



Kansas Guide to Learning: Literacy

GRADE 6 – 12

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Introduction

The *Kansas Guide to Learning: Literacy (KGLL)* was constructed to be an easy-to-read document that administrators, teachers, parents, child-care providers, and others could use to find information and guidance regarding the literacy development and learning for children aged birth through high school. The *KGLL* for grades 6 - 12 is presented in a linear format and includes the sections titled, Effective Instruction and Elements of Curricula Across All Content Areas, Critical Questions and Considerations for Teaching and Learning, Standards Connections, and Considerations.

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

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

S. Congress, (5) riots in many cities/campuses, (5) Martin Luther King Jr. assassinated.

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

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

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

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

Critical Questions and Considerations for Teaching and

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

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

Standards Connections:

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

The committee has created documents for each of the strands set forth by the Kansas Standards (e.g., Writing, Speaking and Listening, and 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, speaking and listening, and language when thinking about instruction. We know that "the answer is not in the perfect method; it is in the teacher. It has been repeatedly established that the best instruction results when combinations of methods are orchestrated by a teacher who decided what to do in light of children's needs" (Duffy and Hoffman, 1999, p. 11).



6-12

Reading: Literature Tier 1 Core Instruction

Reading: Literature

Environment

Effective Instruction and Elements of Curricula across All Content Areas

Establish an **environment** that includes:

- Authentic reading and writing, as opposed to drill and practice
- Extended periods of time for students to read
- Extended periods of time for students to write about and to discuss what they read
- Differentiated instruction based on assessment data, varied in
 - content/topic
 - process/activities
 - products
 - environment/learning styles

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

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

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

When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities. Students should have opportunities to read both individually and collaboratively.

Standards

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

Considerations

-Allowing students time to express thought is just as important as asking them to demonstrate knowledge. Create opportunities in your class for both regardless of grade level or content area. Make sure students have time to express their own thoughts and feelings in addition to discussing their thoughts around literature, characters, and elements of plot.

6-12

Reading: Literature Tier 1 Core Instruction

Reading: Literature

Motivation and Engagement

Effective Instruction and Elements of Curricula across All Content Areas

Motivate students by:

- Establishing meaningful and engaging content goals
- Providing a positive learning environment
- Making instructional methods and strategies interactive
- Making literacy experiences relevant to students' interests, lives, and current events
- Building effective instructional conditions (e.g., goal setting, collaborative learning)
- Giving students reading choices in:
 - Texts
 - Collaborative groupings
 - Reading methods
- Moving from extrinsic to intrinsic motivation to read

Engage students by:

- Discussion and discussion protocols
- Student-led discussions
- Building background knowledge
- Pre-reading, during-reading, and after-reading activities
- Inquiry
- Metacognition and reflection

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

How do we help students become intrinsically motivated to read? How do students see themselves as readers?

How do we help students take ownership of their own reading and progress?

Considerations

-Try to create lessons that allow for natural breaks and opportunities for movement and engagement. By giving students a chance to interact and move, you can better reach all types of learners and keep students away from boredom and disengagement.

6-12

Reading: Literature Tier 1 Core Instruction

Reading: Literature

Learning Objectives

Effective Instruction and Elements of Curricula across All Content Areas

Establish **content objectives** (what students will learn) based on content standards.

Establish **reading objectives** based on assessment data.

Establish **language objectives** (how students will demonstrate understanding and knowledge) based on English language- proficiency assessment data.

Post and share objectives with students before and after each lesson to help them connect to previous learning and to monitor their own learning (metacognition).

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

Incorporate literature into lessons that promote thinking and problem- solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity).

Utilize whole-group and differentiated small-group instruction, based on student needs.

Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy.

Determine the language and language structures that ELs need to access the content standard. Determine the appropriate language support:

- Vocabulary
- Sentence frame
- Grammar
- Strategic use of native language support and cognates
- Graphic organizers

Explicit and interactive modeling of language

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations

used to match the learners' needs.

How do teachers use formative data to select learning objectives and to guide instruction?

For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.

Standards

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

Considerations

-Regardless of the subject area, literacy instruction should be taking place in every class. If you consider the Tier 2 and Tier 3 vocabulary needed for your lesson, then your content objectives can be written with reading and language interwoven. While your ELLs may need Tier 1 vocabulary support in order to demonstrate learning, all students will need literacy support in order to perform grade-level tasks at proficiency.

-Give students to opportunities to choose the stories they interact with, the types of writing they produce, and the topics they choose to present to the class. While your learning objectives will remain the same, student choice regarding content and style will help to promote engagement.

6-12

Reading: Literature Tier 1 Core Instruction

Reading: Literature

Text Selection

Effective Instruction and Elements of Curricula across All Content Areas

Text Selection for Whole-Group Instruction

Use **high-quality, appropriately challenging** literature that supports the development of deep comprehension and appreciation.

Carefully select and analyze text for:

- Text complexity, based on:
 - Quantitative measures (e.g., lexile, ATOS book level)
 - Qualitative measures (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)
 - Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)
- Cohesive, content-based units of study Scaffold to help all students read complex text successfully. (See text complexity rubrics, qualitative measures.)

Text Selection for Small- Group or Individualized Instruction

Use **instructional-level or “stretch” text**, which students can read with:

- Explicit instruction that matches the needs of the reader determined by a diagnostic assessment
- 95% word-recognition
- 75% or higher comprehension rate

Carefully select and analyze text for its:

- Instructional level (quantitative, qualitative, and reader/task considerations)
- Opportunities to practice reading components (word recognition, fluency, and comprehension)
- Opportunities to practice strategy use

Text Selection for Independent Reading

- Students need opportunities to read literature of their own choosing.
- Independent reading is appropriate for at-home and pleasure reading.
- Provide coaching on appropriate text selection for independent reading, which could help motivate students to read.
- Provide opportunities for students to read independently, with attention to increasing the challenge of the text.

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.

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

Are text sources culturally and linguistically diverse?

Who are the stakeholders involved in selecting age- and ability-level texts?

Do reading tasks reflect of range of levels on Bloom's taxonomy?

Consider Vygotsky's Zone of Proximal Development when selecting texts.

Close reading and re-reading develop stamina and fluency.

How do we help students access increasingly complex text via productive struggle?

What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?

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.

Wide and extensive independent reading develops background knowledge and vocabulary.

How can we help students make connections between their independent reading choices and whole-group, small-group, and individual curricular choices?

Standards

Reading Literature Standard 13

Considerations

-If you need support in evaluating text complexity for appropriate classroom use, please locate the Text Complexity documents available on the English Language Arts page via KSDE.

