



# Kansas Guide to Learning: Literacy

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

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## Kindergarten - Grade 5

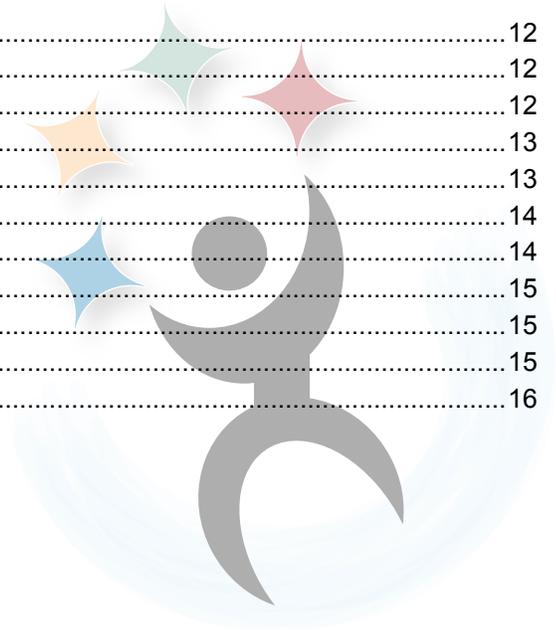




# KINDERGARTEN - GRADE 5

## Table of Contents

Introduction .....	1
<b>Reading: Foundational Skills Tier 1 Core Instruction</b>	
Reading: Foundational Skills .....	3
Environment .....	3
Motivation and Engagement .....	3
Learning Objectives .....	4
Text Selection .....	4
Stages of Reader Development .....	5
Print and Language Sources .....	5
Print Concepts .....	6
Phonological Awareness .....	6
Phonics and Word Recognition .....	6
Fluency .....	7
<b>Reading: Literature Tier 1 Core Instruction</b>	
Reading: Literature .....	8
Environment .....	8
Motivation and Engagement .....	8
Learning Objectives .....	9
Text Selection .....	9
Critical Analysis of Literature .....	10
Comprehension Strategies .....	10
Elements of Literature .....	11
Vocabulary .....	11
Reading: Informational Text .....	12
Environment .....	12
Motivation and Engagement .....	12
Learning Objectives .....	13
Text Selection .....	13
Critical Analysis of Informational Text .....	14
Research .....	14
Comprehension Strategies .....	15
Text Structures .....	15
Text Features .....	15
Vocabulary .....	16



## Reading Tier 2 Instruction

Reading: Interventions.....	17
Supplemental .....	17

## Reading Tier 3 Instruction

Reading: Interventions.....	18
Intensive .....	18

## Writing Tier 1 Core Instruction

Writing .....	19
Environment .....	19
Motivation and Engagement .....	19
Learning Objectives .....	20
Writing Process .....	21
Text Types and Purposes: Opinion.....	22
Text Types and Purposes: Informative/Explanatory .....	22
Text Types and Purposes: Narrative .....	23
Research.....	23
Producing and Publishing .....	24

## Speaking and Listening Tier 1 Core Instruction

Speaking and Listening .....	25
Environment.....	25
Motivation and Engagement .....	25
Learning Objectives .....	26
Comprehension and Collaboration.....	26
Presentation of Knowledge and Ideas .....	27

## Language Tier 1 Core Instruction

Language.....	28
Environment .....	28
Motivation and Engagement .....	28
Learning Objectives .....	28
Vocabulary Acquisition and Use.....	30
Conventions of Standard English.....	29
Knowledge of Language .....	29

References .....	31
Reading: Foundational Skills.....	31
Phonological Awareness .....	31
Phonics and Word Recognition .....	31
Fluency.....	32
Stages of Reader Development and Print and Language Sources .....	33
Reading: Literature.....	33
Reading: Informational Text.....	37
Writing .....	39
Language .....	39
Speaking and Listening.....	41
Reading Intervention .....	41

# Introduction

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### Standards Connections:

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

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



## Reading: Foundational Skills Tier 1 Core Instruction

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

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

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

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

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

## Reading: 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
<b>ENVIRONMENT</b>	<p><b>Environment</b></p> <p>Establish an <b>environment</b> that includes:</p> <ul style="list-style-type: none"> <li>• authentic reading and writing tasks,</li> <li>• extended periods of time for students to read and write,</li> <li>• discussion related to learning,</li> <li>• differentiated instruction based on assessment data, and</li> <li>• technology and media.</li> </ul>	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match learners and needs.</p> <p>How does the reciprocal nature of reading and writing enhance the students' comprehension of literature?</p> <p>Are students engaged in authentic reading and writing related to literature during the class period and throughout the school day?</p> <p>Do teachers structure language situations to lower students' affective filter?</p> <p>Does the environment reflect and validate background knowledge of students?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available.</p> <p>Students need ample wait time to think.</p>	<p>KCCS: <b>Reading</b> Anchor Standard 10</p> <p><b>Writing</b> Anchor Standard 10</p> <p><b>Language</b> Anchor Standards 1, 3, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6</p> <p><b>KS 15%</b> Anchor Standard 1</p>
<b>MOTIVATION AND ENGAGEMENT</b>	<p><b>Motivation and Engagement</b></p> <p><b>Motivate</b> students by:</p> <ul style="list-style-type: none"> <li>• Choice</li> <li>• Collaboration</li> <li>• Challenge</li> <li>• Authenticity</li> <li>• Technology</li> </ul> <p><b>Engage</b> students by:</p> <ul style="list-style-type: none"> <li>• Cooperative Learning</li> <li>• Discussions</li> <li>• Literature Circles</li> <li>• Technology</li> </ul>	<p>Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	<p>KCCS: <b>Reading</b> Anchor Standard 10</p> <p><b>Writing</b> Anchor Standard 10</p> <p><b>Language</b> Anchor Standards 1, 3, 6</p> <p><b>Speaking and Listening</b> Anchor Standards 1, 2, 3, 6</p> <p><b>KS 15%</b> Anchor Standard 1</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><b>Learning Objectives</b></p> <p>Establish <b>content objectives</b> based on assessment data that is tied to standards.</p> <ul style="list-style-type: none"> <li>Utilize whole-group and differentiated small-group instruction based on student needs.</li> <li>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</li> </ul> <p>Establish <b>language objectives</b> based on assessment data that is tied to standards.</p> <ul style="list-style-type: none"> <li>Post language objectives for students.</li> <li>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</li> <li>Determine the language and language structures needed for students to access the content standard (language function).</li> <li>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic use of native-language support, cognates, graphic organizers).</li> <li>Provide explicit and interactive modeling of language.</li> <li>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</li> <li>Utilize reading, writing, speaking and listening effectively during lessons to promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</li> <li>Utilize information and communication skills, including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help to determine the Stage of Language Acquisition which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that supports movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: <b>Reading: Literature</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>Writing</b> Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 <b>Language</b> Anchor Standards 1, 3, 6</p>
	TEXT SELECTION	<p><b>Text Selection</b></p> <p><b>Text selection for WHOLE-GROUP instruction</b></p> <p>Utilize <b>high-quality challenging</b> literature that supports the development of deep comprehension.</p> <p>Carefully select and analyze text for:</p> <ul style="list-style-type: none"> <li>Text complexity                             <ul style="list-style-type: none"> <li>Quantitative (e.g., lexile, ATOS book level)</li> <li>Qualitative (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)</li> <li>Reader and task (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)</li> </ul> </li> <li>Cohesive content based units of study</li> </ul> <p><b>Text selection for SMALL-GROUP and differentiated instruction</b></p> <p>Utilize <b>instructional-level text</b> with explicit instruction that matches the needs of the reader determined by an analysis of a diagnostic assessment.</p> <p>Select and analyze text for:</p> <ul style="list-style-type: none"> <li>Instructional-level text (lexile or ATOS book levels)</li> <li>Opportunities to practice reading components (word recognition, fluency, and comprehension)</li> <li>Opportunities to practice strategy use</li> </ul> <p><b>Text selection for INDEPENDENT READING</b></p> <ul style="list-style-type: none"> <li>Provide explicit instruction and coaching about how to select a text and routines for independent reading that guide students to read ever-more challenging text.</li> <li>Provide time for students to read independently and a wide variety of texts from which they can choose.</li> </ul>	<p>Provide a variety of literature (e.g., fantasy, folktales, historical fiction).</p> <p>Are students exposed to multiple sources and types of text, including print and electronic?</p> <p>Are text sources culturally and linguistically diverse?</p> <p>Utilize accommodations and modifications of text when needed to provide access to all students.</p>

