



Manchester Public Schools
English Language Learners Curriculum
K-12

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Manchester Public Schools

English Language Learners' Curriculum K-12

2012

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**The Mission and Vision for English Language Learners Program in
Manchester Public Schools**

The Mission of Manchester's Programs for English language learners

Our mission is to ensure that Manchester's ELL students have equal access to rigorous instruction, culturally/linguistically relevant materials and consistent communication with families tailored to the unique needs of our diverse population in order to meet the 21st century demands of a global society.

Vision of the Manchester's Programs for English language learners

We support all linguistically and culturally different students as emergent bilinguals, building on their linguistic and cultural background so that they are able to navigate the ever-changing global society.

We believe that our English language learners are an asset that brings the world to Manchester.

**Kindergarten to Twelfth Grade Academic English Language
Learners Curriculum**

K-12 Academic 2 (3/12)

Domain: Academic English

Essential Question: How will students use English to achieve in all content areas?

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENT	ASSESSMENT/SKILL CONCEPT
<p>Students will use English to read, write, listen and speak in academic settings.</p>	<p>Use English to achieve in all academic settings.</p> <p>Negotiate and manage interaction to accomplish tasks, including following oral and written directions.</p> <p>Develop and apply reading, writing and research skills and strategies.</p>	<p>Students will show growth in English, on foundational skills and grade level standards.</p> <p>Students will access core curriculum at their grade level with support.</p>	<p>R1, R2, R3, S1, L1</p> <p>Resources: K-5 Cornerstone Series (Pearson Longman), Journal Writing, Learning A-Z (readinga-z.com), Starfall.com, Culturally responsive literature, ESL Phonics 6-8 Santanilla 9-12 Keystone Newcomer Series, National Geographic Edge Fundamentals, New York Times and other news resources,</p>

Vocabulary: Academic Vocabulary List K-12

**Kindergarten to Fifth Grade Newcomer Social/Cultural English
Language Learners Curriculum**

Domain: English in Social and Cultural Settings

Essential Question: How will students use English to communicate effectively in social and cultural settings?

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENT	ASSESSMENT/SKILL CONCEPT
<p>Students will use learning strategies to extend linguistic competence in social and cultural settings.</p>	<p>Use English to effectively communicate in social settings.</p> <p><i>A. Students will practice new language, self-monitor and explore alternative ways of saying things.</i></p> <p><i>B. Students will seek support and feedback from others.</i></p> <p><i>C. Students will use context to construct meaning</i></p>	<p>Students will act-out age-appropriate role-plays of social activities. This includes asking questions, practicing new vocabulary, and demonstrating understanding of non-verbal cues. (VARY FOR CULTURAL CUES AND LINGUISTIC SETTINGS)</p> <p>Examples: initiate and maintain appropriate casual conversation, ask for help, permission and invite a friend to play.</p> <p>Students will seek clarification during a whole class discussion from their teacher, their peers, technological and print resources using primary language as appropriate.</p>	<p>LAS Links: S1, S2, L1, L2</p> <p>Resources: Cornerstone Series (Pearson Longman), Journal Writing, Learning A-Z (readinga-z.com), Starfall.com, Culturally responsive literature, ESL Phonics</p>

Vocabulary: Academic Vocabulary K-5 Newcomer list

**Sixth to Twelfth Grade Newcomer Social/Cultural English Language
Learners Curriculum**

6-12 Newcomer 1 & 3 (3/12)

Domain: English in Social and Cultural Settings

Essential Question: How will students use English to communicate effectively in social and cultural settings?

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENT	ASSESSMENT/SKILL CONCEPT
<p>Students will use learning strategies to extend linguistic competence in social and cultural settings.</p>	<p>Use English to effectively communicate in social settings.</p> <p><i>A. Students will practice new language, self-monitor and explore alternative ways of saying things.</i></p> <p><i>B. Students will seek support and feedback from others.</i></p> <p><i>C. Students will use context to construct meaning</i></p>	<p>Students will act-out social activities before participating in them. This includes asking questions, practicing new vocabulary, and demonstrating understanding of non-verbal cues. Examples can include: talking on the telephone, meeting new people, expressing personal preferences. (VARY FOR CULTURAL CUES AND LINGUISTIC SETTINGS)</p> <p>Students will seek clarification during a small group discussion about social interactions from their tutor/ teacher, their peers, from technological and print resources using primary language as appropriate.</p>	<p>LAS Links: S1, S2, L1, L2</p> <p>Resources: Inside (National Geographic) (6-8), Access: Newcomer (7,8), Keys to Learning (Pearson Longman) 9-12, Fundamentals (National Geographic), Newcomers 9-12</p>

Vocabulary: Academic Vocabulary list 6-12 Newcomer List

**Kindergarten to Fifth Grade Intermediate Social/Cultural English
Language Learners Curriculum**

Domain: English in Social and Cultural Settings

Essential Question: How will students use English to achieve in all content areas.

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENT	ASSESSMENT/SKILL CONCEPT
<p>Students will use learning strategies to extend linguistic competence in social and cultural settings.</p>	<p>Use English to effectively communicate in social settings.</p> <p><i>A. Students will practice new language, self-monitor and explore alternative ways of saying things.</i></p> <p><i>B. Students will seek support and feedback from others.</i></p> <p><i>C. Students will use context to construct meaning.</i></p>	<p>Students will write a role play, edit and share, it with peers. Context will include age-appropriate role-plays of social activities. In these role-plays they will ask questions, practice new vocabulary, and demonstrate understanding of non-verbal cues. (VARY FOR CULTURAL CUES AND LINGUISTIC SETTINGS)</p> <p>Students will actively participate in a whole class discussion about social interactions. They will seek clarification from their teacher, their peers, technological and print resources, using primary language as appropriate and then, make changes as needed in order to meet whole class objective.</p> <p>Students will compare and contrast how social interactions differ in their home culture.</p>	<p>LAS Links: S1, S2, L1, L2</p> <p>Resources: Cornerstone Series (Pearson Longman), Journal Writing, Learning A-Z (readinga-z.com), Starfall.com, Culturally responsive literature, ESL Phonics</p>

Vocabulary: Academic Vocabulary K-5 Intermediate list

**Sixth to Twelfth Grade Intermediate Social/Cultural English
Language Learners Curriculum**

6-12 Intermediate 1 & 3 (3/12)

Domain: English in Social and Cultural Settings

Essential Question: How will students use English to communicate effectively in social and cultural settings?

UNIT GOAL	PERFORMANCE STANDARDS	EXPECTED PERFORMANCE ASSESSMENT	ASSESSMENT/SKILL CONCEPT
<p>Students will use learning strategies to extend linguistic competence in social and cultural settings.</p>	<p>Use English to effectively communicate in social settings.</p> <p><i>A. Students will practice new language, self-monitor and explore alternative ways of saying things.</i></p> <p><i>B. Students will seek support and feedback from others.</i></p> <p><i>C. Students will use context to construct meaning</i></p>	<p>Students will act-out age-appropriate role-plays of social activities. This includes asking questions, practicing new vocabulary, and demonstrating understanding of non-verbal cues. (VARY FOR CULTURAL CUES AND LINGUISTIC SETTINGS)</p> <p>Examples: initiate and maintain appropriate casual conversation, ask for help, permission and invite a friend to play.</p> <p>Students will seek clarification during a whole class discussion from their teacher, their peers, technological and print resources using primary language as appropriate.</p>	<p>LAS Links: S1, S2, L1, L2</p> <p>Resources: 9-12 New York Times and other news sources, 6-8 Santanilla</p>

Vocabulary: Academic vocabulary 6-12 Intermediate list

ELL Resources

Connecticut State Board of Education
Hartford

Position Statement on the Education of Students Who Are English Language Learners

Adopted July 7, 2010

The Connecticut State Board of Education believes that high-quality, comprehensive and effective English as a Second Language (ESL) and bilingual education programs are essential to acquire English language proficiency and academic proficiency for students who are English language learners (ELLs). The Board believes that research-based instructional practices that support ELLs in general education classrooms are essential while they are acquiring English and well after they have exited the intensive programs. Our state, districts and schools are mandated by the United States Civil Rights Act of 1964, the No Child Left Behind Act of 2001 and the Connecticut Bilingual Statute to ensure that ELLs receive specialized services to meet their language and academic needs. The Board affirms the importance of all students becoming socially and academically prepared to be successful.

ESL programs, taught exclusively in English, strive to help ELLs to acquire a level of English proficiency in listening, speaking, reading and writing that will allow them to master the same content and meet the same academic performance standards expected of students whose first language is English. ESL program models vary among districts. The type of program and amount of services students receive are determined by considering the language proficiency levels of the students. These programs recognize native languages as assets that enrich lives and may be used to support academic instruction. Students must also be given opportunities to interact socially with their English speaking peers in sports, clubs and other school activities. Acceptance within the school community and a climate that promotes social and emotional well-being will enhance the school experience and student learning.

The Connecticut Bilingual Statute requires bilingual education programs to be provided in schools that have 20 or more speakers of the same native language who are identified as ELLs. These programs enable students to become proficient in English and academic content areas through the instructional use of both English and the student's native language. The Board believes that bilingual instruction can provide a foundation to enhance students' native languages and academic achievement while developing proficiency in English. These programs allow students to receive culturally responsive instructional curriculum and pedagogy and to develop English language skills while using their native languages to succeed academically.

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1. "No state shall deny equal educational opportunity to an individual on account of his or her race, color, sex, or national origin, by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."-- excerpt from the United States Code § 1703
 2. The No Child Left Behind Act of 2001 (NCLB) requires that all children, including English language learners (ELLs), reach high standards by demonstrating proficiency in English language arts and mathematics by 2014. Schools and districts must help ELL students, among other subgroups, make continuous progress toward this goal, as measured by performance on state tests, or risk serious consequences.
 3. Bilingual Education Statute: Section 10-17a-j, inclusive, of the Connecticut General Statutes, <http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=321156>

The Board values Connecticut's diverse ethnic and linguistic populations and affirms that our educational system must respect the uniqueness of all students and the languages they speak. In Connecticut, 133 languages are spoken among the thousands of ELLs in our schools. To close the achievement gaps that have historically separated ELLs from native speakers of English, rigorous programs and services must be provided to every student who needs them. ELLs in general education classrooms must receive the differentiated instruction and ongoing support that will enable them to acquire content, academic vocabulary and English language skills simultaneously. A student's level of English language proficiency must be taken into consideration and, when necessary, students will need extended learning time. Despite the exceptional rates at which young students can learn to speak a second language, the rate of acquiring cognitive academic proficiency in reading and writing differs among language learners. All certified and pre-service teachers, administrators and staff need professional development to become more effective when teaching ELLs. Strong partnerships with parents, community organizations, businesses and universities that respect and celebrate cultural and language differences can provide additional support for these students.

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Components of High Quality English as a Second Language (ESL) and Bilingual Education Programs

Guidelines for Policymakers

July 12, 2010

The Connecticut State Board of Education (CSDE) provides the following guidelines to support collaboration among the state's various stakeholders to build high quality, comprehensive, coordinated English as a second language (ESL) and bilingual education for English language learners (ELLs) programming in the state.

Connecticut State Department of Education's Responsibilities:

- assist and support local and regional boards of education to institute high quality ESL and bilingual education programs for identified ELLs from kindergarten through Grade 12 in accordance with federal and state requirement;
- ensure all Teachers of English to Speakers of Other Languages (TESOL) and bilingual education teachers, kindergarten through Grade 12, hold the appropriate certificate for their assignment;
- provide ongoing, systematic, job-embedded ESL professional development opportunities for all Connecticut educators;
- provide guidance to educators in aligning Common Core State Standards with CSDE ELL Frameworks, curriculum models, instructional strategies and sample lesson plans, which clearly identify a comprehensive, aligned progression of key ESL knowledge, concepts and abilities, all Connecticut public school ELL students must attain;
- collect ELL data from districts and report to the federal government per No Child Left Behind (NCLB) Act; and
- partner with higher education institutions, businesses and industry to provide programs and services that strengthen reading, writing, listening and speaking for Connecticut's ELL students.

School Districts' Responsibilities Kindergarten - 12:

- implement a plan detailing specific procedures that includes a Home Language Survey to ensure that all students entering the district, whose primary language is other than English, are tested for English language proficiency and language dominance;
- ensure that all ELL students are identified, placed and served in accordance with state and federal requirements;
- provide appropriate planned instructional ESL and/or bilingual education programs for identified students, whose dominant language is not English;
- ensure high-quality instruction and alignment with Common Core State Standards and CSDE ELL Framework in ESL and/or bilingual education programs;
- ensure that all ELL students are taught by certified TESOL and/or bilingual educators;

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- classify and report to the CSDE identified ELL students according to their dominant language, program code and LAS Links scores;
- provide a bilingual education program for eligible students in any public school within a local or regional school district where there are 20 or more eligible students classified as dominant in any one native language other than English per the Bilingual Education Statute;
- assess the linguistic and academic progress of students in ESL and/or bilingual education programs in meeting the state standards and conduct an annual review of program effectiveness;
- provide additional English language support services for ELLs who are not making progress toward meeting the state standards and exit students from ELL status when they meet the state standards;
- develop a partnership between the district and the parents of ELL students that provides for two-way communication that fosters educational support for these students and their parents;
- provide sufficient instructional materials and supporting technology at all grade levels to implement ESL and/or bilingual education programs effectively. Native language materials and resources should be available for bilingual education program students;
- provide administrators, teachers and staff with ongoing research-based professional development including instructional practices for ELLs in second language acquisition, sheltered content instruction and culturally responsive instruction;
- provide Language Transition Support Services (LTSS) to those students who have not met state exit criteria after completing 30 months in a bilingual program (only for districts with bilingual education programs, refer to CSDE *Guidelines for Implementing Language Transition Support Services*);
- ensure that all ELL students are administered the Language Assessment Scales (LAS) Links annually to assess language proficiency and progress in English language acquisition, maintain accurate record keeping and documentation, and report results to the CSDE;
- ensure that all ELL high school students have access to advanced ESL and content area courses adjusting instruction according to the ELL student's English language acquisition level and provide them the opportunities to interact with college-level curriculum; and
- submit the Title III Annual Evaluation Report (*Title III districts only*) and the Bilingual Program Annual Evaluation Report (*Districts with Bilingual Education Programs only*) to the CSDE.

Schools' Responsibilities

Administrators' Responsibilities:

- ensure that all students entering the school whose primary home language is a language other than English are tested for English language proficiency and language dominance and are placed accordingly;
- implement and provide appropriate planned instructional ESL and/or bilingual education program for identified students whose dominant language is not English per federal and state requirements;

- provide time for TESOL and/or bilingual teachers and general education teachers to evaluate, analyze and use resulting data to inform instruction for ELLs;
- ensure that all ELL students are administered the LAS Links to assess language proficiency and progress in English language acquisition and provide time and appropriate space for TESOL and/or bilingual teachers to administer yearly LAS Links to all ELLs, in accordance with federal and state requirements;
- implement a system of support for all ELL students that includes supplemental and intensive ESL interventions;
- develop a partnership between the district and the parents of ELL students that provides for two-way communication that fosters educational support for these students and their parents;
- implement LTSS for those ELL students who completed 30 months in a mandated bilingual education program and did not meet state standards. (For districts with Bilingual Education Programs only refer to the CSDE *Guidelines for Implementing Language Transition Support Services*);
- plan and implement high quality professional development programs on second language acquisition research and effective strategies that will enable teachers to plan purposefully so all ELL students achieve high standards of learning and development;
- encourage parent and community participation in cultural, academic and other school events during and beyond the school day to promote the importance of recognizing the value of students' culture and language; and
- ensure that all ELL high school students have access to advanced ESL and content area courses adjusting instruction according to the ELL student's English language acquisition level.

Teachers/Staff's Responsibilities

English as a Second Language Teachers' Responsibilities:

- provide ESL instruction to ELL students. The ELL teacher also shares responsibility with general education teachers for ensuring that the ELL students receive content instruction with modifications while learning English;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing;
- meet the needs of each ELL student according to level of English language proficiency using modifications for ELLs, to support learning the English language as well as mastering content in all academic areas;
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students;
- provide ongoing support and time to meet regularly with general education teachers to develop modified content area strategies to help ensure the linguistic and academic success of ELL students enrolled in their classes;
- serve as a liaison with the parents/guardians of ELL students, their community and the school; and
- administer LAS Links annually to assess language proficiency and progress in English language acquisition of ELL students.

Bilingual Teachers' Responsibilities:

- assume the primary responsibility for the instruction of ELL students in the class, in partnership with the TESOL and other resource staff;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- plan and implement lessons for each content area, either using the student's native language and/or sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL and/or general education teachers and collaborate to develop strategies to help ensure the academic success of ELL students;
- foster more systematic and appropriate use of technological tools to enhance ESL and content area language instruction for ELL students;
- provide frequent and varied opportunities for ELL students to have extended interaction with teachers and peers to practice listening, speaking, reading and writing, in their native language where applicable, and/or in English;
- utilize staff development opportunities to increase understanding of ELL students' needs and provide updates in effective second language acquisition strategies;
- provide families with orientation and information about program choices and students' progress in English and content areas;
- engage and support ELL students' families in fostering students English language development and seek input from families to make meaningful connections to students' lives;
- encourage parents to read to their children in English or in their native language, to develop comprehension skills and provide a literacy-rich environment; and
- administer LAS Links annually to assess language proficiency and progress in English language acquisition.

General Education Teachers with ELL Students Responsibilities:

- assume the primary responsibility for the instruction of the ELL students in the class, in partnership with the TESOL and other resource staff;
- align Common Core State Standards with *CSDE ELL Framework*, K-12;
- plan and implement lessons for each content area using sheltered instruction strategies according to the level of English language proficiency of ELL students in the class;
- provide ongoing support to the ESL teacher and together, collaborate to develop strategies to help ensure academic success in making content areas comprehensible for all ELL students in their class;
- teach ESL skills embedded in the content area with appropriate modifications for ELL students aligning content with CSDE ELL Frameworks;
- utilize staff development opportunities to increase understanding of ELL students' needs and to learn effective second language acquisition strategies;
- modify tests and assignments giving consideration to the student's level of English language proficiency;

- recognize that students exhibit varying levels of readiness based on age, home environment and experiences;
- set high expectations for all ELL students to ensure earlier and more equitable opportunities to learn to speak, read and write English through extended interactions with teachers and peers;
- encourage parents to read to their children in English or in their native language, where applicable, to develop comprehension skills and provide a literacy-rich environment; and
- value and understand the cultural background of the ELL students and families to make them feel more connected to their classroom and engage families in fostering students English language development.

Higher Education Responsibilities:

- ensure general education teachers are provided with course work in ESL acquisition and culturally responsive instructional practices;
- research and develop programs to increase the number of candidates for TESOL and bilingual education teacher certifications and provide pre-service teachers with rigorous coursework in ESL and literacy across the content areas;
- partner with CSDE and school districts in providing professional development in research-based strategies for second language acquisition;
- provide rigorous ESL and bilingual teacher education programs, linked to national and state standards, with depth and breadth of scientifically-based content and pedagogy, including cultural diversity and cognitive learning style theory and research; and
- develop ongoing, systematic partnerships with schools to support and enhance the ESL and bilingual education programming.

Family and Community Responsibilities:

- stimulate student's oral language skills by involving them in language-rich activities in English or in their native language, where applicable, (e.g., conversations, songs, stories, responding to questions);
- encourage student's interest in language by engaging them in speaking about what they are learning at school and how it relates to daily life, especially promoting listening, speaking, reading and writing;
- use community resources to support student's literacy development; and
- work with teachers to support student's literacy learning in ESL and across content areas.

ELL Students Responsibilities:

- utilize all opportunities to learn and practice English while maintaining their native language;
- work diligently to increase English language skills and apply to academic content areas; and
- seek additional help and support from teachers and parents to ensure linguistic and academic success.

Connecticut State Department of Education

English Language Learner (ELL) Framework

INTRODUCTION

The Framework for English Language Learners (ELL) is inherently different from other content areas, in that grade-level performance is based upon degree of English language proficiency. Students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency. Furthermore, an individual student's proficiency level may vary among the four skill areas of listening, speaking, reading and writing. It should be understood, therefore, that although the structure of this document is based upon that of other curriculum frameworks with grade-level divisions, performance standards from lower grades will need to be addressed for ELL students in upper grades. In other words, the document is structured so that, vertically, you can clearly see the progression from a beginning, intermediate and advanced level. The progression horizontally includes indicators that may appear to be repeated from one grade level to the next. This emphasizes that ELL students must master these indicators, regardless of the grade at which they begin their education as an ELL, so that they can move from beginning to advanced levels of proficiency.

The three levels of English language proficiency defined by Teachers of English to Students of Other Languages (TESOL), and used in this document, are Beginning, Intermediate, and Advanced. They are described as follows:

BEGINNING

At this level, students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and begin to use English spontaneously and regularly.

At the earliest stage, these learners construct meaning from text primarily through nonprint features (e.g., illustrations, graphs, maps, tables). They gradually construct more meaning from the words themselves, but the construction is often incomplete. They are able to generate simple texts that reflect their knowledge level of syntax. These texts may include a significant number of nonconventional features, such as invented spelling, grammatical inaccuracies, pictorial representations, surface features and rhetorical patterns of the native language (i.e., ways of structuring text from native culture and language).