6-12

Reading: Literature Tier 1 Core Instruction

Reading: Literature

Elements and Structures of Literary Text

Effective Instruction and Elements of Curricula across All Content Areas

Elements and Structures of Literary Text

Explicit instruction and scaffolding in understanding elements and structures of **story and drama and how those elements interact with one another to form patterns and create meaning.**

For example:

- Setting and its relationship to other story elements
- Character types (protagonist, antagonist, flat, round, static, dynamic) and their relationship to plot and theme
- Character development and its relationship to theme, plot, setting
- Plots, subplots, and parallel plots and their inter-relationships
 - Character goals
 - Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man)
 - Rising action
 - Climax
 - Resolution
 - Pacing
- Theme: its development and its reflection in other story elements
- Foreshadowing and its effect on mood
- Irony and its connection to point of view
- Tone/Mood
- Point of view
- Flashback and its effects on pacing and mood
- Symbolism and its reflection on theme
- Connections to and transformation of source materials

Explicit instruction and scaffolding in understanding elements of **poetry and how those elements form patterns and create meanings, such as:**

- Rhythm and meter
- Stanza
- Rhyme and rhyme scheme
- Sound elements (e.g., alliteration, assonance, onomatopoeia)
- Simile
- Metaphor
- Theme
- Symbolism
- Imagery

Explicit instruction and scaffolding in analyzing how a particular **text structure fits into the overall structure of a text and contributes to the development of ideas at the:**

- Sentence level
- Paragraph level
- Chapter level
- Section level

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Formative Assessment:

Summarization as demonstrated through:

- Oral presentation
- Visual representation
- Rubrics

Are literary elements and text structures taught in an integrated manner that contributes to understanding of the text as a whole, as opposed to isolated skills instruction?

Link sentence-level structure analysis in reading to sentence variety and structure in writing and grammar.

Sentence combining helps students understand how sentence structure affects mood and tone.

Creative writing builds student understanding of literary elements and text structures.

Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.

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

Comprehension strategies:

- Summarization
- Integration and generalization of text
- Analysis
- Inference
- Pre-reading
- Activating prior knowledge
- Vocabulary needed to comprehend and discuss
 - Tier 1 words: basic, everyday words
 - Tier 2 words: high-frequency academic words
 - Tier 3 words: low-frequency, context-specific content words (Beck, McKeown, and Kucan, 2008)
- Questioning
- Predicting

- Visualization

Metacognitive reading:

- Monitoring understanding during and after reading
- Re-reading to clarify understanding
- Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed

How can technology be effectively used to facilitate access to and understanding of text?

What is the difference between making reading assignments and teaching students how to read literature?

Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.

Standards

- Adolescent Literacy Grades 4 – 12 (*from TASN*) - Strategic (Tier 2) intervention is designed to provide support to students who need targeted, focused instruction in reading. It is intended to focus primarily on instruction in comprehension and vocabulary strategies, with instruction in phonics such as word reading and/or reading fluency provided when needed. For intermediate grades (4-6), an additional 30 minutes of targeted Tier 2 intervention should be provided beyond the core for reading at least three to four days per week (McCook, 2006) in homogeneous groups of three to five students. Students could engage in decoding skills, fluency, expanding vocabulary, and the development of strategic habits.

Considerations

-While this section lays out a significant amount of tier 3 vocabulary that students should learn and apply in the Language Arts classroom, it is not an exhaustive list. Pay attention to the notes about how certain elements of literature connect to others; these connections can be the basis for your instruction that carries throughout the year and across grades.

-The comprehension strategies are also critical to the success of all students; while some may have more background knowledge or a larger vocabulary than others, the structure of pre-teaching should work to “level the playing field” promoting authentic interaction for all during the reading process.

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Reading: Literature Tier 1 Core Instruction

Reading: Literature

Critical Analysis of Literature

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in critical analysis of literature:

- Analyze a piece of literature by breaking it into parts
- Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast, or apply a literary theory or other point of view
- Quote and paraphrase the literary work to support thinking
- Reference additional sources that support thinking
- Utilize style, tone, and voice to communicate thinking
- Organize an analysis and present it in a concise manner
- Trace influences from other literary works
- Identify personal, interpersonal, social, cultural, and political issues

Explicit instruction and scaffolding in practices that enhance students' reading:

- Responding to a text
- Summarizing a text
- Asking and answering questions about a text
- Analyzing story structure through use of an organizer (Hattie, 2009)
- Appreciating artistic expression

Explicit instruction and scaffolding in discussion protocols that enhance analysis and interpretation of literature

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Do teachers use formative data to guide lesson planning?

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

Are rubrics used to evaluate the critical analysis used in summative end-of unit/course assessments?

Are discourse and writing being used to evaluate critical analysis of literature?

How can analysis of text differ according to point of view?

How does the historical context for the text impact the way that it was written?

What role does culture play in how readers understand the text?

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

Standards

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

Considerations

-Utilizing paragraph frames and graphic organizers is one way to affectively demonstrate key analysis skills to students while also having a tool for built-in teacher scaffolding and support.

-As students progress, they should move away from incorporating personal opinion into their analysis and maintain positions using evidence from the text. Students should begin using more evidence from the text and citing it appropriately as they progress. Not only should students incorporate the text in their analysis, but they should also make connections across texts and grades to achieve synthesis and critical analysis.

6-12

Reading: Literature Tier 1 Core Instruction

Reading: Literature

Vocabulary

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in how an author uses figurative language to convey meaning and tone:

- Metaphors
- Similes
- Personification
- Idioms
- Alliteration
- Onomatopoeia
- Hyperbole

Explicit instruction and scaffolding in how an author's word choice or patterns of word choice affect style, tone, and meaning:

- Denotation
- Connotation
- Word play
- Multiple meanings of words
- Cumulative impact of specific word choices

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Do teachers use formative assessment data to guide instruction?

Does the instruction of word and language choices occur in an integrated manner that contributes to students' understanding of the literary text, as opposed to isolated skills instruction?

Standards

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

Considerations

-While you will teach your Tier 2 and 3 vocabulary, finding ways to connect Tier 2 vocabulary across disciplines is key to holistic literacy instruction. Students should also gain understanding of roots and affixes in order to determine the meaning of more unknown words.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Environment

Effective Instruction and Elements of Curricula across All Content Areas

Establish an environment that includes:

- Authentic reading and writing tasks, rather than drill and practice
- Extended periods of time for students to read,
- Extended periods of time for students to discuss and write about their reading
- Differentiated instruction based on assessment data

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

When constructing discussion groups or inquiry circles, consider language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.

Give students opportunities to read individually and in groups.

