

Kansas Guide to Learning: Literacy Grades 6-12

LANGUAGE			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT</p> <p>Establish an environment that prepares students to:</p> <ul style="list-style-type: none"> • Collaborate with others • Demonstrate command of conventions of English grammar and usage in formal and informal situations • Use language to develop deep understanding of content • Integrate and evaluate information • Acquire vocabulary and use it appropriately 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students engaged in discourse related to reading, writing, and content areas throughout the school day?</p>	<p>KCCS: Language Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 1, 2</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION & ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT</p> <p>Motivate students by:</p> <ul style="list-style-type: none"> • Integrating meaningful and engaging language instruction within reading, writing, speaking, and listening about content. • Providing a positive learning environment. • Choosing interactive instructional methods and strategies. • Making literacy experiences relevant to students' interests, lives, and current events. • Building effective instructional conditions (e.g., goal setting, collaborative learning) • Planning student-led discussions <p>Engage students by:</p> <ul style="list-style-type: none"> • Discussion and Discussion Protocols • Inquiry • Building background knowledge 	<p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>When constructing discussion groups or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.</p>	<p>KCCS: Language Anchor Standard 1, 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3</p> <p>KS 15% Anchor Standard 1</p>

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LEARNING OBJECTIVES	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
		<p>LEARNING OBJECTIVES</p> <p>Establish content and language objectives based on</p> <ul style="list-style-type: none"> • Assessment data based on standards • English language-proficiency assessment data. <p>Model language explicitly and interactively.</p> <p>Post content and language objectives for students and use them before and after each lesson to help students connect to previous learning and to self-monitor their own learning (metacognition).</p> <p>Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach asneeded..</p> <p>Utilize whole-group and differentiated small-group instruction, based on student needs.</p> <p>Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.</p> <p>For ELLs:</p> <ul style="list-style-type: none"> • Determine the language and language structures needed for students to access the reading, writing, speaking and listening, or content standard • Determine how the language and the language structures will be taught. Language supports include: <ul style="list-style-type: none"> ○ Vocabulary ○ Sentence Frame ○ Grammar ○ Strategic use of native language and cognates ○ Graphic organizers 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How will you use pre- and post-test information to guide instruction?</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson.</p> <p>What content objective is the student expected to master?</p> <p>What language (vocabulary, structure, phrases, concept, etc.) does the student need in order to access the content standard, and what does the content standard ask the student to do?</p> <p>What is the purpose of communication within the lesson?</p> <p>What is the learner expected to do with the language?</p> <p>Do the objectives lead instruction?</p> <p>For districts/schools with ELs, use assessment data can help determine the Stage of Language Acquisition, which should guide language objectives. English Language Proficiency Levels include:</p> <ul style="list-style-type: none"> • Beginning • High Beginning • Intermediate • High Intermediate • Advanced

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CONVENTIONS OF STANDARD ENGLISH	<p>Research does NOT support teaching grammar in isolation. <i>The Kansas Guide to Learning: Literacy</i> details the conventions of standard English and assumes that teachers are teaching them within reading, writing, speaking and listening contexts, rather than in isolation. This information also is included in the Reading, Writing, Speaking and Listening tables.</p>		
CONVENTIONS OF STANDARD ENGLISH	<p>CONVENTIONS OF STANDARD ENGLISH Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content: Grammar and usage:</p> <ul style="list-style-type: none"> • Phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) • Clauses (independent, dependent, noun, relative, adverbial) • Sentence types (simple, compound, complex, compound-complex) • Forms and tenses (pronouns, verbs, voice, singular, plural) <p>Capitalization, punctuation, and spelling:</p> <ul style="list-style-type: none"> • Spell correctly • Spell using sound/letter relationships • Spell frequently occurring sight words • Spell using patterns • Proper punctuation (signifying nonrestrictive elements, clauses, parentheticals, adjectives, conjunctions, pauses, lists, quotations) <p>Conventions of standard English based on pre- and post-test student knowledge to monitor progress.</p> <ul style="list-style-type: none"> • Explicitly describe and model instruction • Practice conventions in different modalities: <ul style="list-style-type: none"> ○ Oral, written ○ Large and small group ○ Paired, with teacher ○ Individually • Provide opportunities for immediate and individualized feedback. • Generalize conventions to other settings (classrooms, work samples, model texts, and technologies) 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Are students exposed to diverse language samples?</p> <p>Culturally and linguistically diverse learners may be paired with native English speakers to promote standard English conventions.</p> <p>How will language instruction be integrated with reading, writing, listening, and speaking?</p> <p>How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p>	<p>KCCS: Language Anchor Standards 1, 2</p>

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KNOWLEDGE OF LANGUAGE	<p>KNOWLEDGE OF LANGUAGE</p> <p>Explicit instruction and scaffolding within the contexts of reading, writing, speaking and listening about content in:</p> <p>Using appropriate language and structures in different situations:</p> <ul style="list-style-type: none"> • Informal • Formal/Academic <p>Developing a high-quality product, presentation, or text by considering:</p> <ul style="list-style-type: none"> • Subject • Occasion • Audience • Purpose • Speaker (e.g., what voice-- an authority? a facilitator? --does the presenter want to convey?) <p>Making effective choices for meaning and style:</p> <ul style="list-style-type: none"> • Varied syntax for effect • Varied sentence structures for effect • Word choice • Word order 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p>	<p>KCCS: Language Anchor Standard 3</p>

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