INTERMEDIATE

At this level, students understand more complex speech, but may require some repetition. They acquire a vocabulary of stock words and phrases covering many daily situations. They use English spontaneously, but may have difficulty expressing all their thoughts due to a restricted vocabulary and a limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. They may have some trouble comprehending and producing complex structures and academic language.

Proficiency in reading may vary considerably, depending upon the learner's familiarity and experience with themes, concepts, genre, characters and so on. They are most successful in constructing meaning from texts for which they have background knowledge upon which to build. They are able to generate more complex texts, a wider variety of texts and more coherent texts than beginners. Texts still have considerable numbers of nonconventional features.

ADVANCED

At this level, the students' language skills are adequate for most day-to-day communication needs. Occasional structural and lexical errors occur. Students may have difficulty understanding and using some idioms, figures of speech and words with multiple meanings. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts.

Students at this level may read with considerable fluency and are able to locate and identify specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract. They can read independently for personal and academic purposes. Structures, vocabulary and overall organization approximate the writing of native speakers of English. However, errors may persist in one or more of these domains.

All ELL students, regardless of grade level or educational background, will proceed through the three stages of English language development on their way to linguistic competence in English. This framework will enable ELL students to become proficient in English language acquisition so that they can apply it to their achievement in academic content areas. The framework also will assist students in understanding cultural differences as they begin to use English in various settings.

The English Language Learner Frameworks are designed for use by **all** educators who are working with English language learners regardless of the type of programming, [Bilingual or English as a Second Language (ESL)] including instruction in the general education setting.

Performance standards	Level	PreK-2	3-5	6-8	9-12
	Beginning	Indicators	Indicators	Indicators	Indicators
	Intermediate	Indicators	Indicators	Indicators	Indicators
	Advanced	Indicators	Indicators	Indicators	Indicators

Key: **Beginning:** At this level, students have limited or no understanding of English.
Intermediate: At this level, students understand more complex speech but may require some repetition.
Advanced: At this level, the students' language skills are adequate for most day-to-day communication needs.

This document provides the foundation for academic and social language to enable students to access all subject areas. Please see other state curriculum frameworks for content specifics (www.state.ct.us/sde/dtl/curriculum/currsci.htm and www.state.ct.us/sde/dtl/curriculum/currmath.htm).

ELL Frameworks Overview		
	Content Standards	To achieve the Goals and Standards, Students will:
Goal 1: Use English to effectively communicate in social settings	1-1 Use English to participate orally in social settings	Share and request information
	How can I increase my use of English when speaking with others?	Get personal needs met
	1-2 Use learning strategies to extend linguistic competence in social settings	Practice new language, self-monitor and explore alternative ways of saying things
	What strategies will help me use English appropriately and with greater proficiency when speaking with others?	Seek support and feedback from others Use content to construct meaning
Goal 2: Use English to achieve in all academic settings including language arts, math, science and social studies	2-1 Use English to participate orally in academic settings	Follow oral and written directions
	What can I do to be able to increase and improve my use of English in different classes?	Negotiate and manage interaction to accomplish tasks Follow the conventions of standard English
	2-2 Use English to read and write in academic settings	Develop reading skills
	What can I do to increase and improve my use of English when I have to read and write in different classes?	Develop writing skills Develop research skills
	2-3 Use English to become independent learners in academic settings	Apply cognitive strategies
	What can I do to be a better learner and achieve in different classes?	Apply reading strategies Apply writing strategies
Goal 3: Use English in culturally appropriate ways	3-1 Apply appropriate cultural behaviors in various settings	Recognize and use appropriate degrees of formality in standard English
	How can I be sure that I say and do what is appropriate and acceptable?	Respond to and use idioms and humor appropriately Use nonverbal communication appropriate to audience, purpose and setting

Goal 1: Use English to communicate effectively in social settings					
Content Standard 1-1: Use English to participate orally in social settings					
Student Question: How can I increase my use of English when speaking with others?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Share and request information	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Indicate preferences through gestures, one- and two-word responses or short phrases • Ask and answer “yes/no” and “either/or” questions • Initiate communication • Express needs and feelings verbally and nonverbally 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Indicate preferences through gestures, one- and two-word responses or short phrases • Ask and answer “yes/no” and either/or questions • Initiate communication • Express needs and feelings verbally and nonverbally 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Indicate preferences through gestures, one- and two-word responses or short phrases • Ask and answer “yes/no” and either/or questions • Initiate communication • Express needs and feelings verbally and nonverbally 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Indicate preferences through gestures, one- and two-word responses or short phrases • Ask and answer “yes/no” and either/or questions • Initiate communication • Express needs and feelings verbally and nonverbally
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Ask and answer who, what, when, where and how questions • Indicate preferences with complete or nearly complete sentences • Ask simple questions for clarification • Obtain information in context-reduced settings (e.g., telephone) • Express needs, feelings and ideas 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Ask and answer who, what, when, where and how questions • Indicate preferences with complete or nearly complete sentences • Ask simple questions for clarification • Obtain information in context-reduced settings (e.g., telephone) • Express needs, feelings and ideas • Clarify and restate information as needed 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Ask and answer who, what, when, where and how questions • Indicate preferences with complete or nearly complete sentences • Ask simple questions for clarification • Obtain information in context-reduced settings (e.g., telephone) • Express needs, feelings and ideas • Clarify and restate information as needed • Engage in informal and formal conversations 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Ask and answer who, what, when, where and how questions • Indicate preferences with complete or nearly complete sentences • Ask simple questions for clarification • Obtain information in context-reduced settings (e.g., telephone) • Express needs, feelings and ideas • Clarify and restate information as needed • Engage in informal and formal conversations

Students will:	Level	PreK-2	3-5	6-8	9-12
Share and request information	Advanced	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Negotiate solutions to problems or misunderstandings • Ask “what if” questions • Ask complex questions to obtain information 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Negotiate solutions to problems or misunderstandings • Ask “what if” questions • Ask complex questions to obtain information • Persuade others by defending and arguing a position 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Negotiate solutions to problems or misunderstandings • Ask “what if” questions • Ask complex questions to obtain information • Persuade others by defending and arguing a position 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Negotiate solutions to problems or misunderstandings • Ask “what if” questions • Ask complex questions to obtain information • Persuade others by defending and arguing a position

Goal 1: Use English to communicate effectively in social settings					
Content Standard 1-1: Use English to participate orally in social settings					
Student Question: How can I increase my use of English when speaking with others?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Meet Personal Needs	Beginning	Beginning Indicators <ul style="list-style-type: none"> • Ask for permission • Ask for assistance 	Beginning Indicators <ul style="list-style-type: none"> • Ask for permission • Ask for assistance 	Beginning Indicators <ul style="list-style-type: none"> • Ask for permission • Ask for assistance 	Beginning Indicators <ul style="list-style-type: none"> • Ask for permission • Ask for assistance
	Intermediate	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Make plans for social engagements 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Make plans for social engagements 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Make plans for social engagements • Make appointments • Request forms and documents 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Make plans for social engagements • Make appointments • Request forms and documents
	Advanced			Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Participate in an extra-curricular activity, club or organization 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Participate in an extra-curricular activity, club or organization • Advocate for self and others

Goal 1: Use English to communicate effectively in social settings

Content Standard 1-2: Use learning strategies to extend linguistic competence in social settings

Student Question: What strategies will help me use English appropriately and with greater proficiency when speaking with others?

Students will:	Level	PreK-2	3-5	6-8	9-12
Practice new language, self-monitor, and explore alternative ways of saying things	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Imitate proficient speakers • Experiment with recently learned language • Align verbal directions with nonverbal cues • Ask questions for clarification 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Imitate proficient speakers • Experiment with recently learned language • Align verbal directions with nonverbal cues • Ask questions for clarification • Rehearse language patterns 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Imitate proficient speakers • Experiment with recently learned language • Align verbal directions with nonverbal cues • Ask questions for clarification • Rehearse language patterns 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Imitate proficient speakers • Experiment with recently learned language • Align verbal directions with nonverbal cues • Ask questions for clarification • Rehearse language patterns
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Plan and practice conversations 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Plan and practice anticipated conversations • Reinforce recently learned language by teaching others • Check for correctness of speech and adjust language accordingly • Plan and experiment with variations of language in different settings 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Plan and practice anticipated conversations • Reinforce recently learned language by teaching others • Check for correctness of speech and adjust language accordingly • Analyze and experiment with variations of language in different settings 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Plan and practice anticipated conversations • Reinforce recently learned language by teaching others • Check for correctness of speech and adjust language accordingly • Analyze and experiment with variations of language in different settings
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Reinforce recently learned language by teaching others 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Self-monitor and adjust language accordingly 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Self-monitor and adjust language accordingly 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Self-monitor and adjust language accordingly

Goal 1: Use English to communicate effectively in social settings

Content Standard 1-2: Use learning strategies to extend linguistic competence in social settings

Student Question: What strategies will help me use English appropriately and with greater proficiency when speaking with others?

Students will:	Level	PreK-2	3-5	6-8	9-12
Seek support and feedback from others	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Indicate a lack of understanding Ask for the meaning of a word Work in cooperative groups Use primary language to clarify meaning and information 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Indicate a lack of understanding Ask for the meaning of a word Work in cooperative groups Use primary language to clarify meaning and information 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Indicate a lack of understanding Ask for the meaning of a word Work in cooperative groups Use primary language to clarify meaning and information 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Indicate a lack of understanding Ask for the meaning of a word Work in cooperative groups Use primary language to clarify meaning and information
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Use available technology as a resource 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Ask whether a particular word or phrase is correct Use available technology as a resource 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Ask whether a particular word or phrase is correct Use available technology as a resource 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Ask whether a particular word or phrase is correct Use available technology as a resource
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Confer with peers to solve problems and make decisions 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Confer with peers or adults to solve problems and make decisions 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Confer with peers or adults to solve problems and make decisions 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Confer with peers or adults to solve problems and make decisions

Goal 1: Use English to communicate effectively in social settings					
Content Standard 1-2: Use learning strategies to extend linguistic competence in social settings					
Student Question: What strategies will help me use English appropriately and with greater proficiency when speaking with others?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Use context to construct meaning	Beginning	Beginning Indicators <ul style="list-style-type: none"> Relate body language and gestures to spoken language Associate objects or symbols with spoken and written language 	Beginning Indicators <ul style="list-style-type: none"> Relate body language and gestures to spoken language Associate objects or symbols with written labels 	Beginning Indicators <ul style="list-style-type: none"> Relate body language and gestures to spoken language Associate objects or symbols with written labels 	Beginning Indicators <ul style="list-style-type: none"> Relate body language and gestures to spoken language Associate objects or symbols with written labels
	Intermediate	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Use different media (written sources and technology) to increase understanding 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Use different media (written sources and technology) to increase understanding Identify language subtleties in various contexts 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Use different media (written sources and technology) to increase understanding Identify language subtleties in various contexts 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Use different media (written sources and technology) to increase understanding Identify language subtleties in various contexts
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Identify language subtleties in various contexts 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Analyze and draw conclusions from interactions 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Analyze and draw conclusions from interactions 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Analyze and draw conclusions from interactions

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-1: Use English to participate orally in academic settings					
Student Question: What can I do to be able to increase and improve my use of English in different classes?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Follow oral and written directions	Beginning	Beginning Indicators <ul style="list-style-type: none"> Repeat modeled language Participate in daily classroom routines Follow one- or two-step directions 	Beginning Indicators <ul style="list-style-type: none"> Repeat modeled language Participate in daily classroom routines Follow one- or two-step directions 	Beginning Indicators <ul style="list-style-type: none"> Repeat modeled language Participate in daily classroom routines Follow one- or two-step directions 	Beginning Indicators <ul style="list-style-type: none"> Repeat modeled language Participate in daily classroom routines Follow one- or two-step directions
	Intermediate	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Follow multistep directions Ask a teacher to restate or simplify directions 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Follow multistep directions Ask a teacher to restate or simplify directions 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Follow multistep directions Ask a teacher to restate or simplify directions 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Follow multistep directions Ask a teacher to restate or simplify directions
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Explain directions to others 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Explain directions to others 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Explain directions to others 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Explain directions to others

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-1: Use English to participate orally in academic settings					
Student Question: What can I do to be able to increase and improve my use of English in different classes?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Negotiate and manage interaction to accomplish tasks	Beginning	<p>Beginning Indicator</p> <ul style="list-style-type: none"> • Participate in full-class, group and paired activities • Take turns when speaking • Join in group response at appropriate times • Express opinions • Listen to and respect the opinions of others • Respond to basic feedback appropriately • Request and share classroom materials 	<p>Beginning Indicator</p> <ul style="list-style-type: none"> • Participate in full-class, group and paired activities • Take turns when speaking • Join in group response at appropriate times • Express opinions • Listen to and respect the opinions of others • Respond to basic feedback appropriately • Request and share classroom materials 	<p>Beginning Indicator</p> <ul style="list-style-type: none"> • Participate in full-class, group and paired activities • Take turns when speaking • Join in group response at appropriate times • Express opinions • Listen to and respect the opinions of others • Respond to basic feedback appropriately • Request and share classroom materials 	<p>Beginning Indicator</p> <ul style="list-style-type: none"> • Participate in full-class, group and paired activities • Take turns when speaking • Join in group response at appropriate times • Express opinions • Listen to and respect the opinions of others • Respond to basic feedback appropriately • Request and share classroom materials

Students will:	Level	PreK-2	3-5	6-8	9-12
Negotiate and manage interaction to accomplish tasks	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Express and defend opinions Use personal experiences to add to a discussion Contribute relevant ideas to a discussion Distinguish among cooperative roles 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Express and defend opinions Use personal experiences to add to a discussion Contribute relevant ideas to a discussion Distinguish among cooperative roles Question the opinions of others and respect their answers Use formal language to negotiate and reach consensus Listen to and incorporate feedback 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Express and defend opinions Use personal experiences to add to a discussion Contribute relevant ideas to a discussion Distinguish among cooperative roles Question the opinions of others and respect their answers Use formal language to negotiate and reach consensus Listen to and incorporate feedback Distinguish fact from opinion during discussion 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Express and defend opinions Use personal experiences to add to a discussion Contribute relevant ideas to a discussion Distinguish among cooperative roles Question the opinions of others and respect their answers Use formal language to negotiate and reach consensus Listen to and incorporate feedback Distinguish fact from opinion during discussion
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Modify a statement made by a peer Persuade others through body language and other nonverbal social cues 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Modify a statement made by a peer Persuade others during discussions and presentations Distinguish fact from opinion during discussion 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Modify a statement made by a peer Persuade others during discussions and presentations Elaborate on and extend the ideas of others Evaluate information for relevancy 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Modify a statement made by a peer Persuade others during discussions and presentations Elaborate on and extend the ideas of others Evaluate information for relevancy Prepare for and participate in a debate

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-1: Use English to participate orally in academic settings					
Student Question: What can I do to be able to increase and improve my use of English in different classes?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Follow the conventions of standard English	Beginning	Beginning Indicators <ul style="list-style-type: none"> Repeat words, phrases and simple sentences accurately Use basic language patterns accurately 	Beginning Indicators <ul style="list-style-type: none"> Repeat words, phrases and simple sentences accurately Use basic language patterns accurately 	Beginning Indicators <ul style="list-style-type: none"> Repeat words, phrases and simple sentences accurately Use basic language patterns accurately 	Beginning Indicators <ul style="list-style-type: none"> Repeat words, phrases and simple sentences accurately Use basic language patterns accurately
	Intermediate	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Produce original sentences with increasing accuracy Initiate conversations Engage in extended conversations 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Produce original sentences with increasing accuracy Initiate conversations Engage in extended conversations Recognize the difference between standard and nonstandard English 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Produce original sentences with increasing accuracy Initiate conversations Engage in extended conversations Recognize the difference between standard and nonstandard English 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> Produce original sentences with increasing accuracy Initiate conversations Engage in extended conversations Recognize the difference between standard and nonstandard English
	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Recognize and use complex syntax Produce increasingly complex language Communicate clearly and precisely Adjust language, as appropriate, to audience, purpose and task 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Recognize and use complex syntax Produce increasingly complex language Communicate clearly and precisely Adjust language, as appropriate, to audience, purpose and task 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Recognize and use complex syntax Produce increasingly complex language Communicate clearly and precisely Adjust language, as appropriate, to audience, purpose and task 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> Recognize and use complex syntax Produce increasingly complex language Communicate clearly and precisely Adjust language, as appropriate, to audience, purpose and task

Goal 2: Use English to achieve in all academic settings

Content Standard 2-2: Use English to read and write in academic settings

Student Question: What can I do to increase and improve my use of English when I have to read and write in different classes?

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop reading skills in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Activate prior knowledge • Develop phonological and phonemic awareness in English • Develop vocabulary • Expand knowledge of content • Connect prior knowledge to new information • Demonstrate comprehension of text through gestures and simple responses • Develop fluency • Explore a variety of genre 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Activate prior knowledge • Develop phonological and phonemic awareness in English • Develop vocabulary • Expand knowledge of content • Connect prior knowledge to new information • Classify objects according to number, shape, color, size, function and physical characteristics • Develop fluency • Recognize common word parts • Explore a variety of genre 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Activate prior knowledge • Develop phonological and phonemic awareness in English • Develop vocabulary • Expand knowledge of content • Connect prior knowledge to new information • Classify objects according to number, shape, color, size, function and physical characteristics • Develop fluency • Recognize common word parts • Explore a variety of genre 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Activate prior knowledge • Develop phonological and phonemic awareness in English • Develop vocabulary • Expand knowledge of content • Connect prior knowledge to new information • Classify objects according to number, shape, color, size, function and physical characteristics • Develop fluency • Recognize common word parts • Explore a variety of genre

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop reading skills in all academic areas including math, science and social studies	Intermediate	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Expand academic vocabulary • Identify main idea • Read a story and represent the sequence of events through pictures, words, music or drama • Retell, explain and expand the text to check comprehension • Respond to a story orally • Answer literal and inferential questions about grade-appropriate texts 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Expand academic vocabulary • Identify main idea and supporting details • Read a story and represent the sequence of events through pictures, words, music or drama • Retell, explain and expand the text to check comprehension • Select and organize relevant information • Respond to a story orally or in writing • Classify data and information • Answer literal and inferential questions about grade-appropriate texts • Increase fluency • Recognize and use literary terms 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Expand academic vocabulary • Identify main idea and supporting details • Read a story and represent the sequence of events through pictures, words, music or drama • Retell, explain and expand the text to check comprehension • Select and organize relevant information • Respond to fiction and nonfiction text • Classify data and information • Answer literal and inferential questions about grade-appropriate texts • Increase fluency • Recognize and use literary terms • Interpret text 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Expand academic vocabulary • Identify main idea and supporting details • Read a story and represent the sequence of events through pictures, words, music or drama • Retell, explain and expand the text to check comprehension • Select and organize relevant information • Respond to fiction and nonfiction text • Classify data and information • Answer literal and inferential questions about grade-appropriate texts • Increase fluency • Recognize and use literary terms • Interpret text

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop reading skills in all academic areas including math, science and social studies	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Develop a critical stance 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Develop a critical stance • Analyze, synthesize and construct meaning from text • Critique and evaluate text • Go beyond the text to enhance meaning • Interpret and respond to text 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Develop a critical stance • Analyze, synthesize and construct meaning from text • Critique and evaluate text • Go beyond the text to enhance meaning • Interpret and respond to text • Recognize the elements of an author’s craft including literary devices 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Develop a critical stance • Analyze, synthesize and construct meaning from text • Critique and evaluate text • Go beyond the text to enhance meaning • Interpret and respond to text • Evaluate the elements of an author’s craft including literary devices • Recognize the validity of an author’s arguments

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-2: Use English to read and write in academic settings					
Student Question: What can I do to increase and improve my use of English when I have to read and write in different classes?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Develop writing skills in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Write the English alphabet accurately • Develop handwriting skills appropriate to the English alphabet • Copy simple sentences • Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) • Produce original sentences • Write on a topic • Attend to writing mechanics (capital letters, periods and question marks) 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Write the English alphabet accurately • Develop handwriting skills appropriate to the English alphabet • Copy simple sentences • Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) • Produce original sentences • Write on a topic • Attend to writing mechanics (capital letters, periods and question marks) 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Write the English alphabet accurately • Develop handwriting skills appropriate to the English alphabet • Copy simple sentences • Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) • Produce original sentences • Write on a topic • Attend to writing mechanics (capital letters, periods and question marks) 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Write the English alphabet accurately • Develop handwriting skills appropriate to the English alphabet • Copy simple sentences • Engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, etc.) • Produce original sentences • Write on a topic • Attend to writing mechanics (capital letters, periods and question marks)

