



Kansas Guide to Learning: Literacy

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

Grades 6 - 12



GRADES 6 - 12

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Introduction

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

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

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

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

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

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

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

Critical Questions and Considerations for Teaching and Learning:

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

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

Standards Connections:

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

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



Reading: Literature Tier 1 Core Instruction

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

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



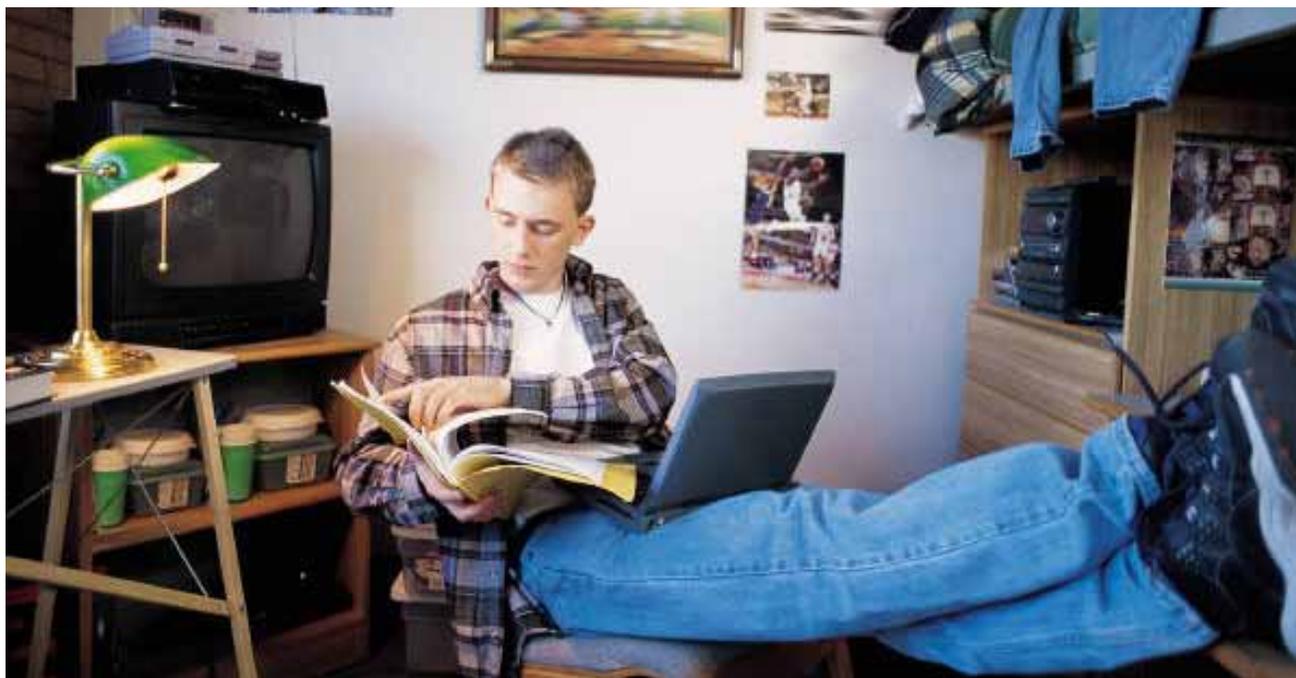
| Reading: Literature | | | |
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| | Effective Instruction and Elements of Curricula Across All Content Areas | Critical Questions and Considerations for Teaching and Learning | Standards Connections |
| TEXT SELECTION | <p>Text Selection for Whole-Group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