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

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

Standards

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

Considerations

-Incorporating literacy across disciplines is a key part of the state literacy plan. Giving students opportunities to read and write in every class will not only improve their overall literacy, but it will expose students to styles of literacy that they may not be as familiar with in the academic setting.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Motivation and Engagement

Effective Instruction and Elements of Curricula across All Content Areas

Motivate students by:

- Establishing meaningful and engaging content goals.
- Providing a positive learning environment.
- Making instructional methods and strategies interactive.
- Making literacy experiences relevant to students' interests, lives, and current events.
- Building effective instructional conditions (e.g., goal setting, collaborative learning).
- Giving students reading choices.
- Moving from extrinsic motivation to intrinsic motivation.

Engage students by:

- Discussion and Discussion Protocols
- Inquiry
- Pre-reading activities
- Building background knowledge
- Helping students connect learning objectives to personal career or college goals before-reading, during-reading, and after-reading strategies

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Considerations

-Setting rules for discussion and participation is important in every class. Having common systems across your school that are practiced with fidelity, regardless of content, will help students grow as learners and meaningful participants.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Learning Objectives

Effective Instruction and Elements of Curricula across All Content Areas

Establish content objectives based on standards.

Establish reading objectives based on assessment data.

Establish language objectives based on English language- proficiency assessment data.

Connect learning objectives to career and college readiness.

Post and share objectives with students before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition).

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

Incorporate informational reading into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity) and content learning.

Utilize whole-group and differentiated small-group instruction, based on student needs.

Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy.

Determine the language and language structures ELs need to access the content standard.

Determine the appropriate language support and how to teach it:

- Vocabulary
- Sentence Frame
- Grammar
- Strategic use of native language support and cognates
- Graphic organizers
- Explicit and interactive modeling of language

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition, which should guide language objectives. Are teachers using formative data to select learning objectives and to guide instruction?

Standards

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

Considerations

-Beginning with the end in mind creates a purpose for the learning taking place. Share your content and language objectives with students at the beginning of the lesson to help generate investment and to allow students an opportunity to monitor their own progress. Additionally, by tying in language objectives, you will promote the value of literacy across disciplines. Literacy learning and development is important for all learners regardless of perceived ability.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Text Selection

Effective Instruction and Elements of Curricula across All Content Areas

Text Selection for Whole-Group Instruction

Use **high-quality, appropriately challenging** informational text that supports the development of deep comprehension.

Carefully select and analyze texts for:

- Text complexity
 - Quantitative measures (e.g., Lexile, ATOS book level)
 - Qualitative measure (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands)
 - Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks)
- Cohesive, content-based units of study

Text Selection for Small-Group or Individualized Instruction

Use **instructional-level, or “stretch”** level text, informational text that supports the development of deep comprehension.

- 95% word-recognition
- 75% or higher comprehension rate

Carefully select and analyze texts for:

- Provide explicit instruction that matches the needs of the group or individual reader, as determined by diagnostic assessment.
- Choose instructional-level text (Lexile or ATOS book levels).
- Provide opportunities for students to practice reading components (word recognition, fluency, and comprehension).
- Provide opportunities for students to practice strategy use.

Text Selection for Independent Reading

- Students need opportunities to read informational text.
- Independent reading is appropriate for at-home and pleasure reading.
- Provide coaching about how to select a text for independent reading, which can increase students' motivation to read more.
- Provide opportunities for students to read independently, and guide them to choose ever-more challenging text.

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Are students exposed to multiple sources and types of text, including print and electronic, narrative, expository, descriptive, and argumentative?

Are text sources culturally and linguistically diverse?

Who are the stakeholders involved in selecting age- and ability-level texts?

Do reading tasks reflect a range of levels on Bloom's taxonomy?

Consider Vygotsky's Zone of Proximal Development when choosing texts.

Close reading and re-reading develop stamina and fluency.

Can students connect an informational text to a piece of narrative text?

Practice scaffolding and gradual release of responsibility: Teacher models the skill or strategy, the whole group practices the skill or strategy, pairs of students practice the skill or strategy, individual students apply the skill or strategy independently.

When using technology, can students identify text that is related to taught curriculum, evaluate its credibility, and analyze it?

How do we help students access increasingly complex text via productive struggle?

Wide and extensive independent reading develops students' back-ground knowledge and vocabulary.

How can we help students make connections between their independent reading choices and whole-class, small-group, and individual curricular choices?

Standards

Reading Informational Text Standard 13

Considerations

-If you would like to have a better understanding of how to pick the most appropriate texts for students, please utilize the Text Complexity resources on the ELA KSDE page. The keys to selection include proper evaluations of the quantitative value of a text, the qualitative value of a text, the reader, and the task. As we move students into more difficult texts, we need to make sure that we are supporting their efforts in reading, comprehension, and analysis of increasingly complex texts.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Comprehension Strategies

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in vocabulary (See Language)

Explicit instruction and scaffolding in comprehension strategies:

- Summarization
- Integration and generalization of text
- Analysis
- Inference
- Pre-reading
- Activating prior knowledge
- Questioning
- Predicting
- Visualization
- Discussion protocols that aid comprehension

Multiple comprehension strategies:

- Concept Oriented Reading Instruction CORI (Guthrie)
- Reciprocal Teaching
- Transactional Strategy Instruction
- Informed Strategies for Learning Summarization

Explicit instruction and scaffolding in:

- Summarizing main ideas, both within paragraphs and across texts
- Asking questions about the passage
- Paraphrasing the passage
- Drawing inferences
- Answering questions at different points in the text
- Using graphic organizers
- Thinking about the types of questions (e.g., locate and recall, integrate and interpret, and critique and evaluate)

Explicit instruction & scaffolding in metacognitive reading:

Monitoring, Clarifying, and Fix Up

- Monitoring understanding during and after reading
- Rereading to clarify meaning
- Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

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

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

How can technology help students understand text?

Standards

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

Considerations

-Planning for literacy instruction and student engagement is one key to true learning through literacy. Removing barriers to a text is an essential teacher role in the literacy process. Additionally, finding ways for all students to make meaning of a text is important to their growth as readers and learners.

-It is important to remember that strong reading strategies transcend age and ability level. As we prepare students for college and career readiness, it is critical that we give students tools and strategies that they can carry with them after exiting our classrooms.

-Additionally, while the complexity of the texts will grow, so should the depth of students' analysis of the texts. Students should move from summary and paraphrasing into synthesis and analysis while working to utilize the texts for reasoning and evidence in more complex ways.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Critical Analysis of Informational Text

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in critical literacy:

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

Explicit instruction and scaffolding in practices that enhance students' reading:

- Responding to a text
- Summarizing
- Note taking
- Answering questions about a text in writing
- Creating and answering written questions about a text (Graham & Hebert)
- Creating concept maps or diagrams
 - Concept diagrams visually display information in methods accessible for all learners.
 - Concept diagrams include organizers that represent the text (can be graphic or semantic)
 - Concept comparison diagrams address connections

Explicit instruction and scaffolding in discussion protocols that enhance analysis

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Do teachers use formative data to guide lesson planning?