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop writing skills in all academic areas including math, science and social studies	Intermediate	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Publish and share final products • Revise, expand and edit a draft with teacher assistance • Attend to writing mechanics (punctuation and spelling) 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Publish and share final products • Write a narrative • Revise, expand and edit a draft with teacher assistance • Attend to writing mechanics (punctuation and spelling) • Develop clear ideas with supporting details and evidence • Adjust language, as appropriate, to audience, purpose and task • Revise, expand and edit a draft with peer input 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Publish and share final products • Write a narrative • Revise, expand and edit a draft with teacher assistance • Attend to writing mechanics (punctuation and spelling) • Develop clear ideas with supporting details and evidence • Adjust language, as appropriate, to audience, purpose and task • Revise, expand and edit a draft with peer input • Write for a purpose, considering the audience 	<p style="text-align: center;">Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Publish and share final products • Write a narrative • Revise, expand and edit a draft with teacher assistance • Attend to writing mechanics (punctuation and spelling) • Develop clear ideas with supporting details and evidence • Adjust language, as appropriate, to audience, purpose and task • Revise, expand and edit a draft with peer input • Write for a purpose, considering the audience • Revise, expand and edit a draft independently • Organize ideas for a relevant and logical argument

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop writing skills in all academic areas including math, science and social studies	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Use linguistic transitional elements (first, next, then) 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Use linguistic transitional elements (first, next, then) • Write expository essays • Recognize and use syntax 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Use linguistic transitional elements (first, next, then) • Write expository and persuasive essays • Recognize and use syntax 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Use linguistic transitional elements (first, next, then) • Write expository and persuasive essays • Recognize and use syntax • Write academic research papers, synthesizing materials from different sources • Paraphrase, quote and cite sources accurately

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-2: Use English to read and write in academic settings					
Student Question: What can I do to increase and improve my use of English when I have to read and write in different classes?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Develop research skills in all academic areas including math, science and social studies	Beginning	Beginning Indicators <ul style="list-style-type: none"> • Generate questions for gathering data • Use appropriate visual and auditory sources • Consult print and non-print resources in the native language when needed • Use available technology to gather information 	Beginning Indicators <ul style="list-style-type: none"> • Generate questions for gathering data • Observe and record information • Use appropriate visual, print and auditory sources • Consult print and non-print resources in the native language when needed • Use available technology to gather information 	Beginning Indicators <ul style="list-style-type: none"> • Generate questions for gathering data • Observe and record information • Use appropriate visual, print and auditory sources • Consult print and non-print resources in the native language when needed • Use available technology to gather information 	Beginning Indicators <ul style="list-style-type: none"> • Generate questions for gathering data • Observe and record information • Use appropriate visual, print and auditory sources • Consult print and non-print resources in the native language when needed • Use available technology to gather information
	Intermediate	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Observe and record information 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Raise additional questions generated by research 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Raise additional questions generated by research • Select and organize information from appropriate sources for a specific purpose 	Beginning Indicators+ Intermediate Indicators <ul style="list-style-type: none"> • Raise additional questions generated by research • Select and organize information from appropriate sources for a specific purpose

Students will:	Level	PreK-2	3-5	6-8	9-12
Develop research skills in all academic areas including math, science and social studies	Advanced	<p data-bbox="422 232 768 334">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul data-bbox="422 378 716 448" style="list-style-type: none"> <li data-bbox="422 378 716 448">• Present results of a research project 	<p data-bbox="810 232 1157 334">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul data-bbox="810 378 1157 594" style="list-style-type: none"> <li data-bbox="810 378 1104 448">• Present results of a research project <li data-bbox="810 453 1157 594">• Select and organize information from appropriate sources for a specific purpose 	<p data-bbox="1194 232 1541 334">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul data-bbox="1194 378 1541 935" style="list-style-type: none"> <li data-bbox="1194 378 1488 448">• Present results of a research project <li data-bbox="1194 453 1488 522">• Observe and record numerical data <li data-bbox="1194 527 1541 597">• Take notes from a text or presentation <li data-bbox="1194 602 1541 743">• Locate and research information on academic topics from multiple sources <li data-bbox="1194 748 1541 818">• Draw conclusions from selected sources <li data-bbox="1194 823 1541 935">• Document and justify ideas using evidence from text 	<p data-bbox="1579 232 1925 334">Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul data-bbox="1579 378 1925 935" style="list-style-type: none"> <li data-bbox="1579 378 1873 448">• Present results of a research project <li data-bbox="1579 453 1873 522">• Observe and record numerical data <li data-bbox="1579 527 1925 597">• Take notes from a text or presentation <li data-bbox="1579 602 1925 743">• Locate and research information on academic topics from multiple sources <li data-bbox="1579 748 1925 818">• Draw conclusions from selected sources <li data-bbox="1579 823 1925 935">• Document and justify ideas using evidence from text

Goal 2: Use English to achieve in all academic settings

Content Standard 2-3: Use strategies to become independent learners in academic settings

Student Question: What can I do to be a better learner and achieve in different classes?

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply cognitive strategies in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Follow verbal and non-verbal cues Rehearse and visualize information Recognize the need for and seek assistance 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Follow verbal and non-verbal cues Rehearse and visualize information Recognize the need for and seek assistance 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Follow verbal and non-verbal cues Rehearse and visualize information Recognize the need for and seek assistance 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> Follow verbal and non-verbal cues Rehearse and visualize information Recognize the need for and seek assistance
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Know when to use native language resources Use self-monitoring and self-correcting strategies 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Know when to use native language resources Use self-monitoring and self-correcting strategies Construct learning aids Develop independent study skills Apply study skills to prepare for tests 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Know when to use native language resources Use self-monitoring and self-correcting strategies Construct learning aids Develop independent study skills Apply study skills to prepare for tests 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> Know when to use native language resources Use self-monitoring and self-correcting strategies Construct learning aids Develop independent study skills Apply study skills to prepare for tests Use peer teaching to enhance mutual learning
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Evaluate one's own success in a completed learning task 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Evaluate one's own success in a completed learning task 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Evaluate one's own success in a completed learning task Analyze and evaluate study behaviors and learning environments 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> Evaluate one's own success in a completed learning task Analyze and evaluate study behaviors and learning environments

Goal 2: Use English to achieve in all academic settings					
Content Standard 2-3: Use strategies to become independent learners in academic settings					
Student Question: What can I do to be a better learner and achieve in different classes?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Apply reading strategies in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Preview illustrations and text • Make connections to prior knowledge • Make inferences from visuals • Make, verify and revise predictions • Set a purpose for reading • Use context to construct meaning • Reread • Use graphic organizers to enhance comprehension • Make text-to-self, text-to-text and text-to-world connections 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Preview illustrations and text • Make connections to prior knowledge • Make inferences from visuals • Make, verify and revise predictions • Set a purpose for reading • Use context to construct meaning • Reread • Use graphic organizers to enhance comprehension • Make text-to-self, text-to-text and text-to-world connections 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Preview illustrations and text • Make connections to prior knowledge • Make inferences from visuals • Make, verify and revise predictions • Set a purpose for reading • Use context to construct meaning • Reread • Use graphic organizers to enhance comprehension • Make text-to-self, text-to-text and text-to-world connections 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Preview illustrations and text • Make connections to prior knowledge • Make inferences from visuals • Make, verify and revise predictions • Set a purpose for reading • Use context to construct meaning • Reread • Use graphic organizers to enhance comprehension • Make text-to-self, text-to-text and text-to-world connections

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply reading strategies in all academic areas including math, science and social studies	Intermediate	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> • Visualize images suggested by the text • Make inferences from explicit information • Make and verify hypotheses while reading • Identify main idea • Form an initial reaction to the text 	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> • Visualize images suggested by the text • Make inferences from explicit information • Make and verify hypotheses while reading • Identify main idea and supporting details • Form an initial reaction to the text • Summarize the text • Skim chapter headings, subheadings and highlighted material to predict and confirm • Scan a text • Generate key questions about a text before, during and after reading 	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> • Visualize images suggested by the text • Make inferences from explicit information • Make and verify hypotheses while reading • Identify main idea and supporting details • Form an initial reaction to the text • Summarize the text • Skim chapter headings, subheadings and highlighted material to predict and confirm • Scan a text • Generate key questions about a text before, during and after reading 	<p>Beginning Indicators+ Intermediate</p> <ul style="list-style-type: none"> • Visualize images suggested by the text • Make inferences from explicit information • Make and verify hypotheses while reading • Identify main idea and supporting details • Form an initial reaction to the text • Summarize the text • Skim chapter headings, subheadings and highlighted material to predict and confirm • Scan a text • Generate key questions about a text before, during and after reading • Take margin notes or highlight during reading

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply reading strategies in all academic areas including math, science and social studies	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Make inferences from implicit information • Monitor comprehension while reading and self-correct 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Make inferences from implicit information • Monitor comprehension while reading and self-correct • Use knowledge of common word parts to learn new words and aid in comprehension • Support interpretation with evidence from text 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Make inferences from implicit information • Monitor comprehension while reading and self-correct • Use knowledge of common word parts to learn new words and aid in comprehension • Support interpretation with evidence from text 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Make inferences from implicit information • Monitor comprehension while reading and self-correct • Use knowledge of common word parts to learn new words and aid in comprehension • Support interpretation with evidence from text

Goal 2: Use English to achieve in all academic settings

Content Standard 2-3: Use strategies to become independent learners in academic settings

Student Question: What can I do to be a better learner and achieve in different classes?

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing strategies in all academic areas including math, science and social studies	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Construct a chart or other graphic • Use visuals to prompt writing • Use observations and experiences (especially family and cultural) • Make lists 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Construct a chart or other graphic • Use visuals to prompt writing • Use observations and experiences (especially family and cultural) • Make lists 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Construct a chart or other graphic • Use visuals to prompt writing • Use observations and experiences (especially family and cultural) • Make lists 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Construct a chart or other graphic • Use visuals to prompt writing • Use observations and experiences (especially family and cultural) • Make lists

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing strategies in all academic areas including math, science and social studies	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use a topic sentence as a means of writing on the topic • Restate a prompt to establish focus • Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) • Brainstorm ideas before writing • Engage in discussion with peers • Use graphic organizers to plan writing • Use technology to enhance writing <ul style="list-style-type: none"> • Publish and share final drafts • Develop idea banks (journals, clippings, pictures, lists of books, films) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use a topic sentence as a means of writing on the topic • Restate a prompt to establish focus • Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) • Brainstorm ideas before writing • Engage in discussion with peers • Use graphic organizers to plan writing • Use technology to enhance writing • Make outlines • Use reference materials (dictionaries, thesauruses, grammar books) <ul style="list-style-type: none"> • Publish and share final drafts • Develop idea banks (journals, clippings, pictures, lists of books, films) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use a topic sentence as a means of writing on the topic • Restate a prompt to establish focus • Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) • Brainstorm ideas before writing • Engage in discussion with peers • Use graphic organizers to plan writing • Use technology to enhance writing • Make outlines • Use reference materials (dictionaries, thesauruses, grammar books) <ul style="list-style-type: none"> • Publish and share final drafts • Develop idea banks (journals, clippings, pictures, lists of books, films) 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use a topic sentence as a means of writing on the topic • Restate a prompt to establish focus • Seek advice of teacher or peer to revise, expand and edit a draft (writing conferences) • Brainstorm ideas before writing • Engage in discussion with peers • Use graphic organizers to plan writing • Use technology to enhance writing • Make outlines • Use reference materials (dictionaries, thesauruses, grammar books) <ul style="list-style-type: none"> • Publish and share final drafts • Develop idea banks (journals, clippings, pictures, lists of books, films) • Anticipate the reader's response

Students will:	Level	PreK-2	3-5	6-8	9-12
Apply writing strategies in all academic areas including math, science and social studies	Advanced	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> • Use elaboration and specific details • Use sequencing 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> • Use elaboration and specific details • Use sequencing 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> • Use elaboration and specific details • Use sequencing • Use the conventions of persuasion 	Beginning Indicators+ Intermediate Indicators+ Advanced Indicators <ul style="list-style-type: none"> • Use elaboration and specific details • Use sequencing • Use the conventions of persuasion

Goal 3: Use English in culturally appropriate ways

Content Standard 3-1: Apply appropriate cultural behavior in various settings

Student Question: How can I be sure that what I say and do are appropriate and acceptable?

Students will:	Level	PreK-2	3-5	6-8	9-12
Recognize and use appropriate degrees of formality in standard English	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Begin to interact minimally with others in formal and informal settings • Make requests, show gratitude, apologize and express emotions using isolated words and phrases • Greet and take leave appropriately • Use acceptable tone and volume • Recognize when an utterance has been misunderstood 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Begin to interact minimally with others in formal and informal settings • Make requests, show gratitude, apologize and express emotions using isolated words and phrases • Greet and take leave appropriately • Use acceptable tone and volume • Recognize when an utterance has been misunderstood • Determine appropriate topics for interaction • Observe and seek information about appropriate language use and behavior 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Begin to interact minimally with others in formal and informal settings • Make requests, show gratitude, apologize and express emotions using isolated words and phrases • Greet and take leave appropriately • Use acceptable tone and volume • Recognize when an utterance has been misunderstood • Determine appropriate topics for interaction • Observe and seek information about appropriate language use and behavior 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Begin to interact with others in formal and informal settings • Make requests, show gratitude, apologize and express emotions using isolated words and phrases • Greet and take leave appropriately • Use acceptable tone and volume • Recognize when an utterance has been misunderstood • Determine appropriate topics for interaction • Observe and seek information about appropriate language use and behavior
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Give and receive compliments • Use acceptable emphasis and intonation • Observe and seek information about appropriate language use and behavior 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Give and receive compliments • Use acceptable emphasis and intonation • Rephrase an utterance when it has been misunderstood • Initiate and maintain appropriate casual conversation 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Give and receive compliments • Use acceptable emphasis and intonation • Rephrase an utterance when it has been misunderstood • Initiate and maintain appropriate casual conversation 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Give and receive compliments • Use acceptable emphasis and intonation • Rephrase an utterance when it has been misunderstood • Initiate and maintain appropriate casual conversation

Students will:	Level	PreK-2	3-5	6-8	9-12
Recognize and use appropriate degrees of formality in Standard English	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Advise peers on appropriate language use • Evaluate and adjust effectiveness of communication 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Advise peers on appropriate language use • Evaluate and adjust effectiveness of communication • Recognize and apply the style of speech appropriate to a given situation • Know when to use humor appropriately 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Advise peers on appropriate language use • Evaluate and adjust effectiveness of communication • Recognize and apply the style of speech appropriate to a given situation • Know when to use sarcasm and humor appropriately • Understand cultural factors that affect meaning 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Advise peers on appropriate language use • Evaluate and adjust effectiveness of communication • Recognize and apply the style of speech appropriate to a given situation • Know when to use irony, sarcasm and humor appropriately • Understand cultural factors that affect meaning • Use appropriate language for written business and social transactions • Obtain and complete application forms (driver’s license, ID card, college admission)

Goal 3: Use English in culturally appropriate ways

Content Standard 3-1: Apply appropriate cultural behaviors in various settings

Student Question: How can I be sure that what I say and do are appropriate and acceptable?

Students will:	Level	PreK-2	3-5	6-8	9-12
Respond to and use idioms and humor appropriately	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Understand common idioms • React to jokes appropriately 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Understand common idioms • React to jokes appropriately 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Understand common idioms • React to jokes appropriately 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Understand common idioms • React to jokes appropriately
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use common idioms • Respond to humor in conversation and literature 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use common idioms • Respond to humor in conversation and literature • React to and tell jokes appropriately 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use common idioms • Respond to humor in conversation and literature • Determine when it is appropriate to tell a joke • React to and tell jokes appropriately 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Use common idioms • Respond to humor in conversation and literature • Determine when it is appropriate to tell a joke • React to and tell jokes appropriately
	Advanced	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Expand knowledge of idiomatic expressions • React to and tell jokes appropriately 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Expand knowledge and use of idiomatic expressions • Determine when it is appropriate to tell a joke • Explain a joke or riddle 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Expand knowledge and use of idiomatic expressions • Use a variety of idioms appropriately in speech and writing • Distinguish between sarcasm and humor and use them appropriately in a variety of contexts • Interpret and explain a cartoon, situation comedy or joke 	<p>Beginning Indicators+ Intermediate Indicators+ Advanced Indicators</p> <ul style="list-style-type: none"> • Expand knowledge and use of idiomatic expressions • Use a variety of idioms appropriately in speech and writing • Distinguish among irony, sarcasm and humor and use them appropriately in a variety of contexts • Interpret and explain a cartoon, situation comedy or joke

Goal 3: Use English in culturally appropriate ways					
Content Standard 3-1: Apply appropriate cultural behaviors in various settings					
Student Question: How can I be sure that what I say and do are appropriate and acceptable?					
Students will:	Level	PreK-2	3-5	6-8	9-12
Use nonverbal communication appropriate to audience, purpose and setting	Beginning	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Demonstrate knowledge of acceptable nonverbal behaviors • Respond appropriately to gestures • Obtain someone’s attention in an appropriate manner • Use gestures and body language acceptable in formal and informal settings 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Demonstrate knowledge of acceptable nonverbal behaviors • Respond appropriately to gestures • Obtain someone’s attention in an appropriate manner • Use gestures and body language acceptable in formal and informal settings • Be aware of and respect cultural differences related to personal space, eye contact and body language 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Demonstrate knowledge of acceptable nonverbal behaviors • Respond appropriately to gestures • Obtain someone’s attention in an appropriate manner • Use gestures and body language acceptable in formal and informal settings • Be aware of and respect cultural differences related to personal space, eye contact and body language 	<p>Beginning Indicators</p> <ul style="list-style-type: none"> • Demonstrate knowledge of acceptable nonverbal behaviors • Respond appropriately to gestures • Obtain someone’s attention in an appropriate manner • Use gestures and body language acceptable in formal and informal settings • Be aware of and respect cultural differences related to personal space, eye contact and body language
	Intermediate	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Be aware of and respect cultural differences related to personal space, eye contact and body language • Identify nonverbal cues that may cause misunderstanding 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Identify nonverbal cues that may cause misunderstanding 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Identify nonverbal cues that may cause misunderstanding 	<p>Beginning Indicators+ Intermediate Indicators</p> <ul style="list-style-type: none"> • Identify nonverbal cues that may cause misunderstanding
	Nothing additional for Advanced Indicators				

**Connecticut State Department of Education
LEP/ELL IDENTIFICATION PROCESS
GUIDELINES**

The Three Primary Requirements for the ELL student identification process are as follows:

PRELIMINARY ASSESSMENT OF DOMINANT LANGUAGE (Home Language Survey)

- I. Examine the general information recorded on the school admission and enrollment application pertaining to language and previous education programs such as bilingual and ESL. For all students for whom a Preliminary Assessment Form is not in the file, administer this assessment and enter the results on the form. **The three typical, preliminary assessment questions are as follows: What is the first language you learned to speak? What language is spoken the most by other persons in your home? What language do you speak the most at home?** (Home Language Survey Sample available for parent and/or student) Please keep in mind that there are weaknesses in the preliminary assessment of dominant language, when either students or parents are asked what language is chiefly spoken at home. For various reasons, either group may not wish to admit that English is not the language of the home. The preliminary data may indicate that the home language is English, yet it may be apparent that the student has great difficulty speaking English in the mainstream classrooms.

FINAL DETERMINATION OF DOMINANT LANGUAGE

- II. One way of making a final determination of a child's dominant language is by administering a language proficiency test. The LAS Links (Language Assessment Scales) or other language proficiency assessment may be administered that allows for testing in English and/or the student's native language. If the LAS Links is administered initially, it can provide a good baseline when compared with the LAS Links annual mandatory assessment. The final determination process may include an observation of the student in a non-structured environment if it appears that the student cannot tolerate a more formal language proficiency assessment.

DETERMINATION OF ENGLISH LANGUAGE PROFICIENCY

- III. For all students whose dominant language is other than English in Step II, you must determine whether they are ELL students based on the following three indicators:
 1. Proficiency Interview
 2. Standardized English Language Proficiency test

The LAS Links or other English Language Proficiency assessment (A LAS Links overall combined score within the Level 4 or 5 range is considered proficient.) If LAS Links was administered in Step II, results may be used.

1. Consideration of Connecticut Mastery Test (CMT) scores or the Connecticut Academic Performance Test (CAPT), below-average or failing report card grades, academic history, working below grade-level or records from another country.

All indicators in Step III must be used in determining whether the student will be classified as ELL. Failure to meet these indicators demonstrates that the student does not have the needed English language proficiency and literacy skills to do academic work in English. Appropriate instructional services must be provided for ELL students to ensure that they achieve the same academic standards as other students. These services will include English language acquisition and literacy instruction as well as modifications in content area instruction.

Title III of NCLB requires that ELL students be offered instruction that will help them attain English proficiency and literacy. This law requires that all students, including ELL students, will achieve in all core academic areas. It also requires that ELL students be tested annually for English language proficiency and for academic progress. Academic progress is determined by CMT or CAPT test results and a thorough review of academic progress in the classroom. In 2009-10, LEP students will be required to be assessed annually for academic progress in Grades 3-8 and 10. If you believe you may consider a bilingual program student for exit in the spring, you must administer the DRA K-2 or the CMT/CAPT to be able to use this information as part of the exit criteria.

It is imperative and it is your responsibility to correctly identify and provide services to all ELL students and to enter their data using one of the codes provided by PSIS.

Thank you for all of your efforts to ensure proper identification and support for the ELL students in your schools.

Should you have any questions, please contact Marie Salazar Glowski at 860-713-6750.