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

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

Reading: Informational Text Tier 1 Core Instruction

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



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

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

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

Reading Tier 2 Instruction

| Reading Interventions | | | | |
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| | Effective Instruction and Elements of Curricula | Recommendations | Assessments | Critical Questions and Considerations for Teaching and Learning |
| SUPPLEMENTAL | <p>An instructional framework that includes:</p> <ul style="list-style-type: none"> • Explicit Instruction <ul style="list-style-type: none"> ◦ 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 <p>Word Study:</p> <ul style="list-style-type: none"> • Word recognition (e.g., phonic elements, syllabication) • Word analysis (e.g., affixes, root words) <p>Fluency:</p> <ul style="list-style-type: none"> • Accurate word recognition • Appropriate rate • Expression. <p>Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • 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) <p>Comprehension:</p> <ul style="list-style-type: none"> • Metacognition • Cooperative learning • Graphic and semantic organizers • Questioning with feedback • Write summaries • Comprehension strategies | <p>Secondary</p> <ul style="list-style-type: none"> • Homogeneous, small group (10-16 students) depending on program recommendations • Targeted, strategy-based instruction • 30-50 minutes in addition to content classes • Instruction is based on student instructional need not, on chronological age or grade level | <p>Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.</p> <p>Universal Screener:</p> <ul style="list-style-type: none"> • Curriculum Based Measurement (CBM) for rate and accuracy <p>Diagnostic:</p> <ul style="list-style-type: none"> • 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 <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • 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 <p>Mastery: Pre-Post</p> <ul style="list-style-type: none"> • 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 | <p>Do highly qualified and highly trained teachers provide the interventions?</p> <p>Tier 2 instruction may be provided by educators trained specifically in the intervention:</p> <ul style="list-style-type: none"> • Classroom teachers • Reading specialists or other certified teachers, including Special Education • Carefully selected paraeducators <p>Is the core instruction that is occurring in reading adequate and effective?</p> <p>What is the evidence base of the interventions that your district/school uses?</p> <p>Is progress-monitoring data used to adjust instruction during intervention?</p> <p>Are progress-monitoring measures aligned to the focus of instruction in interventions?</p> <p>Does the data reflect that the interventions are impacting student achievement?</p> <p>Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:</p> <p>www.kansasmtss.org</p> <p>www.ksdetasn.org</p> |