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

Reading: Literature		Standards Connections										
ELEMENTS OF LITERATURE	<p>Effective Instruction and Elements of Curricula Across All Content Areas</p> <p><b>Elements of Literature</b>  <b>Explicit instruction and scaffolding</b> in understanding elements of story and drama and how those elements interact:</p> <p><b>Story-structure elements</b></p> <ul style="list-style-type: none"> <li>• <b>setting</b> (time and place),</li> <li>• <b>characters</b> - how they respond to major events and how their actions contribute to the sequence of events,</li> <li>• <b>elements of plot</b></li> </ul> <table border="1"> <thead> <tr> <th>Narrative Comprehension Terminology</th> <th>Literary Terminology</th> </tr> </thead> <tbody> <tr> <td>initiating event</td> <td rowspan="6">Plot: actions rising action conflict/problem climax falling action resolution theme</td> </tr> <tr> <td>character goal(s)</td> </tr> <tr> <td>attempts</td> </tr> <tr> <td>outcome</td> </tr> <tr> <td>story ending</td> </tr> <tr> <td></td> </tr> </tbody> </table> <p>Elements of plot (Begin using narrative comprehension terminology with K-2 students and move towards adding literary terminology.)</p> <p>Graphic organizers (e.g., story maps/goal-structure map)</p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Forms of poetry (e.g., free verse, haiku)</li> <li>• Devices of style (e.g., allusion, symbol, puns, and wordplay)</li> <li>• Devices of sound (e.g., onomatopoeia, alliteration, assonance, consonance, rhythm)</li> </ul>	Narrative Comprehension Terminology	Literary Terminology	initiating event	Plot: actions rising action conflict/problem climax falling action resolution theme	character goal(s)	attempts	outcome	story ending		<p>Critical Questions and Considerations for Teaching and Learning</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>Select text to focus instruction on teaching story-structure and literary elements. The text must have a solid narrative structure (characters, goals, attempts, and outcomes).</p> <p>Analyze the text before teaching.</p> <p>Utilize differentiated small-group instruction based on student assessment data in elements literature.</p>	<p>KCCS:  <b>Reading: Literature</b>                      Anchor Standard 5  <b>Appendix B</b>  <b>KS 15%</b>                      Anchor Standard 3</p>
	Narrative Comprehension Terminology	Literary Terminology										
initiating event	Plot: actions rising action conflict/problem climax falling action resolution theme											
character goal(s)												
attempts												
outcome												
story ending												
VOCABULARY	<p><b>Vocabulary</b>  <b>Explicit instruction and scaffolding</b> in vocabulary by:</p> <ul style="list-style-type: none"> <li>• Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson.</li> <li>• Using a <b>COMMON FRAMEWORK</b> (e.g., Marzano &amp; Pickering [2005] Six-Step Process; Beck, McKeown, &amp; Kucan [2002] Robust Vocabulary Instruction) for vocabulary instruction that includes the <b>characteristics of effective vocabulary instruction</b>. (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge.)</li> <li>• Differentiating between context that supports vocabulary and context that is less supportive.</li> <li>• Using models (e.g., semantic feature analysis, Frayer Model, etc.) to deepen word knowledge (e.g., definition, synonyms, antonyms, and association).</li> <li>• Using word origins to determine unknown words.                             <ul style="list-style-type: none"> <li>◦ Common affixes and roots (e.g., Greek &amp; Latin) to determine unknown words.</li> </ul> </li> <li>• Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words.</li> <li>• Using examples and non-examples.</li> <li>• Interpreting figurative language.                             <ul style="list-style-type: none"> <li>◦ Metaphors</li> <li>◦ Similes</li> <li>◦ Personification</li> <li>◦ Idioms</li> </ul> </li> <li>• Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals).</li> <li>• Encouraging wide reading and word consciousness.</li> </ul>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Prior to the lesson, how do you create conditions and pre-assess students as they share what they know about the vocabulary in whatever language and at whatever level they can best express themselves?</p> <p>How are students given opportunities to share with peers and/or the teacher what they already know before they work with the new content, and during and after working with new vocabulary?</p> <p>Provide students with multiple opportunities to practice vocabulary words.</p> <p>Allow students to use a variety of modalities (e.g., linguistic and non-linguistic representations, native languages, English) when working with unknown vocabulary.</p> <p>Some models and strategies (e.g., Frayer Vocabulary Self-Collection) may need additional scaffolding and contextualization for second-language learners and other populations.</p>	<p>KCCS:  <b>Reading: Literature</b>                      Anchor Standard 4  <b>Language</b>                      Anchor Standards 3, 4, 5, 6  <b>Speaking and Listening</b>                      Anchor Standard 6  <b>KS 15%</b>                      Anchor Standard 3</p>									