11/22/2010

Stages of Second Language Acquisition

Stages of Second Language Acquisition	LAS Links (first used in CT in 2005-2006)	LAS Oral (last used in CT in 2004-2005)	CSDE ELL Framework (as of 2004-2005)	National TESOL (as of March 2006)	
Pre-production	Level 1 Beginning ELL	Oral level 1 – NES (Non-English Speaker)	Beginning	Level 1 – Starting	
Early Production	Level 2 Early Intermediate ELL	Oral level 2 – LES (Limited English Speaker)		Level 2 – Emerging	
Speech Emergence		Level 3 Intermediate ELL	Oral Level 3 – LES (Limited English Speaker)	Level 3 – Developing	
Intermediate Fluency	Level 4 Proficient ELL				Oral Level 4 – FES (Fluent English Speaker)
Fluency					
	Advanced	Level 5 – Bridging			

(SERC 2009)

CSDE ELL Framework Proficiency Levels	LAS Links Proficiency Level Descriptors (Descriptors excerpted from LAS Links, <i>Interpretation Guide</i> , CTB-McGraw-Hill, p. 27)	Stages of SLA Descriptors (Adapted with permission. From Jo Gusman, <i>Practical Strategies for Accelerating the Literacy Skills and Content Learning of Your English Language Learners</i> , New Horizons in Education, Inc., 2009, p. 16)
Beginning	Level 1 The student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than English.	Pre-production – The student may not speak, but can understand by pointing to an object, person, or picture, act out what they want to say, gesture, nod, or respond with a simple “yes” or “no.” This stage often involves a “silent period,” home language use to respond to others who have spoken to him/her in English, repeating English words and phrases one has heard as one’s complete response, and “I don’t know.”
	Level 2 The student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse feature of English are emerging.	Early Production – The student can speak in 1 or 2 word phrases and show his/her comprehension of new things by giving short answers to simple yes/no, either/or, or who/what/when/where questions. Speech Emergence – The student can use short phrases and simple sentences to communicate. He/she can ask simple questions and answer simple questions. The student can generate longer sentences, but often with grammatical errors.
Intermediate	Level 3 The student is developing the ability to communicate effectively in English across a range of grade-level-appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are also often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Intermediate Fluency Proficiency – The student begins to generate complex statements, state opinions, ask for clarification, and share his/her thoughts.
	Level 4 The student communicates effectively in English across a range of grade-level-appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	
Advanced	Level 5 The student communicates effectively in English, with few if any errors, across a wide range of grade-level-appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.	Advanced Fluency Proficiency – The student can fully participate in grade-level classrooms assignments and activities if given extra support via small group instruction and ESL content area materials, i.e. some adaptations and sheltered instructional strategies. The student is approaching or demonstrates native-like fluency.

ELL Assessment Rubric 9-12
Goal 1: BICS (Basic Interpersonal Communication Skills)

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 1-1: Use English to participate orally in social settings			
Share and request information	a) ___ use gestures, short phrases b) ___ ask & answer "yes/no" and "A/B" questions c) ___ initiate communication d) ___ express needs & feelings verbally and nonverbally	e) ___ ask & answer who, what, when, where & how questions f) ___ indicate preferences with complete or nearly complete sentences g) ___ ask simple clarification questions h) ___ obtain info in context-reduced setting (phone, announcements, etc.) i) ___ express needs, feelings and ideas j) ___ engage in informal and formal conversations k) ___ engage in informal & formal conversations	l) ___ negotiate solutions to problems or misunderstandings m) ___ ask "what if" questions n) ___ ask complex questions to obtain info o) ___ persuade others by defending & arguing a position
Meet personal needs	p) ___ ask for permission q) ___ ask for assistance	r) ___ make plans for social engagements s) ___ make appointments t) ___ request forms & documents	u) ___ participate in an extra-curricular activity, club or organization v) ___ advocate for self & others
Content Standard 1-2: Use learning strategies to extend linguistic competence in social settings			
Practice new language, self-monitor, & explore alternative ways of saying things	w) ___ imitate proficient speakers x) ___ experiment with recently learned language y) ___ align verbal directions with nonverbal cues z) ___ ask questions for clarification aa) ___ rehearse language patterns	bb) ___ plan & practice anticipated conversations cc) ___ reinforce recently learned language by teaching others dd) ___ check for correctness of speech & adjust language accordingly ee) ___ analyze & experiment with variations of language in different settings	ff) ___ self-monitor & adjust language accordingly
Seek support & feedback from others	gg) ___ indicate a lack of understanding hh) ___ ask for the meaning of a word ii) ___ work in cooperative groups jj) ___ use primary language to clarify meaning & info	kk) ___ ask whether a particular word or phrase is correct ll) ___ use available technology as a resource	mm) ___ confer with peers or adults to solve problems & make decisions
Use context to construct meaning	nn) ___ relate body language & gestures to spoken language oo) ___ associate objects or symbols with written labels	pp) ___ use different media (written sources and technology) to increase understanding qq) ___ identify language subtleties in various contexts	rr) ___ analyze & draw conclusions from interactions

ELL Assessment Rubric 9-12
Goal 2: Use English to achieve in all academic settings

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 2-1: Use English to participate orally in academic settings			
Follow oral & written	a) ___ repeat modeled language	d) ___ follow multi-step directions	f) ___ explain directions to others

directions	b) ___ participate in daily classroom routines c) ___ follow one- or two-step directions	e) ___ ask a teacher to restate or simplify directions	
Negotiate & manage interaction to accomplish tasks	g) ___ participate in full-class, group & paired activities h) ___ take turns when speaking i) ___ join in group response at appropriate times j) ___ express opinions k) ___ listen to & respect the opinions of others l) ___ respond to basic feedback appropriately m) ___ request & share classroom materials	n) ___ express & defend opinions o) ___ use personal experiences to add to a discussion p) ___ contribute relevant ideas to a discussion q) ___ distinguish among cooperative roles r) ___ question the opinions of others & respect their answers s) ___ use formal language to negotiate & reach consensus t) ___ listen to and incorporate feedback u) ___ distinguish fact from opinion during discussion	v) ___ modify a statement made by a peer w) ___ persuade others during discussions & presentations x) ___ elaborate on & extend the ideas of others y) ___ evaluate information for relevancy z) ___ prepare for and participate in a debate
Follow the conventions of standard English	aa) ___ repeat words, phrases and simple sentences accurately bb) ___ use basic language patterns accurately	cc) ___ produce original sentences with increasing accuracy dd) ___ initiate conversations ee) ___ engage in extended conversations ff) ___ recognize the difference between standard and nonstandard English	gg) ___ recognize & use complex syntax hh) ___ produce increasingly complex language ii) ___ communicate clearly & precisely jj) ___ adjust language, to audience, purpose & task

ELL Assessment Rubric 9-12

Goal 2: Use English to achieve in all academic settings

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 2-2: Use English to read and write in academic settings			
Develop reading skills in all academic areas including math, science & social studies	a) ___ activate prior knowledge b) ___ develop phonological and phonemic awareness in English c) ___ develop vocabulary d) ___ expand knowledge of content e) ___ connect prior knowledge to new information f) ___ classify objects according to number, shape, color, size, function & physical characteristics g) ___ develop fluency ___ recognize common word parts h) ___ explore a variety of genre	i) ___ expand academic vocabulary j) ___ identify main idea & supporting details k) ___ read a story & represent the sequence of events through pictures, words, music or drama l) ___ retell, explain & expand the text to check comprehension m) ___ select & organize relevant information n) ___ respond to fiction & nonfiction text o) ___ classify data & information p) ___ answer literal & inferential questions about grade-appropriate texts q) ___ increase fluency	t) ___ develop a critical stance u) ___ analyze, synthesize & construct meaning from text v) ___ critique & evaluate text w) ___ go beyond the text to enhance meaning x) ___ interpret & respond to text y) ___ evaluate the elements of an author's craft including literary devices z) ___ recognize the validity of an author's arguments

		r) ___ recognize & use literary terms s) ___ interpret text	
Develop writing skills in all academic areas including math, science & social studies	aa) ___ write the English alphabet accurately bb) ___ develop handwriting skills appropriate to the English alphabet cc) ___ copy simple sentences dd) ___ engage in effective pre-writing activities (brainstorming, discussing, graphic organizers, & etc) ee) ___ produce original sentences ff) ___ write on a topic gg) ___ attend to writing mechanics (capital letters, period & question marks)	hh) ___ publish and share final products ii) ___ write a narrative jj) ___ revise, expand & edit a draft with teacher assistance kk) ___ attend to writing mechanics (punctuation & spelling) ll) ___ develop clear ideas with supporting details and evidence mm) ___ adjust language, as appropriate, to audience, purpose & task nn) ___ revise, expand & edit a draft with peer input oo) ___ write for a purpose, considering the audience pp) ___ revise, expand & edit a draft independently qq) ___ organize ideas for a relevant & logical argument	rr) ___ use linguistic transitional elements (first, then, next, & etc.) ss) ___ write expository & persuasive essays tt) ___ write academic research papers, synthesizing materials from different sources uu) ___ paraphrase, quote & cite sources accurately

ELL Assessment Rubric 9-12

Goal 2: Use English to achieve in all academic settings

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 2-2: Use English to read and write in academic settings (cont.)			
Develop research skills in all academic areas including math, science & social studies	a) ___ generate questions for gathering data b) ___ observe & record information c) ___ use appropriate visual, print & auditory sources d) ___ consult print & non-print resources in the native language when needed e) ___ use available technology to gather information	f) ___ raise additional questions generated by research g) ___ select & organize information from appropriate sources for a specific purpose	h) ___ present results of a research project i) ___ observe & record numerical data j) ___ take notes from a text or presentation k) ___ locate & research information on academic topics from multiple sources l) ___ draw conclusions from selected sources m) ___ document & justify ideas using evidence from text

ELL Assessment Rubric 9-12

Goal 2: Use English to achieve in all academic settings

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 2-3: Use strategies to become independent learners in academic settings			
Apply cognitive strategies in all academic areas including math, science & social studies	a) ___ follow verbal & non-verbal cues b) ___ rehearse & visualize information c) ___ recognize the need for & seek assistance	d) ___ know when to use native language resources e) ___ use self-monitoring & self-correcting strategies f) ___ construct learning aids	j) ___ evaluate one's own success in a completed learning task k) ___ analyze & evaluate study behaviors & learning environments

		g) ___ develop independent study skills h) ___ apply study skills to prepare for tests i) ___ use peer teaching to enhance mutual learning	
Apply reading strategies in all academic areas including math, science & social studies	l) ___ preview illustrations and text m) ___ make connections to prior knowledge n) ___ make inferences from visuals o) ___ make, verify & revise predictions p) ___ set a purpose for reading q) ___ use context to construct meaning r) ___ reread s) ___ use graphic organizers to enhance comprehension t) ___ make text-to-self, text-to-text & text-to-world connections	u) ___ visualize images suggested by the text v) ___ make inferences from explicit information w) ___ identify main idea & supporting details x) ___ form an initial reaction to the text y) ___ summarize the text z) ___ skim chapter headings, subheadings & highlighted material to predict & confirm aa) ___ scan a text bb) ___ generate key questions about a text before, during & after reading cc) ___ take margin notes or highlight during reading	dd) ___ make inferences from implicit information ee) ___ monitor comprehension while reading & self-correct ff) ___ use knowledge of common word parts to learn new words & aid in comprehension gg) ___ support interpretation with evidence from text

ELL Assessment Rubric 9-12

Goal 2: Use English to achieve in all academic settings

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 2-3: Use strategies to become independent learners in academic settings (cont.)			
Apply writing strategies in all academic areas including math science, & social studies	hh) ___ construct a chart or other graphic ii) ___ use visuals to prompt writing jj) ___ use observations & experiences (especially family & cultural) kk) ___ make lists	ll) ___ use topic sentence as a means of writing on the topic mm) ___ restate a prompt to establish focus nn) ___ seek advice of teacher or peer to revise, expand & edit a draft (writing conferences) oo) ___ brainstorm ideas before writing pp) ___ engage in discussion with peers qq) ___ use graphic organizers to plan writing rr) ___ use technology to enhance writing ss) ___ make outlines tt) ___ use reference materials (dictionaries, thesauruses, grammar books) uu) ___ publish & share final drafts vv) ___ develop idea banks (journals,	xx) ___ use elaboration & specific details yy) ___ use sequencing zz) ___ use the conventions of persuasion

		clippings, pictures, lists of books, films) ww) anticipate the reader's response	
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ELL Assessment Rubric 9-12

Goal 3: Use English in culturally appropriate ways

OBJECTIVES	BEGINNING INDICATORS	INTERMEDIATE INDICATORS	ADVANCED INDICATORS
Content Standard 3-1: Apply appropriate cultural behavior in various settings			
Recognize & use appropriate degrees of formality in standard English	a) ___ begin to interact with others in formal & informal settings b) ___ make requests, show gratitude, apologize & express emotions using isolated words & phrases c) ___ greet & take leave appropriately d) ___ use acceptable tone & volume e) ___ recognize when an utterance has been misunderstood f) ___ observe & seek information about appropriate language use & behavior	g) ___ give & receive compliments h) ___ use acceptable emphasis & intonation i) ___ rephrase an utterance when it has been misunderstood j) ___ initiate & maintain appropriate casual conversation	k) ___ advise peers on appropriate language use l) ___ evaluate & adjust effectiveness of communication m) ___ recognize & apply the style of speech appropriate to a given situation n) ___ know when to use irony, sarcasm & humor appropriately o) ___ understand cultural factors that affect meaning p) ___ use appropriate language for written business & social transactions q) ___ obtain & complete application forms (driver's license, ID card, college admission, & etc.)
Respond to & use idioms & humor appropriately	r) ___ use common idioms s) ___ react to jokes appropriately	t) ___ use common idioms u) ___ respond to humor in conversation v) ___ determine when it is appropriate to tell a joke w) ___ react to & tell jokes appropriately	x) ___ expand knowledge & use of idiomatic expressions y) ___ use a variety of idioms appropriately in speech & writing z) ___ distinguish among irony, sarcasm & humor & use them appropriately in a variety of contexts aa) ___ interpret & explain a cartoon, situation comedy or joke
Use nonverbal communication appropriate to audience, purpose & setting	bb) ___ demonstrate knowledge of acceptable nonverbal behaviors cc) ___ respond appropriately to gestures dd) ___ obtain someone's attention in an appropriate manner ee) ___ use gestures & body language acceptable in formal & informal settings ff) ___ be aware of & respect cultural differences related to personal space, eye contact & body language	gg) ___ identify nonverbal cues that may cause misunderstanding	

To: Teachers with ELL students enrolled in his/her class
From: Karen Lapuk, ELL Coordinator
Re: ELL Grading Options/ ELL Designation

Please note the following:

_____ is an ELL student in grade _____, ELL level: _____.

Levels of proficiency in English : (see reverse for further explanation of ELL Levels)

ELL Level 1- Beginner

- very limited English oral, reading and written proficiency
- modifications to coursework/assessments recommended*
- **ELL Course designation highly recommended**

ELL Level 2- Early Intermediate

- limited English oral, reading and written proficiency
- modifications to coursework/assessments recommended*
- **some use of ELL Course designation recommended**

ELL Level 3- Intermediate

- Emerging English proficiency (reading, writing and speaking may be at different levels)
- some course modifications recommended*
- **limited use of ELL Course designation recommended**

ELL Level 4- Proficient/Advanced

- A higher level of English proficiency
- There may still be a discrepancy in the levels for reading, writing, listening and speaking.
- individual modifications may vary; use of ELL writing rubric may be helpful.

It is normal for students to develop conversational skills in English at a much faster rate than academic English. All classes are English classes for English Language Learners. Some ELL students have IEPs as well; please take this into consideration when you plan.

Modified Grading options:

Pass/Fail: for students with such limited skills in English that they are unable to meet proficiency in the course without primary language or other support. Student is graded on effort and course work completed to the best of his/her ability. (For use with ELL designation)

Modified grade: for students who can participate in the mainstream class with modifications to course work or assessments. (For use with ELL designation)

* For help in designing modifications, please contact Karen Lapuk x3539 or b11klapu@manchesterct.gov

ELL Grading Options for Semester _____ School Year _____

Teacher's name: _____ Course name/#: _____

Student name: _____ ID # _____ Grade option: _____

Please note that when the ELL designation is used, a new course will be created, for example: ELL US History

WRITING RUBRIC

Name: _____

Date: _____

	15 points	13 points	11 points	8 points or ↓
CONTENT	<ul style="list-style-type: none"> ❖ Follows assignment directions exactly ❖ Ideas very easy to understand ❖ Response exceeds teacher's expectations 	<ul style="list-style-type: none"> ❖ Follows most assignment directions ❖ Most ideas can be understood ❖ Response meets expectations 	<ul style="list-style-type: none"> ❖ Follows some assignment directions ❖ Some ideas can be understood ❖ Response is close to meeting expectations 	<ul style="list-style-type: none"> ❖ Writer seems confused about directions ❖ Difficult to understand many ideas ❖ Response does not yet meet expectations
STRUCTURE OR ORGANIZATION	<ul style="list-style-type: none"> ❖ Essay is written in the required structure (5-paragraph or CAPT, etc.) 	<ul style="list-style-type: none"> ❖ One component or paragraph missing OR one or more sections under-developed 	<ul style="list-style-type: none"> ❖ Two components or paragraphs missing OR two or more sections under-developed 	<ul style="list-style-type: none"> ❖ Essay structure does not follow assignment guidelines
CLARITY	<ul style="list-style-type: none"> ❖ The meaning of every sentence is clear to the reader 	<ul style="list-style-type: none"> ❖ Most sentences are clear; 1 – 10% are confusing and/or poorly structured 	<ul style="list-style-type: none"> ❖ Many sentences are clear; 11 – 25% are confusing and/or poorly structured 	<ul style="list-style-type: none"> ❖ More than 25% of the sentences are confusing and/or poorly structured
GRAMMAR AND MECHANICS	<ul style="list-style-type: none"> ❖ No errors OR very few errors relative to length of essay 	<ul style="list-style-type: none"> ❖ Some errors, but they do not interfere with clarity 	<ul style="list-style-type: none"> ❖ Many errors, and some interfere with clarity 	<ul style="list-style-type: none"> ❖ Errors are excessive and interfere with clarity, more effort needed
GROWTH AND PROGRESS	<ul style="list-style-type: none"> ❖ Writing has improved very much in 2 or more ways since last draft/essay 	<ul style="list-style-type: none"> ❖ Writing has noticeably improved in at least 1 way since last draft/essay 	<ul style="list-style-type: none"> ❖ Writing is starting to improve in at least 1 way since last draft/essay 	<ul style="list-style-type: none"> ❖ Writing does not yet show growth or progress when compared to last draft/essay
EFFORT	<ul style="list-style-type: none"> ❖ Worked steadily and very hard and/or excellent effort 	<ul style="list-style-type: none"> ❖ Worked almost all of the time and/or good effort 	<ul style="list-style-type: none"> ❖ Effort was fair. May have complained or been off task some of the time 	<ul style="list-style-type: none"> ❖ Effort does not meet expectations

NOTE: Up to 5 points may be awarded for overall presentation and neatness, and another 5 points is awarded if the writing was submitted on time.

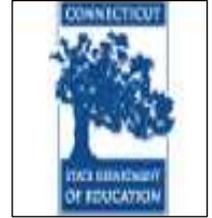
Rubric score _____
 Presentation/Neatness _____
 On time _____

GRADE FOR THIS WRITING: _____

K. Cecchini, Modification , 2006

ELL Strategies Desk Cards

(Tip Sheets for ALL Classroom Teachers)



Sponsored by the Connecticut Department of Education
Developed by the Connecticut RESC Alliance (2009):

Marta Diez
Elaine Rothenberg
Jodiann Tenney

Sources:

1986). *Empowering minority students: A framework for intervention*. Harvard Educational Review, 56, 18-36.
 Center for Applied Linguistics (1998). *Enriching Content Classes for Secondary ESOL Students: Study Guide*
 Echevarria, Vogt, & Short. (2007). *Making Content Comprehensible for English Learners: The SIOP Model*. Boston, MA: Allyn & Bacon
 Kinsella, Kate. (2008). Developing Academic Discourse Skills for English Language Learners in Grades K-12.
<http://www.sccoe.k12.ca.us/depts/ell/kinsella.asp>
 Krashen, S. (1988). *Second language acquisition and second language learning*. Englewood Cliffs, NJ: Prentice-Hall.

General ELL Strategies

Provide <u>explicit vocabulary instruction</u> for unfamiliar vocabulary prior to and during lesson (i.e. word walls, personal bilingual dictionaries, word cards with pictures, games, etc.).	Use <u>scaffolding techniques and adapted content</u> for comprehensible input (i.e. jigsaws, think alouds, graphic organizers, answer frames, sentence starters, taped text, adapted text, etc.).
Use <u>visuals as much as possible</u> , such as pictures, gestures, pointing, graphic organizers	<u>Provide supplementary materials</u> , such as graphs, models, realia (actual objects), visuals
Provide <u>background knowledge and connect to students' prior knowledge</u> (i.e. KWL charts, anticipation guides, bilingual dictionaries, journal writing in native language, creating bilingual books, etc.)	Learn about <u>students' culture and native language</u> to better understand learning needs (i.e. what are the similarities of the phonetic systems?)
<u>Expect reading skills to come slowly</u> . If the student has learned to read in his native language, this will probably help him to transfer reading skills to English. However, the student may be pronouncing words, but not really comprehending.	Use <u>gentle correction</u> to encourage use of correct patterns while at the same time encouraging risk-taking with the language (i.e. Student says, "I <i>eated</i> breakfast." Teacher responds, "I <i>ate</i> breakfast too. I <i>ate</i> toast. What did you eat?").
<u>Modify activities and assessments</u> according to the ELL language level.	<u>Frequent opportunities for oral interaction</u> (i.e. Think-Pair-Share, Partner Talk, Cooperative Learning, etc.)