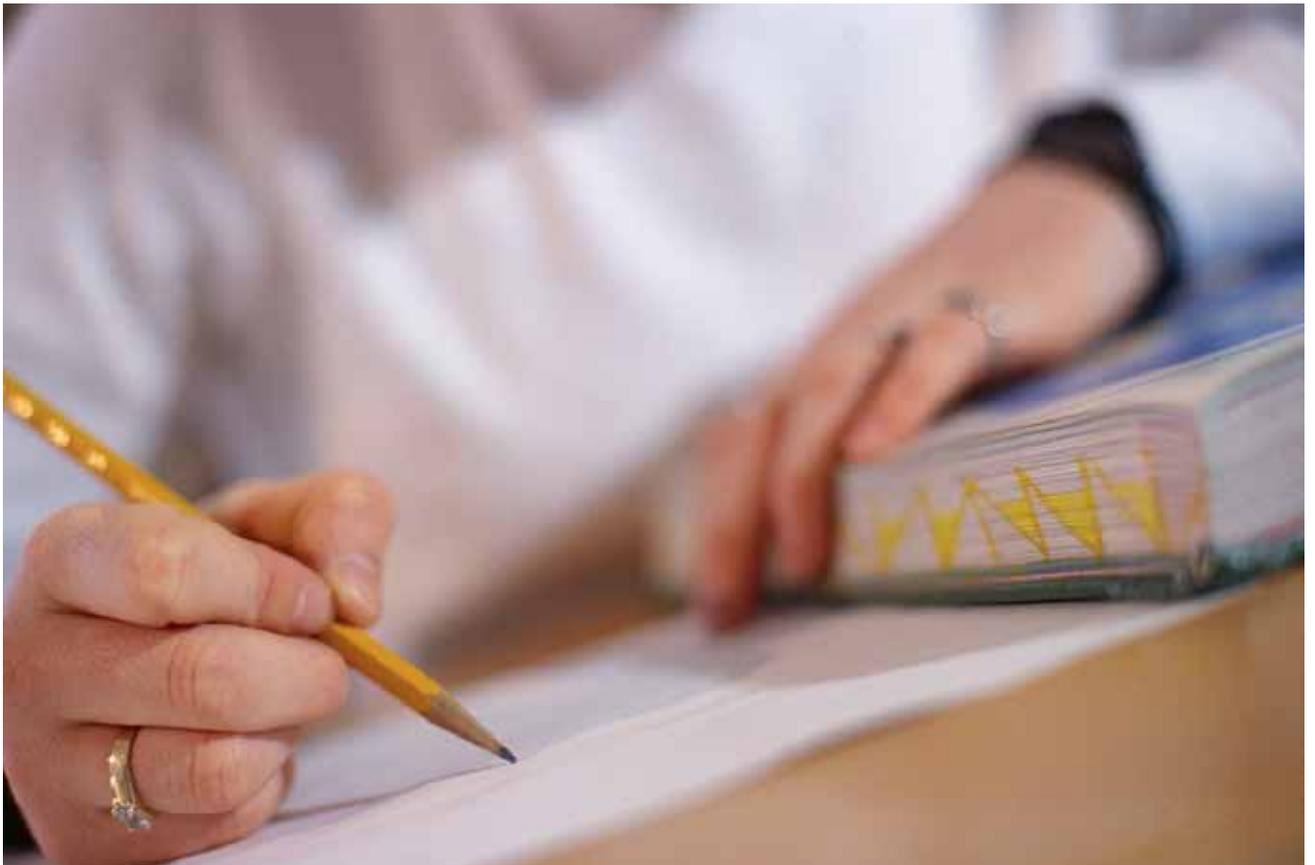
Reading Tier 3 Instruction

| Reading Interventions | | | | |
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| | Effective Instruction and Elements of Curricula | Recommendations | Assessments | Critical Questions and Considerations for Teaching and Learning |
| INTENSIVE | <p>An instructional framework that includes:</p> <ul style="list-style-type: none"> • Explicit Instruction <ul style="list-style-type: none"> ◦ 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 <p>Word Study:</p> <ul style="list-style-type: none"> • Word recognition (e.g., phonic elements, syllabication) • Word analysis (e.g., affixes, root words) <p>Fluency:</p> <ul style="list-style-type: none"> • Accurate word recognition • Appropriate rate • Expression <p>Organized opportunities for extensive reading at the student’s instructional reading level, both with and without teacher feedback.</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • 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) <p>Comprehension:</p> <ul style="list-style-type: none"> • Metacognition • Cooperative learning • Graphic and semantic organizers • Questioning with feedback • Write summaries • Comprehension strategies | <p>Secondary</p> <ul style="list-style-type: none"> • Homogeneous, small group (1-4 students) • 60 minutes or two 30-minute sessions, in addition to content classes • Instruction is based on student instructional need, not on chronological age or grade level | <p>Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.</p> <p>Universal Screener:</p> <ul style="list-style-type: none"> • Curriculum Based Measurement (CBM) for rate and accuracy <p>Diagnostic:</p> <ul style="list-style-type: none"> • 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 <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • 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 <p>Mastery: Pre-Post</p> <ul style="list-style-type: none"> • 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 | <p>Do highly qualified and highly trained teachers provide the interventions?</p> <p>Tier 3 instruction may be provided by educators who are trained specifically in the intervention:</p> <ul style="list-style-type: none"> • Classroom teachers • Reading specialists or other certified teachers, including Special Education • Carefully selected paraeducators <p>Is core reading instruction adequate and effective?</p> <p>What is the evidence base of the interventions that your district/school uses?</p> <p>Is progress-monitoring data used to adjust instruction during intervention?</p> <p>Are progress-monitoring measures aligned to the focus of instruction in interventions?</p> <p>Does the data reflect that the interventions are impacting student achievement?</p> <p>Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at:</p> <p>www.kansasmtss.org</p> <p>www.ksdetasn.org</p> |

Writing Tier 1 Core Instruction

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

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



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

| Writing | | |
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| Effective Instruction and Elements of Curricula Across All Content Areas | Critical Questions and Considerations for Teaching and Learning | Standards Connections |
| <p style="background-color: #e67e22; color: white; text-align: center; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">TEXT TYPES AND PURPOSES: ARGUMENT</p> <p>Text Types and Purposes: Argument Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, information/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., advertisements, editorials, brochures, position papers, proposals, speeches, debates, reviews, literary response essays, compare/contrast essays, extended definition essays, etc.).</p> <p>Writing argument requires explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Examining and analyzing models of argument for elements of writing craft (reading–writing connection). • Identifying a stance • Considering purpose and audience bias and assumptions • Providing support for argument <ul style="list-style-type: none"> ◦ Developing and supporting argument with information and evidence ◦ Evaluating credibility of source materials ◦ Using and citing sources appropriately ◦ Organizing information logically to support the writer’s purpose ◦ Linking opinion and reasons using words and phrases ◦ Choosing or considering an appeal • Considering and countering opposing arguments • Providing a concluding statement or an appeal to action | <p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Students should have multiple drafts of argumentative writing to select from when entering the process to produce a polished piece of writing.</p> <p>The writing process should be used to help students produce a final draft of an argumentative and opinion writing piece.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, argumentative, informational, narrative, descriptive?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Do students understand civil discourse?</p> <p>How can teachers activate students’ prior knowledge?</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others’ writing, writing complexity and quality increase.</p> <p>Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.</p> | <p>KCCS: Writing Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p>Appendix C: Samples of Student Writing</p> <p>Reading Anchor Standards 1, 4, 5, 6, 7, 8, 9</p> <p>Speaking and Listening Anchor Standards 4, 5</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 4, 11</p> |
| <p style="background-color: #e67e22; color: white; text-align: center; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg);">TEXT TYPES AND PURPOSES: INFORMATIVE/EXPLANATORY</p> <p>Text Types and Purposes: Informative/Explanatory (Writing within various disciplines, such as science, social studies, history, literature, etc.) Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).</p> <p>Build experience in a wide variety of forms and genres (e.g., labels, memos, emails, schedules, summaries, paraphrases, newspaper articles, recipes, graphs/tables, experiments, personal narratives, problem/solution essays, lab reports, science experiments, etc.).</p> <p>Writing informative/explanatory text in content areas requires explicit instruction and scaffolding in</p> <ul style="list-style-type: none"> • Examining and analyzing models of discipline-specific informative/explanatory pieces for elements of writing craft • Choosing and narrowing a topic • Researching, if necessary, to gather sufficient information • Evaluating the credibility of sources • Using and citing sources appropriately • Choosing an appropriate genre(s) • Using discipline-specific terminology, structures, and genres • Developing and supporting ideas with information and evidence • Clarifying the significance of the topic • Making a closing statement <p>Writing informative/explanatory text in literature requires explicit instruction and scaffolding in:</p> <ul style="list-style-type: none"> • Analyzing a piece of literature (breaking it into parts and elements) • Offering possible meanings for particular elements to explain meanings, compare/contrast, or apply a literary theory or point of view • Quoting and paraphrasing the literary work to support thinking • Referencing additional sources that support thinking • Using style, tone, and voice to communicate thinking • Organizing the analysis and presenting it concisely • Tracing and applying influences from other literary works | <p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Students should have multiple drafts of informative/explanatory writing to select from to produce a polished piece of writing.</p> <p>Use the writing process to help students produce a final draft of an informational and/or explanatory piece.</p> <p>Are students exposed to multiple sources and types of text, including print and electronic, expository, descriptive, and argumentative?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>How can teachers activate students’ prior knowledge?</p> <p>Research shows that when students are able to self-assess their writing and peer-assess others’ writing, writing complexity and quality increase.</p> <p>Rubrics designed by teachers and students throughout the writing process should be used.</p> <p>Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.</p> | <p>KCCS: Writing Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p>Reading Anchor Standards 2, 4, 5, 6, 7, 8, 9</p> <p>Speaking and Listening Anchor Standards 4, 5</p> <p>Language Anchor Standards 1, 2, 4, 5, 6</p> <p>KS 15% Anchor Standards 1, 2, 4, 11</p> |