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

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

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

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

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



## Reading Tier 2 Instruction

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

## Reading Tier 3 Instruction

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

## Writing Tier 1 Core Instruction

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

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



<b>Writing</b>		
<b>Effective Instruction and Elements of Curricula Across All Content Areas</b>	<b>Critical Questions and Considerations for Teaching and Learning</b>	<b>Standards Connections</b>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e67e22; color: white; padding: 5px; font-weight: bold; margin-right: 10px;">WRITING PROCESS</div> <div style="flex-grow: 1;"> <p><b>Writing Process</b> Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model.</p> <p><b>Explicit instruction and scaffolding in:</b> <b>Elements of the writing process</b></p>  <ul style="list-style-type: none"> <li>• Prewriting                             <ul style="list-style-type: none"> <li>◦ Audience awareness</li> <li>◦ Purpose for writing</li> <li>◦ Brainstorming (e.g., mapping, webbing, listing, discussing)</li> </ul> </li> <li>• Drafting</li> <li>• Revising                             <ul style="list-style-type: none"> <li>◦ Knowledge of language and its conventions (e.g., words and phrases for effect, punctuation for effect, different context may call for different language use (formal vs. informal))</li> </ul> </li> <li>• Editing                             <ul style="list-style-type: none"> <li>◦ Conventions of standard English grammar and usage (e.g., nouns, pronouns, adjectives, verbs, verb tenses, prepositional phrases, complete sentences, correctly use to, too, two, etc.)</li> <li>◦ Conventions of capitalization, punctuation, and spelling</li> </ul> </li> <li>• Publishing</li> </ul> <p><b>Elements of effective writing</b> (e.g., 6-Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions)</p> <p><b>Genres of writing</b></p> <ul style="list-style-type: none"> <li>• Argumentative and opinion</li> <li>• Informative/explanatory</li> <li>• Narrative</li> <li>• Other</li> </ul> </div> </div>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Establish an organizational structure for instruction:</p> <ul style="list-style-type: none"> <li>• Mini-lessons</li> <li>• Extended time for writing</li> <li>• Collaboration with adults and peers to strengthen writing</li> <li>• Time for conferring with teacher</li> </ul> <p>The writing process is fundamental to all writing. Therefore, it is important that students have frequent opportunities to rehearse, draft, revise, and edit (Caulkins, 2003).</p> <p>Provide multiple opportunities for different types of writing prose: descriptive, narrative, expository, compare and contrast.</p> <p>Model for students our own writing processes and products, sharing both our successes and our frustrations.</p> <p>Provide a cycle for the writing process that occurs at roughly the same rate for all students, which allows teachers to make effective use of writing instruction, as students are learning about and applying elements of the writing process to their own writing.</p> <p>When assessing a student's writing, determine a particular lens for evaluation. For example, sometimes a teacher may choose to assess only the organization of a piece of writing, but other times may evaluate all of the elements of effective writing.</p> <p>The <b>Kansas Writing Instruction and Evaluation Tool (KWIET)</b> is an online environment where students compose pieces of writing in response to writing tasks and where teachers evaluate, score, and provide feedback on that student writing.</p>	<p><b>KCCS:</b> <b>Writing</b> Anchor Standards 4, 5</p> <p><b>Speaking and Listening</b> Anchor Standards 4, 5</p> <p><b>Language</b> Anchor Standards 1, 2, 4, 5, 6</p> <p><b>KS 15%</b> Anchor Standard 12</p>

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

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

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

## Speaking and Listening Tier 1 Core Instruction

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



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

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



## Language Tier 1 Core Instruction

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

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

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



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