LAS Links Level 1 Beginner/Pre Production

<p><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Understands very little English • Stage lasts 6 months to one year, typically • May not talk at all; “silent period” • Is learning to understand basic conversation and instructions such as “hello, how are you, sit down, line up, color. • Is beginning to speak in one and two word phrases • May have cultural conflicts or misunderstandings 	<p><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask yes or no questions (i.e. “Is this a...?”, “Does this...?”) • Use “point to”, “circle”, “find”, “show me”, “draw”, “match” • Ask student to categorize objects
<p><u>Specific Teaching Strategies for Level 1:</u></p> <ul style="list-style-type: none"> • Teach basic survival English, such as “bathroom”, “lunch”, “home” • Help the student to learn the classroom and school routines • Use visuals, such as pictures, gestures and pointing • Create “I need” cards for student to hold up when he or she needs something • Use a student buddy, if possible someone with the same language • Label objects around the room and around the school in English and other languages • Provide books and audiobooks with patterned sentence structure and pictures • Provide books and audiobooks in native language • Use bilingual picture dictionary and have student create personal illustrated dictionaries • Be patient, give the student a few weeks or months to adjust 	

Developed by the Connecticut RESC Alliance (2009)

LAS Links Level 2 Early Intermediate/ Early Production

<p><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Understands most basic directions • Can respond with one or two word answers • Stage lasts 6 months to one year, typically • Uses English vocabulary that is still very limited • Probably understands more than he/she can express • May have cultural conflicts or misunderstandings 	<p><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask literal questions – who, when, where, what • Ask questions with 1- 3 word answers • Ask questions with an either/or option • Ask student to list, name, tell which, categorize, draw, label, create
<p><u>Specific Teaching Strategies for Level 2:</u></p> <ul style="list-style-type: none"> • Use a student buddy, if possible someone with the same language • Teach explicit phonemic awareness, phonic rules and skills. • Label objects around the room and around the school in English and other languages • Provide books and audiobooks with patterned sentence structure and pictures • Provide books and audiobooks in native language • Use bilingual picture dictionary and have student create personal illustrated dictionaries • Corrections for grammar and spelling can be done after the student has finished their writing • Provide modified or shortened text for reading assignments • Give the student a picture story without words and provide him with some basic vocabulary that goes with this story. Ask him to write a sentence or so to describe each picture, which then makes a story. • Provide sentence and answer frames 	

Developed by the Connecticut RESC Alliance (2009)

LAS Links Level 3 Intermediate/Speech Emergence

<p><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Understands most <i>conversational</i> English vocabulary, but not necessarily <i>academic</i> vocabulary • Speaks in simple sentences and has some incorrect grammar usage • Stage lasts one year to 2 years, typically • May not understand spoken or written English with complicated sentence patterns • May not understand many idioms and homonyms • May not grasp underlying meanings in a story because of vocabulary 	<p><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask how and why questions • Check for understanding by asking student to tell you what something means • Check for understanding by asking student to explain the assignment to you • Ask student to tell about, describe, explain • Ask student to explain similarities and differences
<p><u>Specific Teaching Strategies for Level 3:</u></p> <ul style="list-style-type: none"> • Use bilingual picture dictionary • Teach explicit phonemic awareness, phonic rules and skills through all grade levels • Encourage student to use full sentences • Make modifications to assignments and tests, so the student will not be overwhelmed • Provide modified or shortened text • Provide student with content learning objectives with simple language • Explain idioms and homonyms • Help with writing skills, especially grammatical structure • Provide sentence frames showing use of transition words 	

Developed by the Connecticut RESC Alliance (2009)

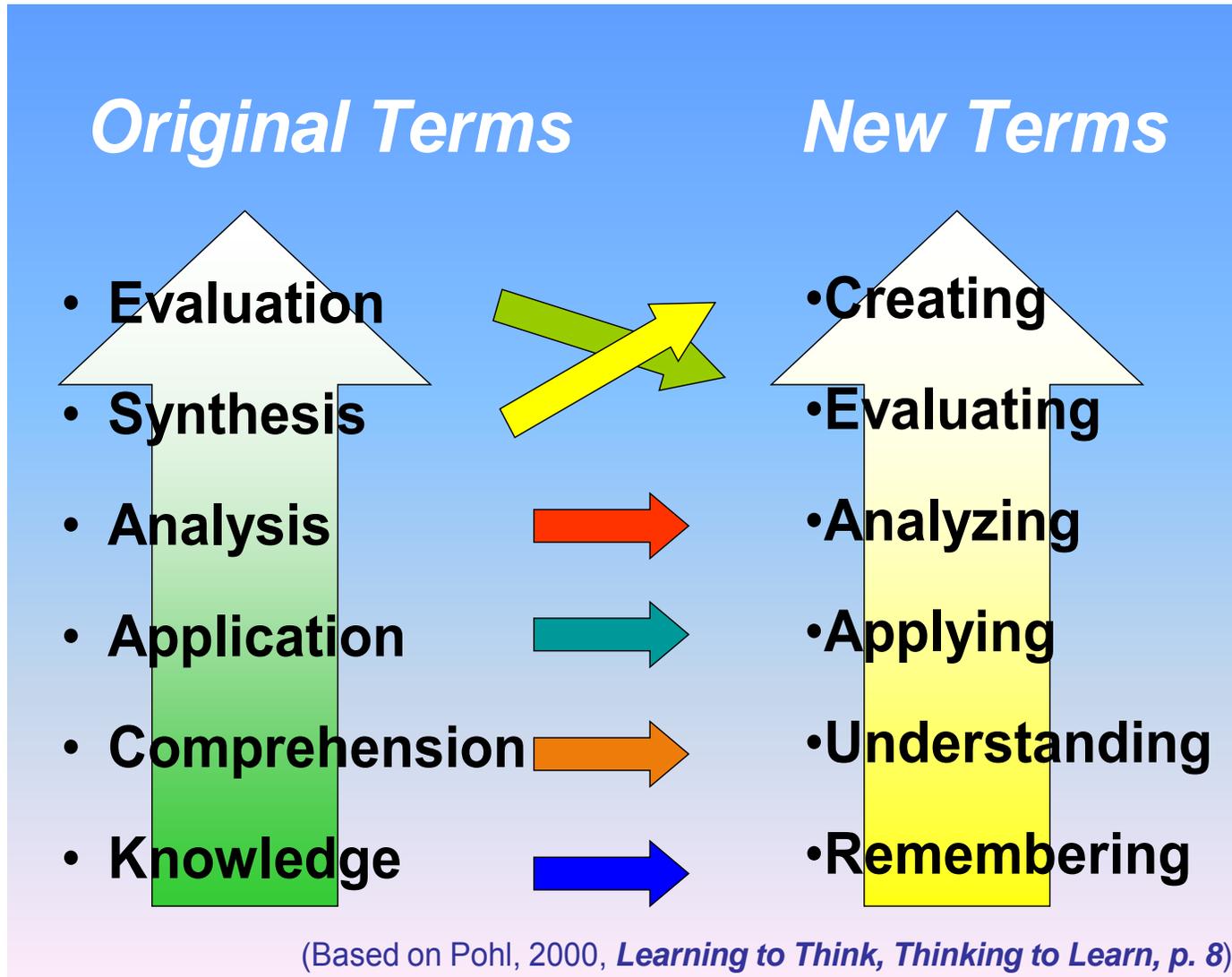
LAS Links Levels 4 & 5 (Proficient & Above Proficient/ Inter. & Adv. Fluency)

<p><u>Student Learning Characteristics:</u></p> <ul style="list-style-type: none"> • Speaks in fluent sentences using standard grammar • May have difficulty understanding content-area materials where a high degree of literacy is required • Has limited understanding of less commonly used words and idioms and homonyms • May have reading and writing skills below those of native English speaking students • May not grasp underlying subtle meanings in a story because of vocabulary • Stages lasts 3 to 5 years, typically 	<p><u>Questioning Techniques:</u></p> <ul style="list-style-type: none"> • Ask how and why questions • Check for understanding by asking student to tell you what something means • Ask student to tell about, describe, explain • Ask student to explain similarities and differences • Ask student to tell “What would happen if ...?”; “Tell me as much as you can about ...”; “Why do you think ...?”; “What would you recommend ...?”
<p><u>Specific Teaching Strategies for Levels 4 & 5:</u></p> <ul style="list-style-type: none"> • Continue to make modifications to assignments and tests, if necessary • Check for understanding of academic vocabulary • Give the student a list of target words for each unit of study • Help with writing skills. They will need assistance with self-editing, especially syntax and word usage • Encourage use of English-English dictionary as well as a bilingual dictionary to expand vocabulary • Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) • Since parents may not be able to help with homework, encourage student to get help at school, i.e. peer tutoring 	

Developed by the Connecticut RESC Alliance (2009)

Bloom's Taxonomy (Revised)

Bloom's Revised Taxonomy



Bloom's Revised Taxonomy

<i>Category</i>	<i>Example and Key Words (verbs)</i>
<p>Remembering: Recall previous learned information.</p>	<p>Examples: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.</p> <p>Key Words: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.</p>
<p>Understanding: Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.</p>	<p>Examples: Rewrites the principles of test writing. Explain in one's own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.</p> <p>Key Words: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives an example, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.</p>
<p>Applying: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.</p>	<p>Examples: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.</p> <p>Key Words: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.</p>

Bloom's Revised Taxonomy

<p>Analyzing: Separates material or concepts into component parts so that its organizational structure may be understood. Distinguishes between facts and inferences.</p>	<p>Examples: Troubleshoot a piece of equipment by using logical deduction. Recognize logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.</p> <p>Key Words: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.</p>
<p>Evaluating: Make judgments about the value of ideas or materials.</p>	<p>Examples: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.</p> <p>Key Words: appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.</p>
<p>Creating: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.</p>	<p>Examples: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.</p> <p>Key Words: categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.</p>

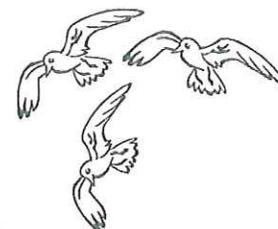
Bloom's Revised Taxonomy Planning Framework

		<i>Actions</i>	<i>Products</i>	<i>Learning Activities</i>
Higher-order thinking	(Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting	
	<u>Evaluating</u> (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech	
	<u>Analyzing</u> (Breaking information down into its component elements).	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	
Lower-order thinking	<u>Applying</u> (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	
	<u>Understanding</u> (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	
	<u>Remembering</u> (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	

Culturally Responsive Teaching

The Iceberg Concept of Culture

Like an iceberg, the majority of culture is below the surface.



Surface Culture

Above sea level

Emotional load: relatively low

food ▪ dress ▪ music ▪
visual arts ▪ drama ▪ crafts
dance ▪ literature ▪ language
celebrations ▪ games

Deep Culture

Unspoken Rules

Partially below sea level

Emotional load: very high

courtesy ▪ contextual conversational patterns ▪ concept of time
personal space ▪ rules of conduct ▪ facial expressions
nonverbal communication ▪ body language ▪ touching ▪ eye contact
patterns of handling emotions ▪ notions of modesty ▪ concept of beauty
courtship practices ▪ relationships to animals ▪ notions of leadership
tempo of work ▪ concepts of food ▪ ideals of childrearing
theory of disease ▪ social interaction rate ▪ nature of friendships
tone of voice ▪ attitudes toward elders ▪ concept of cleanliness
notions of adolescence ▪ patterns of group decision-making
definition of insanity ▪ preference for competition or cooperation
tolerance of physical pain ▪ concept of “self” ▪ concept of past and future
definition of obscenity ▪ attitudes toward dependents ▪ problem-solving
roles in relation to age, sex, class, occupation, kinship, and so forth

Unconscious Rules

Completely below sea level

Emotional load: intense





The differences between.....

Multicultural Education:

Multicultural Education helps students to understand and appreciate cultural differences and similarities and to recognize the accomplishments of diverse ethnic, racial, and socioeconomic groups. Classroom materials portray these diverse groups realistically and from a variety of perspectives. It is a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity as acknowledged in various documents, such as the U.S. Declaration of Independence, constitutions of South Africa and the United States, and the Universal Declaration of Human Rights adopted by the United Nations. It affirms our need to prepare students for their responsibilities in an interdependent world. It recognizes the role schools can play in developing the attitudes and values necessary for a democratic society. It values cultural differences and affirms the pluralism that students, their communities, and teachers reflect. It challenges all forms of discrimination in schools and society through the promotion of democratic principles of social justice.

(National Association for Multicultural Education, 2003)

Differentiated Instruction:

Differentiated instruction is a broad term that refers to a variety of classroom practices that accommodate differences in students' learning styles, interests, prior knowledge, socialization needs, and comfort zones. On the secondary level, it involves a balance between the content and competencies expected on the mandated assessments and various pedagogical options to maximize durable learning. The standards tell us what students need to know and to be able to do. Differentiated instruction practices help to get students there, while at the same time teaching them *how* to learn in a meaningful way. A differentiated classroom is widely heterogeneous, dynamic purposeful, and intense. The pedagogical theory that guides differentiation is constructivism: *the belief that learning happens when the learner makes meaning out of information.* (A. Tomlinson)

Culturally Responsive Teaching:

Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform. In such programs teachers recognize the different learning styles of their students and develop instructional approaches that will accommodate these styles.

- It acknowledges the legitimacy of the cultural heritages of different ethnic groups.
- It builds bridges of meaningfulness between home and school experiences.
- It uses a wide variety of instructional strategies.
- It teaches students to know and praise their own and each others' cultural heritages.
- It incorporates multicultural information, resources, and materials in all subjects and skills routinely taught in schools.

“Culturally responsive teaching is not about one lesson on Martin Luther King, Jr., during Black History Month. It is not serving tacos in the cafeteria on Cinco de Mayo. Beyond heroes and holidays, it is about understanding students’ home life, their language, music, dress, behavior, jokes, ideas about success, the role of religion in their community and more. It is bringing the experiences of their 24-hour day into the seven-hour school day to give them information in a familiar context. Like the teacher in Atlanta who conducts a geometry lesson by using geometric patterns in Mexican pottery and in an African kente cloth....that students have brought into class.”

“Race and poverty don’t need to be the elephants in the classroom. As culturally responsive teaching takes root, these issues can actually help your students learn.”

Cynthia Kopkowski, NEA Today November 2006

Creating an *Aesthetically* Culturally Responsive Classroom

Culturally Responsive Classroom defined:

A culturally responsive classroom is premised on the idea that culture is central to student learning. This classroom specifically acknowledges the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform. In such programs, teachers recognize the different learning styles of their students and develop instructional approaches that will accommodate these styles.

1. Determine who your audience is within the school community. Create an environment that looks like that community.
2. Make sure that the classroom reflects the exact student population. For example, if you have Latino students, make sure that what is in your classroom reflects the Puerto Rican, Mexican, and Columbian cultures as they are the three largest groups of Latino residing in Manchester.
3. Display a variety of cultures throughout and around the classroom:
 - a. Current and relevant bulletin boards that display positive and meaningful activities and events involving cultural diverse people.
 - b. Newspaper articles (local and national)
 - c. Display artwork of diverse artists
 - d. Create a book corner that appeals to all children with a variety and range of culturally diverse literature, fiction and nonfiction. The characters should be integrated naturally into the story and not depicted as anomalies or peculiarities in society
 - e. Display student family pictures with cultural connections attached
 - f. Display student biographies with pictures
 - g. Display student cultural knowledge through writing, art, current events
 - h. Display learning activities that are reflective of students' backgrounds
 - i. Ask students to bring in and share artifacts from their home that reflect their culture

- j. Display students writing about traditions shared by their families
- k. Artifacts on display by theme: Hanukkah, Kwanzaa, Three Kings' day, Women's History Month
- l. Include Dr. Martin Luther King, Jr., but move beyond Martin Luther King, Jr. and include leaders like Malcolm X, Marcus Garvey, Luis Llorens Torres, Munoz Rivera, Queen Sondok, Trung Truc, Trung Nhi, Ahmed Deedat, Jabir Ibn Haiyan
- m. Form book clubs or literature circles highlighting a variety of books that reflect the student population.
- n. Create centers that have a multicultural theme.
- o. Establish Morning Meetings to establish relationships with students as you get to know your students' cultural background.
- p. Participate in interactive and authentic activities within the classroom.
- q. Visual portrayal of male and female representatives of various races, cultures, and physical disabilities in both traditional and non-traditional roles, and in pictorial displays.
- r. Structured environment (e.g., seating arrangements and physical placement of furniture) to facilitate integration of all members of the class.
- s. Insure that adaptations are made in equipment and room organization so that the effect is a barrier-free environment.
- t. The physical environment of the classroom reflects student population including displays on all bulletin boards, posters, and presentations used to decorate the room. This also includes greetings and messages posted on the walls.

Sources:

1. Educating Culturally Responsive Teachers – Ana Maria Villegas and Tamara Lucas, State University of New York Press
2. Culturally Responsive Teaching: Theory, Research, & Practice – Geneva Gay, Teacher's College Press
3. Creating Culturally Responsive Classrooms – Barbara J. Shade, Cynthia Kelly, and Mary Oberg – American Psychological Association
4. *“Creating Culturally Responsive, Inclusive Classrooms”* – Winifred Montgomery, The Council for Exceptional Children

Creating Culturally Responsive, Inclusive Classrooms

Winifred Montgomery

Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform.

Let's repeat that: ***Culturally responsive classrooms specifically acknowledge the presence of culturally diverse students and the need for these students to find relevant connections among themselves and with the subject matter and the tasks teachers ask them to perform.*** In such programs teachers recognize the differing learning styles of their students and develop instructional approaches that will accommodate these styles. In light of the value of culturally responsive instructional practices, schools and dis-

Many teachers are faced with limited understanding of cultures other than their own and the possibility that this limitation will negatively affect their students' ability to become successful learners.

tricts need to support teachers in their quest to learn about the use of these strategies (see box, "Our Increasingly Diverse Classrooms"). This article provides guidelines for creating culturally responsive, inclusive classrooms. Teachers can use these guidelines with students from culturally and linguistically diverse backgrounds in all kinds of classrooms, but particularly in inclusive settings where general and special educators work together to promote the academic, social, and behavioral skills of all students. First, teachers need to take an honest look at their own attitudes and current practice.

Conduct a Self-Assessment

Many teachers are faced with limited understanding of cultures other than their own and the possibility that this limitation will negatively affect their students' ability to become successful learners. Hence, teachers must critically assess their relationships with their students and their understanding of students' cultures (Bromley, 1998; Patton, 1998). The self-assessment in Figure 1, based on the work of Bromley, 1998), is one tool teachers can use to examine their assumptions and biases in a thoughtful and potentially productive way.

Figure 1. Diversity Self-Assessment

- What is my definition of diversity?
- Do the children in my classroom and school come from diverse cultural backgrounds?
- What are my perceptions of students from different racial or ethnic groups? With language or dialects different from mine? With special needs?
- What are the sources of these perceptions (e.g., friends, relatives, television, movies)?
- How do I respond to my students, based on these perceptions?
- Have I experienced others' making assumptions about me based on my membership in a specific group? How did I feel?
- What steps do I need to take to learn about the students from diverse backgrounds in my school and classroom?
- How often do social relationships develop among students from different racial or ethnic backgrounds in my classroom and in the school? What is the nature of these relationships?
- In what ways do I make my instructional program responsive to the needs of the diverse groups in my classroom?
- What kinds of information, skills, and resources do I need to acquire to effectively teach from a multicultural perspective?
- In what ways do I collaborate with other educators, family members, and community groups to address the needs of all my students?

Source: Adapted from Bromley (1998).

Following self-assessment, teachers need to take time to reflect on their responses (what they have learned about themselves) and make some critical decisions regarding ways to constructively embrace diversity and, thus, create learning environments that respond to the needs of their students.

Use a Range of Culturally Sensitive Instructional Methods and Materials

In addition to self-assessment, an important component of effective culturally responsive classrooms is the use of a range of instructional methods and materials (Bromley, 1998). Teachers need to use instructional methods that are tailored to suit the setting, the students, and the subject. By varying and adapting these methods and materials, teachers can increase the chances that their students will succeed. The following are effective culturally sensitive instructional methods.

Explicit, Strategic Instruction

Explicit, strategic instruction shows students what to do, why, how, and when. An effective strategy is the think-aloud method, a procedure that takes advantage of the benefits of modeling. In a “think-aloud,” the teacher reads a passage and talks through the thought processes for students. The objective is to show students how to ask themselves questions as they comprehend text.