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

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



Speaking and Listening Tier 1 Core Instruction

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

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

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



Language Tier 1 Core Instruction

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

| Language | | |
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| Research does NOT support teaching grammar in isolation. The <i>Kansas Guide to Learning: Literacy</i> details the conventions of standard English and assumes that teachers are teaching them within reading, writing, speaking and listening contexts, rather than in isolation. | | |
| This information also is included in the Reading, Writing, Speaking, and Listening tables. | | |
| Effective Instruction and Elements of Curricula Across All Content Areas | Critical Questions and Considerations for Teaching and Learning | Standards Connections |
| <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">CONVENTIONS OF STANDARD ENGLISH</div> <p>Conventions of Standard English</p> <p>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:</p> <p>Grammar and Usage:</p> <ul style="list-style-type: none"> • Phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) • Clauses (independent, dependent, noun, relative, adverbial) • Sentence types (simple, compound, complex, compound-complex) • Forms and tenses (pronouns, verbs, voice, singular, plural) <p>Capitalization, punctuation, and spelling:</p> <ul style="list-style-type: none"> • Spell correctly • Spell using sound/letter relationships • Spell frequently occurring sight words • Spell using patterns • Proper punctuation (signifying nonrestrictive elements, clauses, parentheticals, adjectives, conjunctions, pauses, lists, quotations) <p>Conventions of standard English based on pre- and post-test student knowledge to monitor progress.</p> <ul style="list-style-type: none"> • Explicitly describe and model instruction • Practice conventions in different modalities: <ul style="list-style-type: none"> ◦ Oral, written ◦ Large and small group ◦ Paired, with teacher ◦ Individually • Provide opportunities for immediate and individualized feedback. • Generalize conventions to other settings (classrooms, work samples, model texts, and technologies) | <p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students exposed to diverse language samples?</p> <p>Culturally and linguistically diverse learners may be paired with native English speakers to promote standard English conventions.</p> <p>How will language instruction be integrated with reading, writing, listening, and speaking?</p> <p>How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p> | <p>KCCS: Language Anchor Standard 1, 2</p> |
| <div style="background-color: #d9ead3; padding: 5px; writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold;">KNOWLEDGE OF LANGUAGE</div> <p>Knowledge of Language</p> <p>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content in:</p> <p>Using appropriate language and structures in different situations:</p> <ul style="list-style-type: none"> • Informal • Formal/Academic <p>Developing a high-quality product, presentation, or text by considering:</p> <ul style="list-style-type: none"> • Subject • Occasion • Audience • Purpose • Speaker (e.g., what voice-- an authority? a facilitator? --does the presenter want to convey?) <p>Making effective choices for meaning and style:</p> <ul style="list-style-type: none"> • Varied syntax for effect • Varied sentence structures for effect • Word choice • Word order | <p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> | <p>KCCS: Language Anchor Standard 3</p> |

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





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