Are rubrics used to evaluate the critical analysis used in summative or end-of unit/course assessments?

Are discourse and writing used to evaluate critical analysis of informational text?

Do students use their formative data to set goals for themselves? How can analysis of text differ according to point of view?

Concept diagramming is most effective when created collaboratively by teacher and students.

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

Standards

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

Considerations

-Utilizing paragraph frames and graphic organizers is one way to affectively demonstrate key analysis skills to students while also having a tool for built-in teacher scaffolding and support.

-In order for students to create authentic meaning from text, it is important that they have a suitable amount of context and background knowledge. The amount and depth of background knowledge you provide should also match students' readiness and quality of understanding. Additionally, as you provide students with context, consider how you will have students manage this new information to then use it in the analysis of your mentor text.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Text Structures

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding, within the context of reading informational text for its content, in:

Understanding various text structures to increase comprehension:

- Listing/Enumeration
- Chronology (sequence)
- Comparison
- Cause/effect
- Problem/solution
- Description

Using clue words (e.g., because, so, first, next) to identify the text structure of a paragraph, chapter, or section of text.

Understanding how to select or create an appropriate graphic organizer appropriate to the text structure.

Analyzing how a particular text structure impacts understanding at the:

- Sentence level
- Paragraph level
- Chapter level
- Section level.

Analyzing how text structure reveals an author's purpose, tone, and meaning. Identifying discipline-specific features, structures, and strategies for

- Social-studies text
- Historical text
- Mathematics text
- Scientific text
- Technical text

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Text-structure instruction should be integrated into meaningful reading experiences that contribute to a holistic understanding of the text and not taught as isolated skills.

Writing projects that make use of the various text structures help students become more aware of text structures when they read informational text.

Sentence-level text structure links to writing sentences with varied patterns and lengths.

Finding text-structure clue words in order to predict the development of an informational text is an effective pre-reading strategy.

Standards

Reading Informational Text Standard 5

Considerations

-Teaching students to recognize the purpose and structure of a text will not only make them better readers but better writers. Teaching students how to read critically is important in their development as literate learners across disciplines. As students grow, so should the complexity of their analysis and the breadth and depth regarding the use of text as support for analysis. Students should utilize the text to support analysis to a larger degree as they grow in their literacy development.

6-12

Reading: Informational Text Tier 1 Core Instruction

Reading: Informational Text

Text Features

Effective Instruction and Elements of Curricula across All Content Areas

Explicit instruction and scaffolding in understanding and using various text features to increase comprehension of informational text:

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

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Standards

Reading Informational Text Standard 5

Considerations

-Remember, literacy is not just about being able to read and interpret the written word; literacy also means being able to read and interpret that which is presented visually and kinetically.

6-12

Reading Tier 2 Intervention

Reading Interventions

Supplemental

Effective Instruction and Elements of Curricula

An instructional framework that includes:

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

Word Study:

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

Fluency:

- Accurate word recognition
- Appropriate rate
- Expression.

Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.

Vocabulary:

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

Comprehension:

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

- Comprehension strategies

Recommendations

Secondary

- Homogeneous, small group (10- 16 students) depending on program recommendations
- Targeted, strategy-based instruction
- 30-50 minutes in addition to content classes
- Instruction is based on student instructional need not, on chronological age or grade level

Assessments

Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.

Universal Screener:

- Curriculum Based Measurement (CBM) for rate and accuracy

Diagnostic:

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

Progress Monitoring:

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

Mastery: Pre-Post

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

Critical Questions and Considerations for Teaching and Learning

Do highly qualified and highly trained teachers provide the interventions?

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

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

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

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

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

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

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

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

Considerations

- Adolescent Literacy Grades 4 – 12 (*from TASN*) - Strategic (Tier 2) intervention is designed to provide support to students who need targeted, focused instruction in reading. It is intended to focus primarily on instruction in comprehension and vocabulary strategies, with instruction in phonics such as word reading and/or reading fluency provided when needed. For intermediate grades (4-6), an additional 30 minutes of targeted Tier 2 intervention should be provided beyond the core for reading at least three to four days per week (McCook, 2006) in homogeneous groups of three to five students. Students could engage in decoding skills, fluency, expanding vocabulary, and the development of strategic habits.

6-12

Reading Tier 2 Intervention

Reading Interventions

Intensive

Effective Instruction and Elements of Curricula

An instructional framework that includes:

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

Word Study:

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

Fluency:

- Accurate word recognition
- Appropriate rate
- Expression

Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback.

Vocabulary:

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

Comprehension:

- Metacognition
- Cooperative learning
- Graphic and semantic organizers
- Questioning with feedback

- Write summaries
- Comprehension strategies

Recommendations

- Homogeneous, small group (1-4 students)
- 60 minutes or two 30- minute sessions, in addition to content classes
- Instruction is based on student instructional need, not on chronological age or grade level

Assessments

Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan.

Universal Screener:

- Curriculum Based Measurement (CBM) for rate and accuracy

Diagnostic:

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

Progress Monitoring:

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

Mastery: Pre-Post

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

Critical Questions and Considerations for Teaching and Learning

Do highly qualified and highly trained teachers provide the interventions?

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

- Classroom teachers
- Reading specialists or other certified teachers, including Special Education

- Carefully selected para-educators

Is core reading instruction adequate and effective?

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

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

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

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

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

Considerations

- Adolescent Literacy Grades 4 – 12 (*from TASN*) Intensive (Tier 3) instruction should be skill based and focused on direct instruction; this is also known as explicit teaching, “which is a systematic method for presenting material in small steps, pausing to check for student understanding and eliciting active and successful participation from all students” (Rosenshine, 1986, p. 60). Intensive support is provided to small, homogeneous, groups of one to four students for 50 to 60 minutes per day (Denton, Bryan, Wexler, Reed, & Vaughn, 2007). Students could engage in decoding skills, fluency, expanding vocabulary, and the development of strategic habits. Instruction is targeted and explicit.

6-12

Writing Tier 1 Intervention

Writing

Environment

Effective Instruction and Elements of Curricula Across all Content Areas

Create a classroom climate in which students are comfortable sharing their own writing and providing purposeful feedback on other students' writing.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Provide ongoing opportunities to explore and apply a wide variety of modes, genres, and forms including but not limited to persuasion, argumentation, exposition, narration, comparison/contrast, analysis, reflection, poetry, technical, etc.

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

Provide critical questions to guide students in metacognition and reflection upon their own writing processes.

Develop, practice, and refine a recursive writing and revision process.

Use the common vocabulary of the 6-Trait model.

Provide opportunities for students to write individually and collaboratively across the content areas (e.g., write in response to reading, write an explanation on how to solve a math problem, describe a science experiment, and compare the causes of different wars).