Another important strategy is reciprocal questioning where teachers and students engage in shared reading, discussion, and questioning (Leu & Kinzer, 1999). The primary goal of this strategy is to help students learn to ask questions of themselves about the meaning they are constructing as they read.

Interdisciplinary Units

Interdisciplinary units include and connect content area learning with language arts and culturally diverse literature (Cooper, 2000; Leu & Kinzer, 1999). Many effective classrooms are organized around an interdisciplinary, or cross-curricular, theme with students participating in meaningful reading, writing, listening, and speaking tasks as they explore the theme through a vari-

Our Increasingly Diverse Classrooms

For many reasons, U.S. schools are serving a growing number of students from culturally and linguistically diverse backgrounds (Obiakor & Utley, 1997; Salend, 2001). In fact, the student population in the United States is growing fastest in those segments with which American education has traditionally been least successful—African Americans and Hispanics.

- **Special Education Overrepresentation.** A disproportionate number of students from culturally and linguistically diverse backgrounds are inappropriately referred to and placed in special education (Yates, 1998). Data from the Office of Civil Rights reveal that African-American and Hispanic-American students, particularly males, are overrepresented in terms of their identification in the disability categories of serious emotional disturbance and mental retardation (Oswald, Coutinho, Best, & Singh, 1999). These data also indicate that students from culturally and linguistically diverse backgrounds identified as needing special education services are more likely to be provided these services in more restrictive settings than their caucasian counterparts.
- **The Negative Effects of Tracking.** The overrepresentation of students from culturally and linguistically diverse backgrounds in special education can have a negative effect on students and their school performance because it places them in a separate and unequal track that denies them access to the general education curriculum. In addition, once placed in special education classes, these students often encounter lowered teacher expectations, a watered down curriculum, and less effective instruction that can have deleterious effects on their school performance, self-esteem, behavior, education and career goals, and motivation to achieve (Nieto, 1996). As a result, these students often do not return to general education placements and frequently leave school before graduating.
- **Need for Culturally Responsive Instruction.** Though several factors contribute to the disproportional representation of students from culturally and linguistically diverse backgrounds in special education (Artiles & Zamora-Duran, 1997), one important factor is the failure of general education teachers to use culturally responsive instructional practices that address their educational, social, and cultural needs (Smith, Finn, & Dowdy, 1993).

ety of activities and books. The topic can be drawn from children’s lives and interests and sometimes from the curriculum. Teachers can help their students successfully engage in cross-curricular activities by demonstrating how to make connections across the curriculum through literature, by making explicit connections among books, and by helping them recall how previous activities and experiences relate to current studies.

Instructional Scaffolding

Instructional scaffolding involves the use of teacher demonstration and the modeling of strategies that students need to be successful with content area texts (Galda, Cullinan, & Strickland, 1997; Leu & Kinzer, 1999). In scaffolded instruction, teachers determine the dif-

ference between what students can accomplish independently and what they can accomplish with instructional support. Teachers then design instruction that provides just enough scaffolding for students to be able to participate in tasks that currently are beyond their reach. Over time, as the tasks become more under the control of the learner,

Teachers need to use instructional methods that are tailored to suit the setting, the students, and the subject.



In reciprocal questioning, teachers and students engage in shared reading, discussion, and questioning.

the teacher can introduce more difficult tasks.

Journal Writing

Journal writing provides opportunities for students to share their personal understanding regarding a range of literature in various cultural contexts that inform, clarify, explain, or educate them about our culturally diverse society (Montgomery, in press). For example, character study journals permit students to make their own personal connections with a specific character as they read the story. Students develop their own insight into the characters and the events in the story, and they are given the independence to write what they want about the character. The teacher provides time for students to share their journal writings in small cooperative learning groups, with their teachers, with their tutor(s), or with a reading buddy.

Explicit, strategic instruction shows students what to do, why, how, and when.

Open-Ended Projects

Open-ended projects allow students to contribute at their varying levels of ability. Such projects work well with diverse learners because they need not start or finish at the same time. Students can explore a topic of interest drawn from their readings of culturally rich literature or a content area topic they are currently studying. They may choose to write reports or prepare oral presentations and create artwork to illustrate some of the major concepts embedded in their topic. Goforth (1998) suggests a project in which interested students make artifacts such as dolls or “story cloths” representing an ethnic or cultural group. They may also want to write stories or poems about their artifacts.

Establish a Classroom Atmosphere That Respects Individuals and Their Cultures

Teachers can enhance students’ self-esteem when they construct learning environments that reflect the cultural membership in the class. This strategy goes beyond wall decoration to atmosphere: Teachers must attend to all students and try to involve them equally in all class activities. This recognition gives students a positive feeling about their worth as individuals and as pro-

Culturally Complex Atmosphere

Creating a *book corner* that appeals to all children can be a challenge for the teacher. The Internet has become an excellent resource for the kind of quality literature that will introduce children to other cultural contexts. Teachers will find valuable links to appropriate children’s literature that will help their students appreciate and begin to understand the range of human experiences and cultural backgrounds.

- The Web site *Multicultural Resources* provides articles, reviews, and literature selections organized around specific cultural groups (<http://falcon.jmu.edu/~ramseyil/multipub.html>).
- An excellent Web resource for children’s literature that addresses cultural differences is *The Children’s Literature Web Guide* (<http://www.acs.ucalgary.ca/~dkbrown/lists.html>)
- *The Reading Zone of the Internet Public Library* (<http://www.ipl.org/youth/lapage.html>) is a central site that is useful for teachers and students.

ductive members in their classroom. Some strategies to accomplish a positive classroom atmosphere include:

- *Current and relevant bulletin boards* that display positive and purposeful activities and events involving culturally diverse people. Include, for example, newspaper articles (local and national) reporting newsworthy events or accomplishments that involve people of color, photographs of community leaders from culturally diverse backgrounds, student-made posters depicting culturally relevant historical events, and original (student-written) stories and poems with culturally diverse themes.
- A *book corner* with a variety and range of culturally diverse literature, fiction and nonfiction (see box, “Culturally Complex Atmosphere”).

The books that are chosen must also deal fairly with disabilities and special needs. The characters should be integrated naturally into the story and not depicted as anomalies or peculiarities in society (Russell, 1994).

- *Cross-cultural literature discussion groups* in which students discuss quality fiction and nonfiction literature that authentically depicts members of diverse cultural groups. Discussion groups help all students feel pride in themselves and in their culture when they see their backgrounds valued in classroom reading and study activities. In small groups, students can read a single work of literature on their own, follow the experiences of a particular character and his or her problems, form opinions about a specific issue put forward in the text, or respond to a significant event that occurred during the character's life (Montgomery, 2000). For example, the content and characterizations in culturally diverse books such as *Amazing Grace* (Hoffman, 1991), *Local News* (Soto, 1993), *Smoky Night* (Bunting, 1994), *The Story of Ruby Bridges* (Coles, 1995) and *Black Cowboys, Wild Horses* (Lester & Pinkney, 1998) can stimulate greater interest in reading and in reading to learn.
- *Language arts and social studies programs* provide opportunities for students to share written and oral reports pertaining to their heritage and cultural traditions. Teachers can introduce thematic units that offer excellent opportunities for children to explore a range (in terms of readability) of different forms of literature that look intensively into a single cultural or ethnic experience (Leu & Kinzer, 1999). If learners are to be successful in understanding cultural traditions, trade books must be available in the classroom and in the school library to support these strategies.

Foster an Interactive Classroom Learning Environment

Students must have opportunities to interact with each other—to engage in shared inquiry and discovery—in their

efforts to solve problems and complete tasks. The following are suggested activities for interactive engagement in the learning process:

- *Cooperative learning groups.* Cooperative groups bring students together within a variety of supportive and collaborative learning activities. The use of this kind of learning group allows all children to see the benefits of bringing together people with diverse backgrounds for problem-solving tasks. They use listening, speaking, reading, and writing together to achieve common goals and in the process become accountable since their performance affects group outcomes. They become active language users and learn to respect each other's opinions (Bromley, 1998). For example, the I-Search Strategy (Leu & Kinzer, 1999) is an interdisciplinary, student-centered inquiry process that emphasizes participation and sharing of research findings in small cooperative learning groups, as well as in whole-group settings. To implement this strategy, children choose a motivating theme; with the teacher's assistance, they formulate their own research plans; next, they follow and revise their plans as they gather information, and then they prepare papers, posters, or presentations using computer software, or they prepare oral reports.
- *Guided and informal group discussions.* Informal discussions provide opportunities for able students and less able students to collaborate in constructing meaning from text and enable them to learn from each other by sharing their reflections, opinions, interpretations, and questions. The teacher models discussion techniques and guides the students through early discussion sessions. As students develop their discussion skills and begin to feel comfortable talking about story content and their opinions, they will begin to try out ideas without worrying about being wrong or sounding as if they do not understand the story.
- *The Internet.* On the Web, children can experience exciting cultural exchanges. Keypals (see box) is the

Keypals

The Internet expands the appeal of pen pal activities in the classroom. A great site for Keypal contacts is:

<http://www.stolaf.edu/network/iecc>

At this site, intercultural *E-Mail Classroom Connections*, teachers will find a good source for developing keypals from different countries. There are several mailing lists for teachers looking for partner classrooms. Teachers can subscribe directly from this Web page.

online equivalent of pen pals. It is an e-mail activity that may be particularly beneficial to second-language learners because the students are able to communicate in their native language with children from similar cultural and linguistic backgrounds. Moreover, important friendships can develop among *all* students as they find out about life in another part of the world, share useful Web sites, and even help one another with homework (Leu & Kinzer, 1999).

Employ Ongoing and Culturally Aware Assessments

In culturally responsive classrooms, teachers employ ongoing and systematic assessment of student abilities, interests, attitudes, and social skills. This information provides a basis for instructional decision making and offers

Teachers can design instruction that provides just enough scaffolding, or support, for students to be able to participate in tasks that currently are beyond their reach.

Many effective classrooms are organized around an interdisciplinary, or cross-curricular theme.

insights into what to teach and how to teach. In addition, there is an emphasis on student involvement in the assessment process. When students are permitted to participate in their assessment, they are able to reflect on their own progress and offer insights that adults may not have. Examples of culturally sensitive assessment include the following:

- *Daily observation of students' social and learning behaviors in all classroom situations.* Observations can be recorded on checklists, in notebooks, on file cards, or in any way that permits the teacher to summarize observations in a consistent and meaningful way. For example, the class roster can be used as a convenient recording form for observations. The teacher lists the names of the students in the class and then heads subsequent columns across the top of the roster to identify the project, activity, or behavior that is observed.
- *Portfolio assessment.* Student and teacher select samples of work that reveal the diverse needs and abilities of the student. Teachers, students, and family members reflect on what

Through the Internet, second-language learners may communicate in their native language with children from similar cultural and linguistic backgrounds.

students have done over time, how well they are doing, and what areas need to be improved.

- *Teacher-made tests that are closely tied to the instructional program.* Special attention is given to the cognitive styles of all the students and their evolving academic skills. For example, teachers can design a test to assess students' knowledge or performance within a particular content area lesson.
- *Student self-assessment.* Students can respond to questions about their learning during periodic teacher/student conferences. Portfolios can be used during these conferences. For example, students can be shown their work, discuss it with their teachers, and then assess their own progress.
- *Teacher self-evaluation.* Self-evaluation is an integral part of teaching effectiveness. The kinds of questions teachers ask themselves about their choices of teaching behaviors and strategies, the effectiveness and cultural relevance of their lessons, and their reactions and responses to the cultural diversity in their classrooms can greatly contribute to continuing growth in teaching and learning.

Collaborate with Other Professionals and Families

Collaboration and communication with culturally diverse families and with other professionals are essential elements of culturally responsive classrooms. Families are a critical component of a strong instructional program and should be regularly informed about students' progress and encouraged to participate in class and school activities whenever possible. It is also important to establish strong collaborative relationships with colleagues to develop instructional programs that broaden the learning opportunities of all students. The following are specific collaborative activities that teachers and families might use:

- *Consult and share ideas regularly with other teachers with whom students work.* Meet with teachers to discuss students' academic and social progress, as well as specific learning needs.

Send newsletters to all families providing an overview of culturally responsive curriculum goals, classroom activities, and selected student-written stories and poems.

- *Communicate regularly with families.* For example, send newsletters to all families providing an overview of culturally responsive curriculum goals, classroom activities, and selected student-written stories and poems.
- *Invite families to participate in classroom cultural celebrations and to assist in planning such events.* Encourage culturally diverse families to visit the classroom to learn what occurs in the learning environment and to see how well their children are doing—academically and socially.
- *Initiate a parent volunteer tutorial program.*
- *Use culturally diverse community resources.* Invite to your classroom culturally diverse civic leaders, business leaders, artists and writers, members of the police and fire department, college professors, and academically successful high school students.
- *Attend culturally diverse community or neighborhood events.*

Final Thoughts

Of primary importance in any culturally responsive classroom is the teacher's belief that children from culturally diverse backgrounds want to learn. Second, instructional strategies and specific teaching behaviors can encourage all students to engage in learning activities that will lead to improved academic achievement. Third, the development of instructional programs that prevent failure and increase opportunities for success should be the goal of every teacher. The strategies delineated in this article can become important ways of

Learn More About It

The following resources can help teachers evaluate the results of self-assessment.

Books

Au, K. (1993). *Literacy instruction in multicultural settings*. New York: Harcourt Brace.

Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity*. Boston: Houghton Mifflin.

Journal Articles

Montgomery, W. (2000). Literature discussion in the elementary school classroom. *Multicultural Education*, 8(1), 33-36.

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Web Sites

Cultural Diversity in the Classroom (<http://education.indiana.edu/cas/tt/v2i2/cultural.html>)

ERIC Digests on Cultural Diversity (<http://www.uncg.edu/edu/ericass/diverse/digests/tableoc.htm>)

helping all children find purpose, pride, and success in their daily efforts to learn.

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Six Goals of a Culturally Relevant Approach to Teaching

1. Developing Multiple Historical Perspectives

Multiple historical perspectives are the knowledge and understanding of the heritage and contributions of diverse nations and ethnic groups, including one's own.

2. Developing Cultural Consciousness

Cultural consciousness is the recognition or awareness on the part of an individual that he or she has a view of the world that is not universally shared and differs profoundly from that held by many members of different nations and ethnic groups.

3. Increasing Intercultural Competence

Intercultural competence is the ability to interpret international communications (language, signs, gestures), some unconscious cue (such as body language), and customs in culture different from one's own.

4. Combating Racism, Prejudice and Discrimination

Reducing racism, prejudice and discrimination mean revising negative attitudes and behaviors that are based upon misconceptions about the inferiority of races and cultures different from one's own.

5. Developing Awareness of the State of the planet and Global Dynamics

Awareness of the State of the Planet and global dynamics is the knowledge about the prevailing world conditions, trends and developments.

6. Developing Social Action Skills

Social action skills include the knowledge, attitudes and behavior needed to help resolve major problems that threaten the future of the planet and well being of humanity.

Steps to Writing a Culturally Responsive Lesson Plan

1. Start with what you normally teach.

- Use your current curriculum.
- Make changes one lesson at a time.
- Lessons should be natural and flowing.
- Integrate other subject matter.
- All curricula should be multicultural.

2. Look at current curriculum content and processes.

- Examine for bias.
- Look for ways to infuse ethnic content.
- Use other resources.
- Consider varied teaching strategies.

3. Consider other forms of evaluation.

- How else can students demonstrate learning?
- How does the lesson improve reading, writing and speaking?
- How does the lesson increase cultural competence?

Degrees of Reading Power (DRP)

DRP SCALE OF TEXT DIFFICULTY



2004 Touchstone Applied Science Associates

TEXTBOOKS & EXTRACURRICULAR MATERIALS

LITERATURE AND POPULAR TITLES

	76	<i>Moll Flanders</i>
	75	
	75	
	73	<i>The Adventures of Don Quixote</i>
	72	<i>Books That Changed the World</i>
	71	<i>Robinson Crusoe</i>
	70	<i>Absalom, Absalom</i>
Front Page of Newspapers	69	<i>Profiles in Courage</i>
	68	<i>Silent Spring</i>
	67	<i>The Scarlet Letter</i>
	66	<i>Democracy in America</i>
Driver's License Manuals	65	<i>The Prince</i>
	64	<i>One Hundred Years of Solitude</i>
High School Textbooks	63	<i>2001: A Space Odyssey</i>
	62	<i>Roots</i>
	61	<i>Jane Eyre</i>
	60	<i>Animal Farm</i>
Middle School Textbooks	59	<i>Across Five Aprils</i>
	58	<i>Anne Frank: The Diary of a Young Girl</i>
	57	<i>The Hobbit</i>
	56	<i>Baseball's Greatest Games</i>
	55	<i>Moon Over Tennessee</i>
	54	<i>Harry Potter and the Sorcerer's Stone</i>
Elementary School Textbooks	53	<i>Island of the Blue Dolphins</i>
	52	<i>Maniac Magee</i>
	51	<i>Old Yeller</i>
	50	<i>Charlotte's Web</i>
	49	<i>How to Eat Fried Worms</i>
	48	<i>Sarah, Plain and Tall</i>
	47	<i>The Magic School Bus Inside the Earth</i>
Primary School Textbooks	46	<i>Math Curse</i>
	45	<i>Superfudge</i>
	44	<i>The Boxcar Children</i>
	43	<i>Amelia Bedelia</i>
	42	<i>Shoeshine Girl</i>
	41	<i>Frog and Toad Are Friends</i>
	40	<i>Chicka Chicka Boom Boom</i>
	39	<i>The Golly Sisters Go West</i>
	38	<i>Nate the Great</i>
	37	<i>Clifford, the Big Red Dog</i>
36	<i>Morris the Moose</i>	
35	<i>The Cat in the Hat</i>	
34	<i>Are you My Mother?</i>	
33	<i>Ranger Don</i>	
32	<i>My Dog's the Best!</i>	
31	<i>Green Eggs and Ham</i>	

**Suggested DRP Reading Goals and Remedial Standards
For Connecticut**

Grade	Time Of Year	DRP Reading Goals	National Percentile*	DRP Remedial Standard	National Percentile*
2	Fall	28 at (P=.70)	53	20 at (P=.70)	33
	Spring	36 at (P=.70)	58	28 at (P=.70)	39
3	Fall	40 at (P=.70)	53	32 at (P=.70)	32
	Spring	47 at (P=.70)	61	38 at (P=.70)	37
4	Fall	50 at (P=.70)	55	41 at (P=.70)	31
	Spring	54 at (P=.70)	58	45 at (P=.70)	33
5	Fall	55 at (P=.75)	56	46 at (P=.75)	31
	Spring	58 at (P=.75)	60	49 at (P=.75)	35
6	Fall	59 at (P=.75)	58	50 at (P=.75)	33
	Spring	62 at (P=.75)	60	53 at (P=.75)	35
7	Fall	60 at (P=.80)	55	51 at (P=.80)	33
	Spring	62 at (P=.80)	56	54 at (P=.80)	36
8	Fall	64 at (P=.80)	55	55 at (P=.80)	33
	Spring	65 at (P=.80)	56	57 at (P=.80)	35

Note: DRP scores reported at different levels of comprehension cannot be compared directly. If comparisons across grades are to be made, DRP scores must be converted to the same level of comprehension. Spring Norms are Interpolated Norms.

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Developmental Reading Assessment (DRA2)

DRA2 Benchmark Summarization Chart K-8

Grade	Season	Benchmark	Performance Level
K	Beginning of Year	A	Developing
K	Middle of Year	2	Developing
K	End of Year	4	Independent
1	Beginning of Year	4	Independent
1	Middle of Year	12	Independent
1	End of Year	18	Independent
2	Beginning of Year	18	Independent
2	Middle of Year	24	Independent
2	End of Year	28 <small>Nonfiction</small>	Independent
3	Beginning of Year	28	Independent
3	Middle of Year	34	Instructional
3	End of Year	38 <small>Nonfiction</small>	Independent
4	Beginning of Year	38	Instructional
4	End of Year	40 <small>Nonfiction</small>	Independent
5	Beginning of Year	50	Instructional
5	End of Year	50 <small>Nonfiction</small>	Independent
6	Beginning of Year	60	Instructional
6	End of Year	60 <small>Nonfiction</small>	Independent
7	Beginning of Year	70	Instructional
7	End of Year	70 <small>Nonfiction</small>	Independent
8	Beginning of Year	80	Instructional
8	End of Year	80 <small>Nonfiction</small>	Independent

DRA2 Performance Levels

	<i>Administration</i>	<i>Substantially Deficient</i>	<i>Deficient</i>	<i>Proficient</i>	<i>Advanced</i>
Kindergarten	Fall		A	1	2 +
	Winter		A, 1	2	3 +
	Spring	A	1, 2, 3	4	6 +
	<i>Administration</i>	<i>Substantially Deficient</i>	<i>Deficient</i>	<i>Proficient</i>	<i>Advanced</i>
Grade 1	Fall	A - 2	3	4	6 +
	Winter	A - 6	8, 10	12	14 +
	Spring	A - 10	12, 14, 16 (non-fiction)	16 (non-fiction), 18 Level 16 MUST be read prior to Level 18	20 +
	<i>Administration</i>	<i>Substantially Deficient</i>	<i>Deficient</i>	<i>Proficient</i>	<i>Advanced</i>
Grade 2	Fall	A - 10	12, 14, 16 (non-fiction)	18	20 +
	Winter	A - 14	16 (non-fiction), 18, 20	24	28 +
	Spring	A - 18 Level 16 MUST be read prior to Level 18	20, 24	28 (non-fiction)	30 +
	<i>Administration</i>	<i>Substantially Deficient</i>	<i>Deficient</i>	<i>Proficient</i>	<i>Advanced</i>
Grade 3	Fall	A - 18	20, 24	28	30 +
	Winter	A - 20	24 28 (non-fiction), 30	34	38 +
	Spring	A - 28	30, 34	38 (non-fiction)	40

Effective Teaching Strategies

Nine Research-Based Teaching Strategies

The information below was taken from a Web site that was created by the Nebraska ESU (Educational Service Unit) Technology Affiliate Group. The site is designed to be used by teachers, providing them with technology resources that match the effective teaching strategies outlined in [Classroom Instruction That Works](#).

