.

Post **language objectives** for students.
- Consider the language domains (e.g., listening, speaking, writing, and reading) of an academic task when planning a lesson.
- Determine the language and language structures needed for students to access the content standard (language function).
- 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, and graphic organizers).
- Provide explicit and interactive modeling of language.
- Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.
- 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).
- Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.

Critical Questions and Considerations for Teaching and Learning

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?

Standards
Reading Literature Standards 1, 2, 3, 4, 5, 6, 7, 8, 10; Writing Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 10a; Speaking and Listening Standards 7 and 8

Considerations
- Kindergarten – Students could use details from illustrations, photographs, and graphics, etc., to ask and answer questions about key details.
- Grades 1 – 2 – Students could use text, illustrations, photographs, and graphics, etc., to ask and answer questions about key details in a text. Students could use graphic organizers before, during, and after reading to record questions and possible changes in thinking that occur while reading.
- Grades 3 through 5 – Students could identify the location of the answer in the text (by giving a page number, pointing to the answer, etc.). Students could use background knowledge and the text to make an inference.

K-5

Language

Conventions of Standard English

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:

Grammar and Usage:
- Parts of Speech (e.g., noun, adjective, verb, adverb, conjunction, pronouns, preposition, article).
- Sentence Structures (e.g., simple, compound, complex, compound- complex sentences) and Functions (e.g., statement, question, command, and exclamation).
- Appropriate forms (e.g., singular, plural, subject-verb agreement).

Capitalization Punctuation

Spell words using:
- Sound/letter relationships and
- Patterns.

Spell high-frequency sight words.

Provide an instructional framework for teaching conventions of standard English:
- **Activate Prior Knowledge** 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?").
- **Guided Practice**: Provide students with multiple practice items.
- **Examination** of grammar and appropriate usage in authentic text (e.g., appropriate use of past tense in books or own writing).
- **Application** in writing, speaking, reading, or listening.

Critical Questions and Considerations for Teaching and Learning

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, NOT in isolation.

All languages have the components of Form (e.g., phonology, morphology, syntactics), Content (semantics) and Use (pragmatics).

Standards
Writing Standards 10 and 11; Speaking and Listening Standard 7

Considerations
- Kindergarten – Students could engage in conversations with peers and adults around a variety of engaging and meaningful topics. Students could engage in writing activities in which they sound out words they wish to use, and try to spell them phonetically in order to make a meaningful piece of writing.
- Grades 1 and 2 – Students could interview a peer or adult about a topic of interest to the student, and make simple notes about what the interviewee says, sounding out unfamiliar words in order to write and spell them phonetically.
- Grades 3 through 5 – Students could engage in a free writing activity, and then practice reviewing work to check and correct spelling, if necessary. Students could engage in self-critique of their own writing in which they identify misuses of frequently confused words, and run-on sentences that could be corrected, with help from adults or peers.

K-5

Language

Knowledge of Language

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:

Knowledge of language and its conventions
- Utilize English appropriately in formal and informal situations.
- Adjust use of language based on contexts (e.g., presenting ideas vs. small-group discussion).
- Choose words and phrases for effect.
- Choose punctuation for effect.

Critical Questions and Considerations for Teaching and Learning

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.

Standards

Reading Standard 10; Writing Standard 10a

Considerations

- Grades 1 and 2 – Students could imagine themselves in various situations outside of their classroom, and role play how they might act and what they might say, then discuss with peers the differences in their words and actions.
- Grades 3 through 5 – Students could sort sentences printed on cards into piles according to which were recorded as spoken and which were taken from an article, then discuss the qualities of the sentences in the "spoken" pile and how they differ from the pile of sentences taken from an article. Students could compare and contrast conventions of a native language with formal, standard English.

K-5

Language

Vocabulary Acquisition and Use

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in vocabulary by:

- Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.
- Using a COMMON FRAMEWORK (e.g., Marzano & Pickering (2005) Six-Step Process; Beck, McKeown, & Kucan (2002) Robust Vocabulary Instruction) for vocabulary instruction that includes the characteristics of effective vocabulary instruction. (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, and utilize higher-level word knowledge.)
- Differentiating between context that supports vocabulary and context that is less supportive.
- Using models (e.g., semantic feature analysis, Frayer Model, etc.) for creating depth of word knowledge (e.g., definition, synonyms, antonyms, and association)
- Using word origins to determine unknown words.
    - ☐ Common affixes and roots (e.g., Greek & Latin) to determine unknown words.
- Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words. • Using examples and non-examples.
- Interpreting figurative language.
    - ☐ Metaphors
    - ☐ Similes
    - ☐ Personification
    - ☐ Idioms
- Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals).
- Encouraging wide reading and word consciousness

Critical Questions and Considerations for Teaching and Learning

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 you use student interaction to foster attention to nuances in word meaning?

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.

Provide meaningful strategies to support students' understanding of the meaning behind figurative language.

Provide numerous "within the context" opportunities for students to practice figurative language.

Help students create mental images associated with figurative language to solidify their understanding of the context behind the language?

All languages have the components of Form (e.g., phonology, morphology, syntactics), Content (semantics) and Use (pragmatics).

Standards
Reading Standards 4, 11, 12; Writing Standard 4; Speaking and Listening Standard 8

Considerations
- Kindergarten – Students could participate with peers in an inductive reasoning activity to sort words associated with Kindergarten. Students could take note of words he/she hears that sound unfamiliar and use one or more strategies to determine the meaning of selected words.
- Grades 1 and 2 – Students could collaborate with peers to create a list of words that suggest feelings, and refer back to these words when interpreting feelings that emerge in stories and poems. Students could explain to a peer or adult one process for determining the meaning of an unknown word in a text he/she is reading.
- Grades 3 through 5 – Students could describe how word choice affects the meaning of a text. Students could explain how figurative language contributes to the meaning of a text.

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