Examine authentic text to notice how authors communicate through their writing and techniques (i.e., the writer's craft).

Establish an organizational structure for instruction, for example:

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

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

When constructing writing and revision groups, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.

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

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

What is the difference between assigning writing and teaching students how to write?

What are the varying roles within the collaborative writing process, and how do we prepare students for those roles?

Standards

Writing Standard 13

Considerations

-Writing can be formal and informal. Giving students opportunities to work on both types of writing is important in their development as literate learners and contributors. Thus, mixing journaling, on demand writing, and extended writing is an important instructional choice that must be consciously made by the teacher. In addition to exposing students to different types and styles of writing, it is important that we challenge students to grow in the complexity and development of their writing. You can challenge students by understanding grade-level text complexity and vocabulary. For more assistance with this, please review the Text Complexity page on the Language Arts website for KSDE.

6-12

Writing Tier 1 Intervention

Writing

Motivation and Engagement

Effective Instruction and Elements of Curricula Across all Content Areas

Motivate students by:

- Establishing meaningful and engaging content goals.
- Providing a positive learning environment.
- Making instructional methods and strategies interactive.
- Making literacy experiences relevant to students' interests, lives, and current events.
- Building effective instructional conditions (e.g., goal setting, collaborative learning).
- Modeling, acknowledging, and accepting multiple points of view.
- Offering students choices when assigning writing.
- Providing frequent and timely feedback and student goalsetting opportunities.

Engage students using:

- Discussion and Discussion Protocols.
- Inquiry.
- Pre-writing activities.

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Research suggests that students who write regularly about what they read comprehend text better and are able to discuss the interplay among their experiences, beliefs, and new knowledge (Graham and Hebert, 2010).

Students should feel supported and encouraged to express themselves instead of saying what they believe the teacher wants them to think.

Considerations

-When attempting to build writing literacy, modeling is a very important strategy. Giving students time to work with the teacher and their peers in construction activities not only eases student concern but works to build a collaborative culture.

6-12

Writing Tier 1 Intervention

Writing

Learning Objectives

Effective Instruction and Elements of Curricula Across all Content Areas

Establish content objectives related to standards.

Establish content-area writing objectives based on assessment data.

Establish language objectives based on language-proficiency assessment data.

Share objectives with students before, during, and after each lesson to help them connect to previous learning and self-monitor their own learning (metacognition).

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

Utilize whole-group and differentiated small-group instruction, based on student needs.

Incorporate writing into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity).

Use information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.

Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:

- Vocabulary
- Sentence Frame
- Grammar
- Strategic use of native-language support and cognates
- Graphic organizers
- Explicit and interactive modeling of language

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Use writing as a strategy, both for developing and assessing content learning across the curriculum.

For districts/schools with ELs, use assessment data to determine the Stage of Language Acquisition, which should guide language objectives.

Standards

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

Considerations

-Writing units should focus on developing the components of literacy that are not only production but reflect an understanding of what was received and processed. Meaning, when you assess writing, you should also assess the language standards woven into writing and reading standards that center around citation and connections.

-It is important that during a writing unit you present the language objectives and reading standards to students, so they can meet those expectations. Your language objectives should be tied to the grade-level language expectations and should also reflect the growth of a student's complexity with literacy.

6-12

Writing Tier 1 Intervention

Writing

Writing Process

Effective Instruction and Elements of Curricula Across all Content Areas

Facilitate a recursive writing and revision process.

Use the common vocabulary of the 6-Trait model.

Explicit instruction and scaffolding in a writing process:

- Prewriting
 - Diagnosing audience
 - Determining purpose for writing
 - Discovering and gathering ideas (e.g., brainstorming, mapping, webbing, listing, discussing, bubble clustering, cubing, three perspectives, etc.)
 - Narrowing a topic
- Drafting (e.g., quick writes, outlining, multiple drafts)
- Revising
 - For elements of effectiveness (e.g., changing, reordering, adding, and deleting content and wording)
- Editing
 - For elements of correctness (e.g., conventions of standard English grammar and usage—nouns; pronouns; adjectives; verbs; verb tenses; prepositional phrases; complete sentences; correct use of to, too, two; conventions of capitalization; punctuation; and spelling, intentional breaches of convention for effect, etc.)
- Publishing (i.e., Using various technologies to produce and share a variety of texts, media, and formats for real-world situations)
- Facilitate a recursive writing and revision process.
- Use the common vocabulary of the 6-Trait model (e.g., 6- Traits: Ideas, Organization, Word Choice, Voice, Sentence Fluency, Conventions).

Explicit instruction and scaffolding in organizational structures for writing:

- Listing/enumeration
- Sequence
- Cause and effect
- Problem-solution
- Compare and contrast
- Description

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

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

Students need opportunities to write for authentic purposes and not just for the classroom teacher.

Are students exposed to diverse writing samples?

Are students taught the metacognitive process of reflecting on their writing?

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Research has found that word-processing tools are moderately effective when used as a form of instruction and remediation for low- achieving students (Graham & Perin, 2007).

Word-processing tools:

- Minimize difficulties with handwriting and spelling
- Allow for easy drafting and edits
- Promote student collaboration
- Allow for teacher assistance

Standards

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

Considerations

-As we strive to facilitate a growth mindset and enforce in our students that learning is never done, in-class writing projects serve as an affective vehicle for those discussions.

-Find opportunities when you can have students revisit past work and revise it based on their new understandings.

-Remember, most learners will need guidance through the writing process so scaffolding will be necessary.

6-12

Writing Tier 1 Intervention

Writing

Text Types and Purposes: Argument

Effective Instruction and Elements of Curricula Across all Content Areas

Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, information/explanatory, narration, etc.).

Build experience in a wide variety of forms and genres (e.g., advertisements, editorials, brochures, position papers, proposals, speeches, debates, reviews, literary response essays, compare/contrast essays, extended definition essays, etc.).

Writing argument requires explicit instruction and scaffolding in:

- Examining and analyzing models of argument for elements of writing craft (reading–writing connection).
- Identifying a stance
- Considering purpose and audience bias and assumptions
- Providing support for argument
 - Developing and supporting argument with information and evidence
 - Evaluating credibility of source materials
 - Using and citing sources appropriately
 - Organizing information logically to support the writer's purpose
 - Linking opinion and reasons using words and phrases
 - Choosing or considering an appeal
- Considering and countering opposing arguments
- Providing a concluding statement or an appeal to action

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

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

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

Are students exposed to multiple sources and types of text, including print and electronic, argumentative, informational, narrative, descriptive?

Are text sources culturally and linguistically diverse? Do students understand civil discourse?

How can teachers activate students' prior knowledge?

Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.

Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad- topic rubrics.