Identifying Similarities and Differences

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$7](http://manila.esu4.org/instructionalstrategies/stories/storyReader$7)

from [Classroom Instruction that Works](#) Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Identifying Similarities and Differences

- Guidance in identifying similarities and differences enhances students' understanding of and ability to use knowledge.
- Independently identifying similarities and differences enhances students' understanding of and the ability to use knowledge.
- Representing similarities and differences in graphic or symbolic form enhances students' understanding of and ability to use knowledge.
- Identifying similarities and differences can be accomplished in a variety of ways: comparing, classifying, creating metaphors, and creating analogies.

Classroom Practice in Identifying Similarities and Differences

- The key to effective comparison is the identification of important characteristics.
- Organizing elements into groups based on their similarities is the basis of classifying.
- The key to constructing a metaphor is to realize that the two items in the metaphor are connected by an abstract or non-literal relationship.
- Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information. The typical use a "blank is to blank" as "blank is to blank" type of comparison but can also be diagramed.

Summarizing and Note Taking

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$8](http://manila.esu4.org/instructionalstrategies/stories/storyReader$8)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Summarizing

Sometimes summarizing and note taking are referred to as mere "study skills". However, they are two of the most powerful skills students can acquire. Summarizing and note taking provide students with tools for identifying and understanding the most important aspects of what they are learning.

- To effectively summarize, students must delete some information, substitute some information and keep some information.
- To effectively delete, substitute, and keep information, students must analyze the information at a fairly deep level.
- Being aware of the explicit structure of information is an aid to summarizing information.

Classroom Practice in Summarizing

- Rule-Based Strategy follows a set of rules or steps to develop a summary.
- Summary Frames use a series of questions designed to highlight the critical elements for specific types of information.
- Reciprocal Teaching involves summarizing, questioning, classifying and predicting.

Summary of Research on Note Taking

- Verbatim is the least effective way to take notes.
- Notes should be considered a work in progress.
- Notes should be used as study guides for tests.
- The more notes that are taken, the better.

Classroom Practice in Note Taking

- Teacher-Prepared Notes are one of the most straightforward uses of notes.
- Variety of formats: Informational Outlines, Webbing and Combination Notes.

Reinforcing Effort and Providing Recognition

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$9](http://manila.esu4.org/instructionalstrategies/stories/storyReader$9)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Reinforcing Effort

- People generally attribute success at any given task to one of four causes: ability, effort, other people and luck.
- Not all students realize the importance of believing in effort.
- Students can learn to change their beliefs to an emphasis on effort.

Classroom Practice in Reinforcing Effort

- Teach and exemplify the connection between effort and achievement.
- Students can see the connection between effort and achievement by periodically keeping track of their effort and its relationship to achievement,

Summary of Research on Providing Recognition

- Rewards do not necessarily have a negative effect on intrinsic motivation.
- Reward is most effective when it is contingent on the attainment of some standard of performance.
- Abstract symbolic recognition is more effective than tangible rewards.

Classroom Practice in Providing Recognition

- Make the recognition as personal to the student as possible.
- The Pause, Prompt and Praise strategy of providing recognition is best used when students are engaged in a particularly demanding task.
- Concrete, symbolic tokens of recognition should be given for accomplishing specific performance goals.

Homework and Practice

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$10](http://manila.esu4.org/instructionalstrategies/stories/storyReader$10)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Homework

- Less homework should be assigned to younger students than to older students.
- Parent involvement in homework should be kept to a minimum.
- The purpose of homework should be identified and articulated.
- If homework is assigned, it should be commented on.

Classroom Practice in Assigning Homework

- Establish and communicate a homework policy.
- Design homework assignments that clearly articulate the purpose and outcome.
- Vary the approaches to providing feedback.

Summary of Research on Practice

- Mastering a skill requires a fair amount of focused practice.
- While practicing, students should adapt and shape what they have learned.

Classroom Practice Regarding Practicing Skills

- Students should be encouraged to keep track of their speed and accuracy.
- Design practice assignments that focus on specific elements of a complex skill or process.
- Plan time for students to increase their conceptual understanding of skills or processes.

Nonlinguistic Representations

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$11](http://manila.esu4.org/instructionalstrategies/stories/storyReader$11)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Nonlinguistic Representations

- A variety of activities produce nonlinguistic representations.
 - Creating graphic representations.
 - Generating mental pictures.
 - Drawing pictures and pictographs.
 - Engaging in kinesthetic activity.
- Nonlinguistic representations should elaborate on knowledge.
To download a PowerPoint presentation on this strategy click this link: [PowerPoint](#)

Classroom Practice in Nonlinguistic Representation

- Graphical organizers are the most common way to help students generate nonlinguistic representations.
- Other nonlinguistic representations include physical models, generating mental pictures, drawing pictures and pictographs, and engaging in kinesthetic activity.

Cooperative Learning

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$12](http://manila.esu4.org/instructionalstrategies/stories/storyReader$12)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Cooperative Learning

- Organizing groups based on ability should be done sparingly.
- Cooperative groups should be kept small in size.
- Cooperative learning should be applied consistently and systematically, but not overused.

Cooperative Learning five defining elements:

1. Positive interdependence
2. Face-to-face interaction
3. Individual and group accountability
4. Interpersonal and small group skills
5. Group processing

Classroom Practice in Cooperative Learning

- Use a variety of criteria for grouping students.
- Use a variety of group patterns: Informal or ad hoc (last few minutes of a class period), formal (long enough to complete an academic project) and base groups (semester or year, providing students with long-term support).
- Managing group size - keep groups small.
- Combine cooperative learning with other classroom strategies.

Setting Objectives and Providing Feedback

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$13](http://manila.esu4.org/instructionalstrategies/stories/storyReader$13)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Setting Objectives

- Instructional goals/objectives narrow what students focus on.
- Instructional goals/objectives should not be too specific.
- Students should be encouraged to personalize the teacher's goals.

Classroom Practice in Setting Objectives

- Goals should be general enough to provide students some flexibility.
- Contracts with students provide them with a great deal of control over their learning.

Summary of Research on Providing Feedback

- Feedback should be "corrective" in nature by explaining to students what they are doing correctly and incorrectly.
- Feedback should be timely.
- Feedback should be specific to a criterion.
- Students can effectively provide some of their own feedback.

Classroom Practice in Providing Feedback

- Criterion-reference feedback is superior to norm-referenced feedback.
- Focus feedback on specific types of knowledge and skill.
- Student-led feedback has many desirable effects.

Generating and Testing Hypotheses

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$14](http://manila.esu4.org/instructionalstrategies/stories/storyReader$14)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Generating and Testing Hypotheses

- Hypothesis generation and testing can be approached in a more inductive or deductive manner. In general, students produce better results when using the deductive thinking process.
 - Deductive thinking requires students to apply current knowledge to make a prediction about a future action or event.
 - Inductive thinking involves students in a process of drawing new conclusions based on information they know or have presented to them.
- Teachers should ask students to clearly explain their hypotheses and their conclusions. Research has shown the power of asking students to explain, in a variety of communication modes, their predictions and results.

Classroom Practice in Generating and Testing Hypotheses

- Even though the process of generating and testing hypotheses is most often applied in the science curriculum, teachers should be encouraged to implement the following tasks across all disciplines. Use a variety of structured tasks to guide students through generating and testing hypotheses.
 - Systems Analysis-Create activities that ask students to evaluate the parts of a system and generate hypotheses to predict changes if a part of the system was altered.
 - Problem Solving-Using their knowledge of concepts related to the problem, students evaluate different approaches to a solution and then generate and test their hypotheses.
 - Historical Investigation-Engage students in historical investigations by having them create reasonable scenarios of past events for which there is no general agreement.
 - Invention-Pose an existing problem to students that requires them to develop solution to the problem. Invention often leads to the generation and testing of multiple hypotheses.
 - Experimental Inquiry-"The Scientific Method" Create activities that promote student use of the scientific method across all disciplines.
 - Decision Making-Incorporating the use of a structured decision-making framework can help examine results of hypothesis testing.
- Ask students to explain their thinking as they test and generate hypotheses.

Questions, Cues, and Advance Organizers

Source: [http://manila.esu4.org/instructionalstrategies/stories/storyReader\\$15](http://manila.esu4.org/instructionalstrategies/stories/storyReader$15)

from **Classroom Instruction that Works** Robert J. Marzano, Debra, J. Pickering, Jane E. Pollock, MCREL, 2001.

Summary of Research on Cues and Questions

- Cues and questions should focus on what is important as opposed to what is unusual.
- "Higher level" questions produce deeper learning than lower level questions.
- "Waiting" briefly before accepting responses from students increases the depth of student answers.
- Questions are effective learning tools even when asked before a learning experience.

Classroom Practice in Cues and Questions

- Explicit cues provide students with a preview of what they are about to experience.
- Questions that elicit inferences help students "fill-in" missing information.
- Analytic questions help students critique information. The types of analysis are analyzing errors, constructing support, and analyzing perspectives.

Summary of Research on Advanced Organizers

- Advance Organizers should focus on what is important as opposed to what is unusual.
- "Higher level" advance organizers produce deeper learning than the "lower level" advance organizers.
- Advance Organizers are most useful with information that is not well organized.
- Different types of advanced organizers produce different results.

Classroom Practice in Advanced Organizers

- Expository advance organizers describe new content.
- Narrative advance organizers present information in story format.
- Skimming before reading is a form of advance organizer.
- Graphic organizers are very effective.

Progression of Curriculum Language Skills by Grade

Lexile Levels

Questions and Answers about Lexile Levels

1. What is a Lexile measure?

There are two kinds of Lexile measures: the Lexile reader measure and the Lexile text measure. Students receive a Lexile reader measure as a score from a reading test - it describes his or her reading ability. Books and other texts receive a Lexile text measure from a software tool called the Lexile Analyzer - it describes the book's reading demand or difficulty.

When used together, these measures can help match a reader with reading material that is at an appropriate difficulty, or help give an idea of how well a reader will comprehend a text. The Lexile reader measure can also be used to monitor a reader's growth in reading ability over time. Lexile helps a reader grow, and helps parents and teachers know.

When a Lexile text measure matches or is in the range of a Lexile reader measure, this is called a targeted reading experience. The reader will encounter some level of difficulty with the text, but not enough to get frustrated. This is the best way to grow as a reader - reading text that's not too hard but not too easy.

2. What can I do with my Lexile measure?

You can easily find "just right" books either for school or for pleasure reading. You can also easily know when a reader might need a little help, or a little more challenge.

When you receive your Lexile measure from a test, try not to focus on the exact number. Instead, consider a reading range around the number. A young person's Lexile range, or reading "sweet spot," is from 100L below to 50L above his or her reported measure. And don't be afraid to look at books above and below someone's Lexile range. Just know that a reader might find these books particularly challenging or simple.

If a student tackles reading material above his or her Lexile range, consider what additional instruction or lower-level reading resources might help. Ask him or her to keep track of unknown words, and look them up together. Or take turns reading aloud to each other to chop up the reading experience into smaller portions. Likewise, you can reward students with easy reading just as adults like to grab a couple of pulp novels to read in the beach chair.

3. What is a reader's Lexile range?

A person's Lexile range is a suggested range of texts that a reader should be reading. The Lexile range for a reader is from 50L above his or her Lexile measure to 100L below. If a student attempts material above their Lexile range, the text may challenge the student and his or her ability to construct meaning from the reading experience may decrease. Likewise, material below a reader's Lexile range will provide him or her with little comprehension challenge.

4. Why is comprehension set at 75% with the Lexile Framework?

A primary use of Lexile measures is for forecasting how well readers will comprehend texts. A reader with a measure of 600L who is given a text measured at 600L is expected to have a 75% comprehension rate. This is the "default" setting within the Lexile Framework. This value was selected to ensure that when a text's measure matches a reader's measure, the reading experience is not so hard that the reader experiences frustration and loses the meaning-thread of the text, but is not so easy that the reader does not encounter any new vocabulary or sentence structures that help grow him or her as a reader.

Lexile Levels and the Common Core Standards

The Core State Standards Initiative offers the following overlapping Lexile bands (or Lexile ranges**, as defined by Common Core) to place texts in the following text complexity grade bands. According to the Common Core Standards, qualitative scales of text complexity should be anchored at one end by descriptions of texts representative of those required in typical first-year credit-bearing college courses and in workforce training programs. Similarly, quantitative measures should identify the college- and career-ready reading level as one endpoint of the scale.

We have realigned our Lexile ranges to match the Common Core Standards' text complexity grade bands and adjusted upward its trajectory of reading comprehension development through the grades to indicate that all students should be reading at the college and career readiness level by no later than the end of high school.

Grade Band	Current Lexile Band	"Stretch" Lexile Band
K-1	N/A	N/A
2-3	450L-725L	450L-790L
4-5	645L-845L	770L-980L
6-8	860L-1010L	955L-1155L
9-10	960L-1115L	1080L-1305L
11-CCR	1070L-1220L	1215L-1355L

The Common Core Standards advocate a "staircase" of increasing text complexity, beginning in grade 2, so that students can develop their reading skills and apply them to more difficult texts. At the lowest grade in each band, students focus on reading texts within that text complexity band. In the subsequent grade or grades within a band, students must "stretch" to read a certain proportion of texts from the next higher text complexity band. This pattern repeats itself throughout the grades so that students can both build on earlier literacy gains and challenge themselves with texts at a higher complexity level. Lexile measures and the Lexile ranges above help to determine what text is appropriate for each grade band and what should be considered "stretch" text.

The Common Core Standards devote as much attention to the text complexity of what students are reading as it does to how students read. As students advance through the grades, they must both develop their comprehension skills and apply them to increasingly complex texts. The proportion of texts that students read each year should come from a particular text complexity grade band. Students must also show a steadily increasing ability to discern more from and make fuller use of text.

**Please note that MetaMetrics defines a "Lexile range" as text that falls within 100L below to 50L above a reader's Lexile measure.

Nonfiction Writing

The 10th Effective Teaching Strategy – Non-Fiction Writing

Because Writing Matters

by National Writing Project and Carl Nagin (2003, Jossey-Bass)

Source: http://www.nwp.org/cs/public/print/books/book_bwm?info=keypoints

Key Points

- Improving writing is crucial to learning in all subject areas, not just English.
- Writing instruction should begin in the earliest grades.
- Reading and writing are reinforcing literacy skills and need to be taught together.
- Learning to write requires frequent, supportive practice.
- Students have diverse abilities and instructional needs, and so teachers must use multiple strategies to improve students' writing.
- Effective writing instruction pays attention to both the product and processes of writing.
- Writing should be taught in school much as it is practiced by professional writers: that is, students should write for authentic purposes to real audiences.
- Students face ongoing challenges in their writing development and need practice with diverse writing tasks to improve.
- Simply assigning more writing is not enough; teachers must teach students such skills as how to organize thoughts, develop ideas, and revise for clarity.
- An effective writing assignment does more than ask students to report what they have read or experienced. It engages students in such processes as problem solving, reflecting, analyzing, and imagining so that they can think critically about what they have read or experienced.
- Schools cannot improve writing without teachers and administrators who value, understand, and practice writing themselves.
- Teachers and schools need to develop common expectations for good writing across grade levels and subject areas.
- Schools and districts need to develop fair and authentic writing assessments that are aligned with high standards and reflect student progress beyond single-test evaluations.
- Effective school-wide writing programs involve the entire faculty and are developed across the curriculum.
- Schools and districts need to offer professional development opportunities in teaching writing to all faculty.

Non-Fiction Writing

(Teaching and Learning Strategies for the Classroom)

Source: www.pcsp.ie/html/english/nonfictionwriting.pdf

“For me the purpose of education is to enhance understanding”
(Howard Gardner)

If we do not understand what we learn, what is the purpose of learning? Teaching for understanding must be a top priority and we gain that understanding through inquiry. In the area of non-fiction writing the aim should be to teach children to write compelling nonfiction and not that which is dull and boring.

Non-fiction is the most widely read genre in the adult world and at its best it emerges from topics the writer knows, cares and wonders about and really wants to pursue. Children must be allowed to select REAL topics that interest them; they must develop questions about it, read for information, search for answers through research, report the information and so gain new insight. However if we want our pupils to learn we must show them HOW. Donald Graves stresses the importance of student ownership of learning, so when students choose their topic, engagement soars. The teacher acts as a sort of tour-guide helping them to see the richness and possibilities of their choice.

In writing non-fiction, children learn to communicate effectively and to use writing as a tool for thinking and learning

Guiding Teaching Practice

Donald Graves holds the firm belief that teachers need to be learners first....

1. Teachers can demonstrate how to engage in non-fiction inquiry by going through the process themselves.
2. Teachers need to share their passion and curiosity about inquiry and research.
3. Research begins with a question.
4. Research projects take time.
5. To write non-fiction, read non-fiction.
6. Writers write best about the things they know about, care about and wonder about.
7. Writers need to know their own topics and projects
8. Writers need opportunities to share their products
9. Non-fiction inquiry must be authentic whenever possible.

Teachers need to *teach* **all genre** and children need to *experience* **all genre**.

Five Key Genres

1. **Recount Writing:** to recount a sequence of events usually told in the order in which they occurred.
e.g. A School Trip
A Science Experiment
2. **Informational/Report Writing:** to provide factual information about a topic. Care needs to be taken to ensure that the children do not copy chunks of text.
e.g. An Individual Project
A Class Project
3. **Explanatory Writing...**to explain how and why something happens or works/often combined with report or recount writing
e.g. How a model works
What causes rust to develop?
How lakes are formed
4. **Procedural Writing...**to instruct others how to carry out a process.
e.g. How to get to my house
A recipe for pizza
How to make a model
Rules for games
5. **Argument Writing...**to convince others using logic and reason.
e.g. Write a researched-based argument about the importance of recess.

Why children need to learn non-fiction writing

- To prepare for the world outside...in this modern print dominated society the majority of people read and write nonfiction text on a daily basis e.g. lists, signs, newspapers, forms, leaflets and letters, to organize their own lives and to communicate with others.
- Children need to be taught to write clearly and concisely so that they can use writing to organize their thoughts and their lives and communicate with readers in a way not open to interpretation.
- • Writing is an extremely important tool for learning across the curriculum ...Discussing/Framing/Re-framing/Selecting/Presenting/Explaining...their ideas helps children to remember and to understand. Children need to learn how writing can be used to clarify and deepen their understanding and to help them make connections, similarities and distinctions. *e.g.* a personalized writing frame...
 - Before I did I thought...
 - Now I know...

Non-Fiction Writing

Non-Fiction is prose writing that presents and explains ideas or that tells about real people, places, objects, or events. It is an account or representation of a subject which is presented as fact. This presentation may be accurate or not; that is, it can give either a true or a false account of the subject in question. However, it is generally assumed that the authors of such accounts believe them to be truthful at the time of their composition. Autobiographies, biographies, essays, reports, letters, memos, and newspaper articles are all types of nonfiction.

Characteristics of Non-Fiction

Works of nonfiction differ from works of fiction in several ways.

- The people, events, places, and ideas presented in nonfiction are real, not invented.
- Nonfiction is narrated by an author who is a real person.
- It presents facts, describes true-life experiences, or discusses ideas.
- Nonfiction is written for a specific **audience**, or group of readers. In addition, it addresses a clear **purpose**, or reason for writing. The audience and purpose influence the type of information a writer includes.
- **Tone**, the author's attitude toward the subject or reader, is displayed through the writer's word choice and style.

The writer contributes more than information to nonfiction.

- **Style** is the particular way in which a writer uses language. Style reflects an author's personality. Factors that contribute to an author's style include level of formality, use of figurative language, diction or word choice, sentence patterns, and methods of organization.
- **Tone** is the author's attitude toward both the subject and readers or listeners. In conversations, you can hear a speaker's tone in the way words and phrases are spoken. When reading, you can "hear" tone in an author's choice of words and details. The tone of a literary work can often be described with a single word such as: *pompous, playful, serious, personal, sarcastic, or friendly*.
- **Perspective** is the viewpoint or opinion an author expresses about the subject, either directly or indirectly. **Bias** occurs when a writer makes a one-sided presentation (for example, by ignoring relevant facts or by using emotional language that unfairly sways readers' or listeners' feelings).
- **Purpose** is the author's reason for writing. Common purposes are to inform, to persuade, to honor, to entertain, to explain, and to warn.