Standards

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

Considerations

-While each type of writing has a unique style, format, and voice, each type of writing also brings with it a unique vocabulary. For some students, you will want to provide that vocabulary through sentence frames or topical vocabulary worksheets (ex. Terms for sequence or compare/contrast etc.)

-Additionally, make sure that you are also assessing each student's ability to write at their grade level over grade level text.

6-12

Writing Tier 1 Intervention

Writing

Text Types and Purposes: Explanatory/Informative

Effective Instruction and Elements of Curricula Across all Content Areas

Text Types and Purposes: Informative/Explanatory (Writing within various disciplines, such as science, social studies, history, literature, etc.)

Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).

Build experience in a wide variety of forms and genres (e.g., labels, memos, emails, schedules, summaries, paraphrases, newspaper articles, recipes, graphs/tables, experiments, personal narratives, problem/solution essays, lab reports, science experiments, etc.).

Writing informative/explanatory text in content areas requires explicit instruction and scaffolding in

- Examining and analyzing models of discipline-specific informative/explanatory pieces for elements of writing craft
- Choosing and narrowing a topic
- Researching, if necessary, to gather sufficient information
- Evaluating the credibility of sources
- Using and citing sources appropriately
- Choosing an appropriate genre(s)
- Using discipline-specific terminology, structures, and genres
- Developing and supporting ideas with information and evidence
- Clarifying the significance of the topic
- Making a closing statement

Writing informative/explanatory text in literature requires explicit instruction and scaffolding in:

- Analyzing a piece of literature (breaking it into parts and elements)
- Offering possible meanings for particular elements to explain meanings, compare/contrast, or apply a literary theory or point of view
- Quoting and paraphrasing the literary work to support thinking
- Referencing additional sources that support thinking
- Using style, tone, and voice to communicate thinking
- Organizing the analysis and presenting it concisely
- Tracing and applying influences from other literary works

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Students should have multiple drafts of informative/explanatory writing to select from to produce a polished piece of writing.

Use the writing process to help students produce a final draft of an informational and/or explanatory piece.

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

Are text sources culturally and linguistically diverse? How can teachers activate students' prior knowledge?

Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.

Rubrics designed by teachers and students throughout the writing process should be used.

Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broad-topic rubrics.

Standards

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

Considerations

-While each type of writing has a unique style, format, and voice, each type of writing also brings with it a unique vocabulary. For some students, you will want to provide that vocabulary through sentence frames or topical vocabulary worksheets (ex. Terms for sequence or compare/contrast etc.)

-Additionally, make sure that you are also assessing each student's ability to write at their grade level over grade level text.

6-12

Writing Tier 1 Intervention

Writing

Text Types and Purposes: Narrative

Effective Instruction and Elements of Curricula Across all Content Areas

Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.).

Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries, journals, letters, etc.).

Writing narrative requires explicit instruction and scaffolding in:

- Examining and analyzing models of narrative pieces for elements of writing craft.
- Understanding elements of story and drama and how those elements interact with each other:
 - Setting
 - Characters
 - Types (protagonist, antagonist, foil)
 - Development of flat, static, round, and dynamic characters
 - Plots, subplots, parallel plots
 - Character goals
 - Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man, etc.)
 - Attempts to reach goal (rising action)
 - Climax
 - Resolution
 - Pacing
 - Other literary elements
 - Foreshadowing
 - Flashback
 - Irony
 - tone/mood
 - Point of view
 - Symbolism

Explicit instruction and scaffolding in writing the elements of poetry (e.g., meter, stanza, rhyme, rhyme scheme, alliteration, simile, metaphor, theme, symbolism, imagery).

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

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

Use the writing process to assist students to produce a final draft of a narrative piece.

Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase.

Often a piece of writing blends several text types. For example, a research paper might begin by narrating an anecdote, then presenting information, and then shift to argue for a solution. Depending on the writer's purpose, a report, for example, could be informational, argumentative, or technical in nature.

Few pieces of writing are "pure" examples of a single text type.

Standards

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

Considerations

-While each type of writing has a unique style, format, and voice, each type of writing also brings with it a unique vocabulary. For some students, you will want to provide that vocabulary through sentence frames or topical vocabulary worksheets (ex. Terms for sequence or compare/contrast etc.)

-Additionally, make sure that you are also assessing each student's ability to write at their grade level over grade level text.

6-12

Writing Tier 1 Intervention

Writing

Research

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

Inquiry of research, or the engagement of ideas prior to writing include (Graham & Perin, 2007):

- Clear and specific goals
- Analyzing concrete data
- Specific strategy use to understand data
- Application of what is learned

Strategies for building and presenting knowledge including how to:

- Choose and narrow a topic
- Choose the appropriate text type (see pages 25-27 of this document)
- Use questioning as part of the inquiry process
- Find and evaluate credible sources, including how to use technology
- Take notes (e.g., Cornell notes, use of technology to facilitate note-taking)
- Summarize, paraphrase, and/or synthesize multiple sources
- Understand purposes for citing sources (ethics, following your line of research)
- Formally cite and document sources (e.g., APA, MLA)

Critical Questions and Considerations for Teaching and Learning

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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.

Plan frequent opportunities for students to write over shorter and/or longer periods for research, response, or reaction. Provide opportunities for individual and collaborative research.

Provide opportunities for students to research topics they choose.

Provide instruction on common abbreviations and acronyms within the research process (e.g., ICE).

Do students understand the differences between primary and secondary sources?

Provide nonfiction resources (maps, newspapers, books, magazines, graphs). Inquiry tools are authentic and advance learning (notebooks, recorders, cameras, microscopes, computers, projectors).

Explicitly teaching summarization has a strong and positive effect on writing skills (e.g., MIDAC, Essential Seven).

Standards

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

Considerations

-With the growth of technology, and in particular, the growth of technology in the classroom, it is important that all teachers begin weaving in technology standards of ethics, source evaluation, and authentic presentation of materials into their lessons. Teaching students how to read critically, evaluate sources for inaccuracies and bias, cite and paraphrase text appropriately, and how to find valuable materials online are key 21st century skills that fall in naturally in a literacy-rich classroom.

-Additionally, as students progress, they will need to increase the scope of their research and their ability to use research in quality reporting and presentation. Students will need to move through the skills of quoting, paraphrasing, summarizing, connecting, and analyzing; these skills will progress in complexity as students increase in grade.

6-12

Writing Tier 1 Intervention

Writing

Producing and Publishing

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

Developing a high-quality presentation that considers:

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

Technology

- Consideration of Purpose and Audience to decide how best to present information (ALTEC, 2012)
- Digital citizenship
- Technology operations and concepts
- Critical thinking, problem solving, and decision making
- Technology research tools
- Technology communication tools
- Social, ethical, and human issues in regard to information and information technology
- Effective group participation to pursue and generate information
- Broadcasting and publishing information

Organizational structures:

- Listing/enumeration
- Sequence
- Cause and effect
- Problem-solution
- Compare and contrast
- Description

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and also in planning for future teaching and learning?

Regardless of program or framework utilized within a district it is essential the decision-making process take into consideration the student population being served, therefore activities may need to be altered and accommodations used to match the needs of the learner.

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

Be open to new and emerging technology and communication tools. Teach students copyright and plagiarism laws. Technological limitations in their environment may limit students' ability to fully develop a presentation. Students should follow classroom, building, and district technology policies and be aware of safe digital practices.

Standards

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

Considerations

-Often, we teach students to write for their teachers. While this is valuable, we miss opportunities to teach students how to “code switch”. Additionally, by maintaining only one style and/or tone when writing, a student’s vocabulary and voice is limited. Challenge students to write for various purposes and audiences in order to grow the breadth and depth of their writing skills.

6-12

Speaking and Learning Tier 1 Intervention

Speaking and Listening

Environment

Effective Instruction and Elements of Curricula Across all Content Areas

Establish an environment that prepares students to:

- Collaborate with others
- Develop deep understanding of content
- Integrate and evaluate information
- Analyze a speaker's presentation for content, assumptions, and effectiveness
- Present knowledge and ideas to others
- Exchange ideas and opinions constructively and respectfully

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Are students engaged in discourse related to reading, writing, and content areas throughout the school day?

How do we help students move beyond responding to teacher led questions to assuming responsibility for creating open and equitable discourse amongst themselves?

Standards

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

Considerations

-When thinking about oral communication, there are two categories students need to develop: personal communication and academic expression. Create opportunities in your classroom through structured discussion that allow students to hone both areas of verbal expression.

-Additionally, think of ways that you can hold students accountable for their listening and active engagement in discussion.

6-12

Speaking and Learning Tier 1 Intervention

Speaking and Listening

Motivation and Engagement

Effective Instruction and Elements of Curricula Across all Content Areas

Motivate students by:

- Establishing meaningful and engaging content goals
- Providing a positive learning environment
- Designing interactive instructional methods and strategies
- Making literacy experiences relevant to students' interests and lives, and to current events
- Building effective instructional conditions (e.g., goal setting, collaborative learning)
- Holding student-led discussions
- Integrating speaking and listening with content learning

Engage students using:

- Discussion and Discussion Protocols
- Inquiry
- Debate
- Public speaking
- Student-led discussions
- Socratic seminars
- Cooperative/collaborative learning
- Literature and inquiry circles

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

When constructing discussion groups, literature circles, or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.

Standards

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

Considerations

-There are students who struggle feeling confident in their ability to share orally with peers either in small groups or in front of the class. Creating safe opportunities for students to feel successful will increase motivation and engagement.

6-12

Speaking and Learning Tier 1 Intervention

Speaking and Listening

Learning Objectives

Effective Instruction and Elements of Curricula Across all Content Areas

Establish learning objectives based on

- Assessment data tied to standards
- English language-proficiency assessment data

Post objectives for students and use them before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition).

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

Incorporate speaking and listening into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity and intellectual curiosity).

Utilize whole-group and differentiated small-group instruction, based on student needs.

Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.

Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it:

- Vocabulary
- Sentence Frame
- Grammar
- Strategic use of native-language support and cognates
- Graphic organizers
- Explicit and interactive modeling of language

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson. How will you use pre- and post-test information to guide instruction?

How do objectives lead instruction?

For districts/schools with ELs, use assessment data to determine the Stage of Language Acquisition, which should guide speaking and listening objectives. Stages include:

- Beginning
- High Beginning
- Intermediate
- High Intermediate
- Advanced

Standards

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

Considerations

-When asking students to present, there are three components that students should be held accountable for: the content they share, the language they use to present the material, and their demeanor as a presenter and orator. While we typically spend quality time teaching students content and providing them with vocabulary and sentence frames, we often do not explicitly teach students how to present in every class. Teaching students how to present to various audiences with different mediums is critical to their development as proficient speakers.

-Also, consider the objectives you have for audience members during class presentations. Beyond just listening, consider how you can challenge students to engage with their peers in order to construct more meaning.

6-12

Speaking and Learning Tier 1 Intervention

Speaking and Listening

Comprehension and Collaboration

Effective Instruction and Elements of Curricula Across all Content Areas

Effective participation in comprehension and collaboration to learn content includes:

- Active, respectful listening that builds from others' ideas
- Reading and/or other preparation for discussions
- Collegial discussions (all students engaged and on task)
- Civic, democratic discussion
- Encouraging others in their thinking and participation
- Asking insightful questions to elicit answers that are appropriately factual, convergent, divergent, clarifying, and elaborative
- A variety of speaking and listening modes (e.g., think/pair/ share, Socratic seminars, debates, group presentations, collaborative groups, public speaking, panels, inquiry or literature circles, study groups, role play, interpretive readings)
- Understanding the various roles participants play in each speaking and listening mode
- Flexibly using the appropriate language and structures for each situation.
- Demonstrating comprehension by
 - Summarizing
 - Questioning
 - Making inferences
 - Comparing
 - Contrasting
 - Analyzing
 - Synthesizing
- Considering personal and speaker biases and assumptions

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

How do these instructional items address the needs of your student population?

Given the unique cultures and needs represented in classrooms, allow students to use their voices to communicate their thoughts and ideas clearly. How does your district/school/classroom cultivate an environment that considers the cultural diversity and communication needs of each student to develop his/her speaking and listening?

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

When planning speaking and listening activities, consider that some students may need preparation and practice in order to be successful.

Research finds that direct and explicit feedback from teachers and peers has strong, positive effects on student learning.

What rules or parameters are in place to ensure that discussion and collaboration are fostered with the classroom?

Do students see speaking and listening as ways to enhance their understanding of text and to form or revise their reasoning?

Standards

Speaking and Listening Standards 1, 2, 3

Considerations

-As students move into higher education, their ability to listen and comprehend will become critical to their success. Teaching students how to take notes and listen for understanding will be important areas of instruction for educators. In addition to teaching students strategies for listening, teachers should also consider teaching students how to ask questions for clarity and understanding.

6-12

Speaking and Learning Tier 1 Intervention

Speaking and Listening

Presentation of Knowledge and Ideas

Effective Instruction and Elements of Curricula Across all Content Areas

Explicit instruction and scaffolding in:

Developing a high-quality presentation in consideration of:

- Subject
- Occasion
- Audience
- Purpose
- Speaker (e.g., what voice—authority? facilitator? -- does the presenter want to convey?)