Types of Non-Fiction

There are four main types, or modes, of nonfiction that are defined by their purposes.

- **Narrative** nonfiction tells stories of real-life events. Examples include autobiographies and memoirs. Some narrative nonfiction is **reflective writing**, which shares the writer's thoughts and feelings about a personal experience, an idea, or a concern. Examples include reflective essays, personal essays, and journals.
- **Expository** nonfiction informs or explains. Examples include analytical essays and research reports.

- **Argument** nonfiction presents logical reasons and evidence to demonstrate to the reader that the author's position is valid. Examples include debates, editorials and political speeches.
- **Descriptive** nonfiction uses details related to the senses to create mental images for the reader. Examples include character sketches and scientific observations.

Specific Types of Non-Fiction

- [Almanac](#)
- [Autobiography](#)
- [Biography](#)
- [Blueprint](#)
- [Book report](#)
- [Creative nonfiction](#)
- [Design document](#)
- [Diagram](#)
- [Diary](#)
- [Dictionary](#)
- [Documentary film](#)
- [Encyclopedia](#)
- [Essay](#)
- [History](#)
- [Journal](#)
- [Journalism](#)
- [Letter](#)
- [Literary criticism](#)
- [Memoir](#)
- [Nonfictional character](#)
- [Philosophy](#)
- [Photograph](#)
- [Science book](#)
- [Scientific paper](#)
- [Speech](#)
- [Statute](#)
- [Textbook](#)
- [Travelogue](#)
- [User manual](#)

Source: www.misshannigan.com/Genre/nonfiction/nonfiction.html

INFORMATIONAL TEXT STRUCTURES

FEATURES

Title

Headings

Illustrations

Captions

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Appendix

ORGANIZATIONAL PATTERNS

Problem /Solution

Description

Cause /Effect

Enumeration (lists)

Compare /Contrast

Sequence/Process

Question /Answer

Exemplification

Classification

Chronology

Argument

Analysis

Range, Quality and Complexity of Student Reading

Dimensions of Common Core Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional (chiefly literary texts)
- Events related in chronological order → Events related out of chronological order (chiefly literary texts)
- Traits of a common genre or subgenre → Traits specific to a particular discipline (chiefly informational texts)
- Simple graphics → Sophisticated graphics
- Graphics unnecessary or merely supplementary to understanding the text → Graphics essential to understanding the text and may provide information not otherwise conveyed in the text

Language Conventionality and Clarity

- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General academic and domain-specific

Knowledge Demands: Life Experiences (literary texts)

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

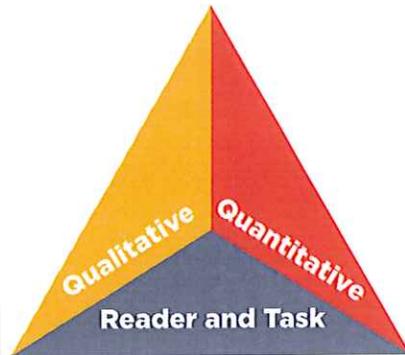
Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Chall, J. S., Bissett, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers*. Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education as part of the New England Common Assessment Program (NECAP). Retrieved from www.nciea.org/publications/TextComplexity_KH05.

Standard 10: Range, Quality, and Complexity of Student Reading K-5

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

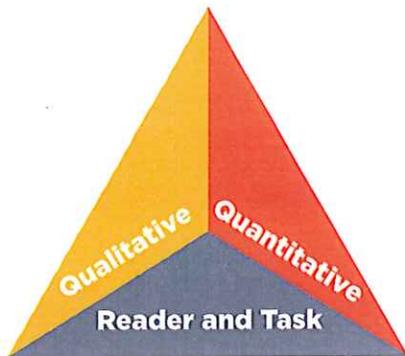
Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

The Standards’ Grade-Specific Text Complexity Demands

As illustrated in Figure 4, text complexity in the Standards is defined in grade bands: grades 2-3, 4-5, 6-8, 9-10, and 11-CCR.¹ Students in the first year(s) of a given band are expected by the end of the year to read and comprehend proficiently within the band, with scaffolding as needed at the high end of the range. Students in the last year of a band are expected by the end of the year to read and comprehend independently and proficiently within the band.

Figure 4: The Progression of Reading Standard 10

Grade(s)	Reading Standard 10 (individual text types omitted)
K	Actively engage in group reading activities with purpose and understanding.
1	With prompting and support, read prose and poetry [informational texts] of appropriate complexity for grade 1.
2	By the end of the year, read and comprehend literature [informational texts] in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 2-3 text complexity band independently and proficiently.
4	By the end of the year, read and comprehend literature [informational texts] in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5	By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 4-5 text complexity band independently and proficiently.
6	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6-8 complexity band independently and proficiently.
9-10	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9-10 text complexity band independently and proficiently.
11-12	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11-CCR text complexity band independently and proficiently.

¹2010 Common Core State Standards. As noted above in “Key Considerations in Implementing Text Complexity,” K-1 texts are not amenable to quantitative measure. Furthermore, students in those grades are acquiring the code at varied rates. Hence, the Standards’ text complexity requirements begin formally with grade 2.

Vocabulary

Characteristics of Effective Vocabulary Instruction

1. Effective vocabulary instruction does not rely on definitions.
2. Students must represent their knowledge of words in linguistic and nonlinguistic ways.
3. Effective vocabulary instruction involves the gradual shaping of word meanings through multiple exposures.
4. Teaching words parts enhances students' understanding of terms.
5. Different types of words require different types of instruction.
6. Students should discuss the terms they are learning.
7. Students should play with the words.
8. Instruction should focus on terms that have a high probability of enhancing academic success.

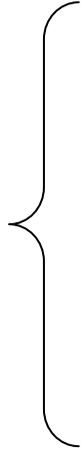
Marzano 6-Step Process for Vocabulary Instruction

- Step 1 – **Describe** – Provide students with a description, explanation or example (not a definition) using common language
- Determine prior knowledge
 - What do you *think* you know about this term?
 - Use imagery
- Step 2 – **Restate** – Students restate the description, explanation or example in their own words
- Discuss with a partner
 - Student record (notebook or journal)
- Step 3 – **Representations** - Students represent the term non-linguistically
- Graphic representation illustrating process
 - Draw the thing
 - Draw a symbol
 - Dramatize the term
 - Student record (notebook or journal)
- Step 4 – **Activities** – Engage students periodically in activities that add to their knowledge of the terms
- Identify synonyms or antonyms
 - List related words
 - Write reminders of common confusions
 - Draw an additional graphic
 - Write metaphors and analogies
 - Compare terms
 - Classify terms
 - Student record (notebook or journal)
- Step 5 – **Discuss** – Ask students to discuss terms with each other
- Think-Pair-Share about targeted terms
 - 2 minute vocabulary BUZZ
 - Add to or revise student record (notebook or journal)
- Step 6 – **Games** - Play games with your terms
- Jeopardy
 - Pyramid
 - I have, who has?

Building Academic Vocabulary: A Six-Step Process

Massed Practice

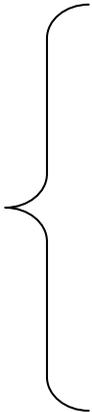
Usually new words for unfamiliar concepts



1. The teacher provides a description, explanation or example of the new term.
2. Students restate the explanation of the new term in their own words.
3. Students create a nonlinguistic representation of the term.

Distributed Practice

Clarifying and enriching meaning



4. Students periodically do activities that help them add to their knowledge of vocabulary terms.
5. Periodically, students are asked to discuss the terms with one another.
6. Periodically, students are involved in games that allow them to play with the terms

Kindergarten Language Arts Curriculum Vocabulary

adventure	first name	opinion	sounds
alphabet	fluency	order of events	space
antonym	follow/give directions	paragraph	speaking
audience	front cover	photographer	speech
author	illustrations	picture book	spelling
back cover	illustrator	picture dictionary	story
blend	information	planning	support
book	information source	plural noun	syllable
capital letter	informational text	poem	symbol
cartoon	Internet	poetry	table of contents
chapter	key details	point-of-view	taking turns
character	keyboarding	predictable book	text
compare	language	presentation	text-to-text connection
complete sentence	last name	print	theater
consonant	letter	publish	theme
contrast	letter-sound relationship	question words	title
conversation	listening	reasons	title page
date	lowercase letter	reference materials	topic
describe	magazine	research	topic sentence
details	main character	retell	uppercase letter
dictionary	main idea	revising	verb
difference	map	rewriting	visual display
drawing	margin	rhyming words	vocabulary
editing	media	root word	vowel
event	movie	sentence	vowel sound
everyday language	multi-meaning word	setting	word
fairy tale	newspaper	sight words	word patterns
features	nonfiction	similarity	
figurative language	noun	sort	

Grade One Language Arts Curriculum Vocabulary

accuracy	feelings	noun	sequence of events
adjective	fiction	opinion	setting
adventure	figurative language	order of events	short vowel
author	fluency	paragraph	sight words
blend	folk tale	past tense verb	signal words
capitalization	future tense verb	picture book	similarities
cartoon	glossary	plagiarism	sounds
chapter	headings	planning	speaking
character	"how-to" books	plural noun	spelling
clarify	icon	poem	stanza
collaborative conversation	illustrations	poetry	story
compare	information	point-of-view	summary
complete sentence	information source	present tense verb	support
conclusion	informational text	presentation	syllable
connection	informative/explanatory	pronoun	table of contents
consonant	internet	publish	text features
context clues	key details	punctuation	text structure
contrast	key facts	question words	text-to-self connection
describe	key ideas	reasons	text-to-text connection
details	letter sounds	reference materials	theme
dictionary	listening	research	title
differences	long vowel	response to literature	topic
digital tools	magazine	retell	uppercase letter
discussion	main character	revising	verb
editing	main idea	rewriting	visual display
electronic menu	media	root word	word parts
event	multi-meaning word	scene	word patterns
experiences	narrative	section	
expression	newspaper	senses	
fairy tale	nonfiction	sentence	

Grade Two Language Arts Curriculum Vocabulary

accuracy	dictionary	informative/explanatory	poetry	short vowel
adjective	digital dictionary	Internet	point-of-view	sight words
adverb	digital source	irregular plural noun	prefix	signal words
alliteration	digital tools	irregular verb	presentation	simple sentence
apostrophe	discussion	key details	pronoun	stanza
audience	editing	key ideas	publish	story structure (b,m,e)
author	elaborated	language conventions	punctuation	subheadings
capitalization	event	literature	question words	suffix
captions	evidence	long vowel	rate	summary
chapter	experiences	magazine	reader's response	supporting evidence
character	explain	main character	reasons	syllable
clarify	expression	main idea	reference materials	text content
collaborative conversation	fable	main purpose	report	text evidence
comma	facts	media	research	text features
compare	fiction	multiple-meaning word	responding to text	text structure
compound sentence	figurative language	narrative	response to literature	text-to-self connection
compound word	fluency	newspaper	revising	text-to-text connection
conclusion	folktale	nonfiction	rewriting	text-to-world connection
context clues	formal English	noun	rhymes	textual evidence
contraction	glossary	opinion	rhythm	theme
contrast	illustrations	paragraph	root word	tone
data	images	past tense verb	scene	topic
describe	inference	plagiarism	section	verb
details	information	planning	sentence	visual display
dialogue	information source	plot	sequence of events	vowel teams
diagram	informational text	plural noun	setting	word choice

Grade Three Language Arts Curriculum Vocabulary

accuracy	conversation	informative/explanatory text	plagiarism	standard English
adjective	converse	Internet	planning	stanza
adverb	decode	key details	plot	stay-on-topic
affix	dialogue	key events	plural noun	story element
analyze	digital dictionary	key words	poetry	story structure
argument	digital media	keyboarding skills	point-of-view	suffix
audience	digital sources	language conventions	prefix	summarize
audio recording	digital tools	linking words	pronoun	summary
author's craft	discussion	literal language	prose	superlative adjective
author's perspective	diverse media	literal meaning	punctuation	supporting detail
author's purpose	draft	literature	quantitative information	syllable
capitalization	drama	main idea	quotation mark	task
cause and effect	editing	media	reader's response	text features
chapter	event sequence	media formats	reading rate	text-to-self connection
character	explicit	mood	reflection	text-to-text connection
character traits	expression	multi-syllable	research	text-to-world connection
claims	expression of speech	mystery	response to literature	textual evidence
collaborate	fable	myth	revising	theme
comma	fiction	narrative	revision	thesaurus
comparative adjective	figurative language	narrator	rewriting	tone
compare and contrast	fluency	nonfiction	rhetoric	validity
complex sentence	folktale	nonliteral language	root word	verb
compound sentence	formal English	nonliteral meaning	scene	visual display
compound word	genre	note taking	science fiction	word choice
concluding statement	glossary	notes	self-correct	word part
conclusion	humor	noun	sequence	writing devices
conjunction	hyperlinks	opinion	sequence of events	writing style
connotative meaning	illustrations	organizational structure	setting	
context	inference	persuasive	sidebars	
context clues	informational source	phonics	simple sentence	
conventions	informational text	phrase	source credibility	

Grade Four Language Arts Curriculum Vocabulary

accuracy	context clues	idiom	oral presentation	revising	technical text
adage	contrast	inference	paraphrase	revision	text structure
adjective	converse	informal language	pattern of events	rewriting	text-to-self connection
affix	decode	informational source	persuasive	rhetoric	text-to-text connection
analyze	diagram	informational text	phonics	rhythm	text-to-world connection
antonym	dialogue	informative/explanatory text	phrase	root word	textual evidence
argument	digital media	integrate	plagiarism	run-on sentence	theme
audience	digital sources	Internet	planning	scene	thesaurus
audio recording	direct speech	interpret	plot	science fiction	third-person narrator
author's craft	directions	investigation	plot development	scientific text	time line
author's perspective	diverse media	key details	poetry	secondhand account	tone
author's purpose	draft writing	keyboarding skills	point-of-view	self-correct	topic development
cast of characters	drama	language conventions	predict	sensory details	transitional words
cause/effect	editing	literary text	prefix	sentence fragment	validity
chapter	event sequences	literature	prepositional phrase	setting	validity of reasoning
character development	explicit	main idea	problem/solution	simile	verb
chart	expression	media	progressive verb tense	source credibility	verse
chronology	expression of speech	metacognition	pronoun	stage directions	version
claim	fiction	metaphor	prose	standard English	visual display
clarify	figurative language	meter	proverb	stanza	visual presentation
collaboration	firsthand account	multimedia elements	quantitative information	story element	Web page
comma	first-person	multisyllabic	question	story structure	word choice
compare	fluency	mystery	quotation mark	sufficiency of evidence	word part
comparison	formal English	myth	quotation	suffix	writing devices
compound sentence	formatting	mythology	reader's response	summarize	writing purpose
concluding statement	genre	narrative	reading rate	summary	writing style
conclusion	glossary	narrator	reference materials	support	writing task
concrete details	graph	nonfiction	reflection	supporting detail	written argument
conjunction	historical text	notes	relevancy of evidence	syllabication	
connotative meaning	homophone	noun	research	syllable	
context	humor	opinion	response to literature	synonym	

Grade Five Language Arts Curriculum Vocabulary

academic-specific words	dialect	informative/explanatory text	prepositions	summarize
accuracy	digital media	integrate	problem/solution	supporting evidence
adage	digital source	interjections	prose	syllable patterns
affix	discipline-specific tasks	Internet	proverb	synonym
analysis	discussion	interpret	punctuation	technical text
analyze	domain-specific words	italics	quantitative information	text meaning
antonym	draft writing	language conventions	quotation mark	text structure
argument	drama	line of reasoning	quote	text-to-self connection
audience	draw conclusions	literary text	reader's response	text-to-text connection
author's perspective	editing	literature	reading rate	text-to-world connection
author's purpose	event sequence	main idea	reasoning	textual evidence
beauty of text	explicit	metacognition	reflection	theme
cause and effect	expression	metaphor	relevancy of evidence	thesaurus
chapter	feedback	multi-meaning words	research	tone
character development	fiction	multimedia elements	response to literature	topic development
chronology	figurative language	multisyllabic	revision	transitional phrases
claim	fluency	mystery	rhetoric	transitional words
clarity of purpose	focus question	mythology	root word	validity of reasoning
clause	formal English	narrative techniques	scene	verb tense
collaborate	genre	narrator	science fiction	visual display
collaboration	glossary	notes	scientific text	word choice
comma	graphics	organization	self-correct	word part
comparison	Greek/Latin affix	paraphrase	sensory details	word relationship
concluding statement	Greek/Latin root meaning	persuasive	simile	writing conventions
conclusion	historical text	phonics	source credibility	writing devices
conjunctions	homograph	phrase	standard English	writing purpose
connotative meaning	humor	plagiarism	stanza	writing task
context	idiom	plot development	story element	written argument
converse	inference	poetry	style	
decode	Informational source	point-of-view	sufficiency of evidence	
development	informational text	prefix	suffix	

Grade Six Language Arts Curriculum Vocabulary

accentuate
anecdote
antecedent
argument
audience
author's bias
author's perspective
author's purpose
bibliography
biography
character development
claim
clarity of purpose
clause
coherent
collaborate
connotative meaning
context
conventional language
converse
counter argument
credibility
credible claim
critique
delineate
denotative meaning
development
dialogue
digital media

digital source
discipline-specific tasks
episode
evaluate
event sequence
explicit information
expression
eye contact
feedback
figurative language
figurative meaning
figure of speech
focus question
formal English
formal style
genre
graphics
Greek/Latin affix
Greek/Latin root meaning
inference
informational text
inquiry
integrate
interpret
interpretation
investigate
language conventions
line of reasoning
literary nonfiction

literature
logical argument
memoir
metacognition
multimedia components
narrator
nuances
organization
pacing
paraphrase
perception
personification
perspective
persuasive
pertinent
plagiarism
plot development
point-of-view
probe
pronoun
pronoun number
pronunciation
reader's response
reflection
relevancy of evidence
research
resolution
resource
revision

rhetoric
sensory language
sentence pattern
source
speaker's argument
standard English
style
sufficiency of evidence
summary
supporting evidence
text analysis
text structure
text-to-self connection
text-to-text connection
text-to-world connection
textual evidence
theme
thesaurus
tone
topic development
transition words
validity of reasoning
viewpoint
word choice
word relationship
writing purpose
writing task
written argument

Grade Seven Language Arts Curriculum Vocabulary

affixes (pre & suffix)	conclusion	figurative	perspective	standard English
allusions	conflict	figures of speech	persuasive	standard format
analogy	connections text-text	focused question	pertinent	stanza
analysis	connotations	formal English	phrases	strategies
analyze	connotative	formal style	plagiarism	structure
argument	content	formatting	plot	style
audience	context	genre	point of view	sufficiency
author's craft	context clues	imagery	preview	summarize
author's bias	contrast	independent	probe	summary
autobiography	conventional language	inference	problem/solution	supporting evidence
biography	converse explicitly	influence	pronunciations	sustained
cause/effect	convey	informational text	purpose	synonym/antonym
character	credible sources	informative/explanatory	redundancy	task
citation	critique	investigate	reflection	textual evidence
cite	dangling modifiers	language conventions	relevance	theme
claim	debate clearly	literary nonfiction	relevant	thesaurus
clarify	denotations	logical reasoning	research	Tone
classification	development	main idea	resource	topic
clauses	dialect	main idea/supporting idea	revising	transition
collaborate	dialogue	memoir	revision	transitions
compare	discipline specific task	multi-media components	rhetoric	validity
compare/contrast	drama	narrator	roots	visual displays
complex	editing	non-fiction	rubric	writing purpose
complex literature	evaluate	objective vs. subjective	salient	
compose	event	organize	sensory language	
compound	evidence	pacing	sequence	
concise,	fiction vs. non-fiction	paraphrase	SSW	

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accurate	conditional	expression	observation	revising
active	conflict	fact	opinion	revision
affixes	conflicting	fiction	oppose	rhetoric
allusion	connections	fiction vs. non-fiction	opposing	roots
analogies	connotative	figurative	pace	rubric
analogy	content	format	paraphrase	sequence
analysis	context	grammar	passive	stanza
analyze	context clues	imagery	peer	strategy
annotations	contrast	independently	perspective	structure
arguments	conventions	infer	persuade	style
audience	converse	inference	persuasive	subjective
author's craft	convey	informative/explanatory	phrases	subjunctive
autobiography	credible	integrate	plagiarism	suffix
biography	critique	interpret	plot	summarize
category	defend	interrogative	point of view	summary
cause/effect	delineate	investigate	predict	textual evidence
citation	denotative	irony	prefix	theme
cite	detail	justify	problem/solution	tone
claims	device	literature	proficiency	topic
clarify	dialogue	logical	proficient	transition
coherent	diction	main idea	publish	transitions
coherent evidence	distinguish	metacognition	punctuation	valid
cohesion	diverse	mood	puns	verb
collaborate	drama	multimedia	purpose	viewpoint
compare	edit	multi-media	reason	visual
compile	editing	myth	reference	
complex	ellipsis passive	narrative	reflection	
compose	evaluate	narrator	relevance	
comprehension	evidence	nonfiction	research	
conclusion	explicit	objective	revise	

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