Technology

- Consideration of Purpose and Audience to decide how best to present information (ALTEC, 2012)
- Digital citizenship
- Technology operations and concepts
- Critical thinking, problem solving, and decision making
- Technology research tools
- Technology communication tools
- Social, ethical, and human issues in regard to information and information technology
- Participates effectively in groups to pursue and generate information
- Broadcasting and publishing information

Rhetorical structures

- Listing/enumeration
- Chronology (Sequence)
- Cause and effect
- Problem-solution
- Compare and contrast
- Description

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Word-processing tools:

- Minimize difficulties with handwriting and spelling
- Allow for easy drafting and edits
- Promote student collaboration
- Allow for greater teacher assistance Technologies can be used to allow all students to demonstrate competency, share ideas, or express oneself (Universal Design for Learning; CAST, 2012).

Standards

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

Considerations

-Just like writing changes form to meet a purpose, so does speaking. The time we take to teach students to understand the difference between formal and informal writing should also be applied to speaking.

-In some schools, students are required to take an acting class. In these classes, students learn how to carry themselves throughout the delivery of a presentation. While you may have students with this set of knowledge, you will also have students who have not practiced delivery from a stage. Thus, incorporating opportunities for students to build these skills in a non-threatening way (and possibly by starting with a small audience) will be essential to their continued growth and improvement.

6-12

Language Tier 1 Intervention

Language

Environment

Effective Instruction and Elements of Curricula Across all Content Areas

Establish an environment that prepares students to:

- 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

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Are students engaged in discourse related to reading, writing, and content areas throughout the school day?

Standards

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

Considerations

-The 2017 revised ELA Standards moved language from being its own category to being woven into reading, writing, and speaking/listening. This underlies the importance of language as an essential element of all the other components of literacy. Creating a learning environment that incorporates the instruction and acquisition and language knowledge and skills is essential to the effective, literacy-driven classroom.

6-12

Language Tier 1 Intervention

Language

Motivation and Engagement

Effective Instruction and Elements of Curricula Across all Content Areas

Motivate students using:

- 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

Engage students by:

- Discussion and Discussion Protocols
- Inquiry
- Building background knowledge

Critical Questions and Considerations for Teaching and Learning

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

When constructing discussion groups or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.

Standards

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

Considerations

-While students receive a large amount of language throughout the day through engaging in reading and listening, it is important that we build in time for students to produce quality language through writing and speaking.

6-12

Language Tier 1 Intervention

Language

Learning Objectives

Effective Instruction and Elements of Curricula Across all Content Areas

- Establish content and language objectives based on
- Assessment data based on standards
- English language-proficiency assessment data.
- Model language explicitly and interactively.

Post content and language objectives for students and use them before and after each lesson to help students connect to previous learning and to self-monitor their own learning (metacognition).

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

Utilize whole-group and differentiated small-group instruction, based on student needs.

Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy.

For ELLs:

- 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:
 - Vocabulary
 - Sentence Frame
 - Grammar
 - Strategic use of native language and cognates
 - Graphic organizers

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

How will you use pre- and post-test information to guide instruction?

Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson.

What content objective is the student expected to master?

What language (vocabulary, structure, phrases, concept, etc.) does the student need in order to access the content standard, and what does the content standard ask the student to do?

What is the purpose of communication within the lesson? What is the learner expected to do with the language? Do the objectives lead instruction?

For districts/schools with ELs, use assessment data can help determine the Stage of Language Acquisition, which should guide language objectives. English Language Proficiency Levels include:

- Beginning
- High Beginning
- Intermediate
- High Intermediate
- Advanced

Standards

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

Considerations

-Language is an essential element of everything Language Arts teachers do in their classrooms. Regardless of a student's ELL status, every student in our classrooms is working to grow the breadth and depth of their language knowledge and application. Thus, including language as an essential component of every literacy activity is a key to good literacy instruction.

6-12

Language Tier 1 Intervention

Language

Conventions of Standards English

Effective Instruction and Elements of Curricula Across all Content Areas

Conventions of Standard

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

Grammar and Usage:

- 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)

Capitalization, punctuation, and spelling:

- 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)

Conventions of standard English based on pre-and-post-test student knowledge to monitor progress.

- Explicitly describe and model instruction
- Practice conventions in different modalities:
 - 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)

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Are students exposed to diverse language samples?

Culturally and linguistically diverse learners may be paired with native English speakers to promote standard English conventions.

How will language instruction be integrated with reading, writing, listening, and speaking?

How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?

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

Standards

Writing Standards 10 and 11; Speaking and Listening Standard 7

Considerations

-While the initial introduction to grammatical content might be explicit, the learning of grammar should be woven into the content that is presented and the content students will create. Additionally, grammatical skills and components should not be taught once but revisited throughout a student's entire education in order to facilitate their own developing understanding of the English language and the use of that knowledge in an ever-growing sophisticated practice and style.

-Pay attention to your grade level standards and the content knowledge and skills students should have, and learn, in your ELA course as it relates to grammar, conventions, and language.

6-12

Language Tier 1 Intervention

Language

Knowledge of Language

Effective Instruction and Elements of Curricula Across all Content Areas

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

Using appropriate language and structures in different situations:

- Informal
- Formal/Academic

Developing a high-quality product, presentation, or text by considering:

- Subject
- Occasion
- Audience
- Purpose
- Speaker (e.g., what voice-- an authority? a facilitator? --does the presenter want to convey?)

Making effective choices for meaning and style:

- Varied syntax for effect
- Varied sentence structures for effect
- Word choice
- Word order

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Standards

Reading Standard 10; Writing Standard 10a

Considerations

-Just like writing can be formal and informal, so can speech. Provide students multiple opportunities to practice and listen in on the various types of speech and practice using various styles affectively.

6-12

Language Tier 1 Intervention

Language

Vocabulary Acquisition and Use

Effective Instruction and Elements of Curricula Across all Content Areas

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

Meanings of words:

- 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)

Strategies for vocabulary acquisition:

- Attending to context clues
- Reading extensively
- Learning word elements (affixes, roots)
- Learning academic vocabulary
- Exposure to vocabulary words before, during and after the lesson

Conventions of standard English based on pre- and post-test student knowledge to monitor progress

- Explicitly describe and model instruction
- Practice conventions in different modalities:
 - 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)

Critical Questions and Considerations for Teaching and Learning

What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?

Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.

Are students exposed to diverse language samples?

Does vocabulary instruction include many sources and modalities?

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.

Vocabulary instruction should consider the three tiers of words (Beck, McKeown, Kucan, 2002, 2008):

- Tier 1: Everyday speech
- Tier 2: General academic
- Tier 3: Content-specific language

Standards

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

Considerations

-Vocabulary should be taught explicitly and with context depending on the nature of the term and the students you are working with. However, it is the application and utilization of vocabulary that leads to deeper learning. Work to build opportunities for students to use and access the terms on multiple occasions in order to build these terms into their personal vocabulary and long-term memory.

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