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

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

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

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

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

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

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

Critical Questions and Considerations for Teaching and Learning: Education is a dynamic, fluid process. Instruction should not be thought of something that takes place in isolation from other events in a student's life. On an ongoing basis, a host of factors should be considered including: (1) how are the various standards related to one another (i.e., the reciprocal nature of reading, writing, speaking, listening, and language), (2) how does a student's disability, primary-language status or at-risk of educational failure influence learning, (3) what research evidence should be considered in determining curriculum and instructional methodology, (4) what are the foundational skills, strategies, and knowledge necessary for some students to acquire in order to benefit from the higher-order thinking skills identified in the Kansas Common Core Standards, and (5) how does the MTSS framework support instruction in the KCCS?

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

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

RE	ADING: LITERATURE		
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
	Across All Content Areas	for Teaching and Learning	Connections
L	ENVIRONMENT Establish an environment that includes: Authentic reading and writing, as opposed to drill and practice Extended periods of time for students to read Extended periods of time for students to write about and to discuss what they read	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Are students engaged in authentic reading and writing related to	KCCS: Language Anchor Standard 1, 3, 6 Speaking and
ENVIRONMENT	Differentiated instruction based on assessment data, varied in content/topic	literature during the class period and throughout the school day?	Listening Anchor Standard
/IRO	process/activitiesproducts	How does the reciprocal nature of reading and writing enhance students' comprehension of literature?	1, 2, 3, 6
5	 environment/learning styles 		KS 15%
Ó	 Consideration of brain-based learning principles and multiple intelligences theory (Gardner, 1983)) Scaffolded learning experiences with a gradual release of responsibility from teacher-led to student-initiated practice 	When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.	Anchor Standard 1
		Students should have opportunities to read both individually and collaboratively.	
MOTIVATION & ENGAGEMENT	Motivate students by: Establishing meaningful and engaging content goals Providing a positive learning environment Making instructional methods and strategies interactive Making literacy experiences relevant to students' interests, lives, and current events Building effective instructional conditions (e.g., goal setting, collaborative learning) Giving students reading choices in: Texts Collaborative groupings Reading methods Moving from extrinsic to intrinsic motivation to read Engage students by: Discussion and discussion protocols Student-led discussions Building background knowledge Pre-reading, during-reading, and after-reading activities Inquiry Metacognition and reflection	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. How do we help students become intrinsically motivation to read? How do students see themselves as readers? How do we help students' take ownership of their own reading and progress?	

Effective Instruction and Elements of Curricula

Kansas Guide to Learning: Literacy Grades 6-12

		Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
		Across All Content Areas	for Teaching and Learning	Connections
		LEARNING OBJECTIVES Establish content objectives (what students will learn) based on content standards.	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning?	KCCS: Language Anchor Standard
	LEARNING OBJECTIVES	content standards. Establish reading objectives based on assessment data. Establish language objectives (how students will demonstrate understanding and knowledge) based on English language-proficiency assessment data. Post and share objectives with students before and after each lesson to help them connect to previous learning and to monitor their own learning (metacognition). Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed. Incorporate literature into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity). Utilize whole-group and differentiated small-group instruction, based on student needs. Utilize information and communication skills: media literacy, information literacy, and information and communications technology (ICT) literacy. Determine the language and language structures that ELs need to access the content standard. Determine the appropriate language support: • Vocabulary • Sentence frame • Grammar • Strategic use of native language support and cognates	teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. How do teachers use formative data to select learning objectives and to guide instruction? For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition which should guide language objectives.	
		Graphic organizers		
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• Explicit and interactive modeling of language

REA	ADING: LITERATURE		
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT SELECTION	TEXT SELECTION FOR WHOLE-GROUP INSTRUCTION Use high-quality, appropriately challenging literature that supports the development of deep comprehension and appreciation. Carefully select and analyze text for: • Text complexity, based on: • Quantitative measures (e.g., lexile, ATOS book level) • Qualitative measures (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) • Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) • Cohesive, content-based units of study Scaffold to help all students read complex text successfully. (See text complexity rubrics, qualitative measures.)	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Are students exposed to multiple sources and types of text, including print and electronic? Are text sources culturally and linguistically diverse? Who are the stakeholders involved in selecting age- and ability-level texts? Do reading tasks reflect of range of levels on Bloom's taxonomy? Consider Vygotsky's Zone of Proximal Development when selecting texts. Close reading and re-reading develop stamina and fluency. How do we help students access increasingly complex text via productive struggle?	KCCS: Reading: Literature Anchor Standard 10 Appendix B KS 15% Anchor Standard 11, 12

F	READING: LITERATURE				
	Eff	ective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections	
	INSTRUCT		What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning?	KCCS: Reading: Literature Anchor Standard 10	
	read with: Explicit ir determin 95% wor 75% or h Carefully se Instructio considera Opportun	ctional-level or "stretch" text, which students can instruction that matches the needs of the reader ed by a diagnostic assessment d-recognition higher comprehension rate elect and analyze text for its: nal level (quantitative, qualitative, and reader/task ations) hities to practice reading components (word recognition, and comprehension)	Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Wide and extensive independent reading develops background knowledge and vocabulary. How can we help students make connections between their independent reading choices and whole-group, small-group, and individual curricular choices?	Appendix B KS 15% Anchor Standard 11, 12	
	• Opportun TEXT SELI • Students choosing. • Independ reading. • Provide or reading, we have the provide of the	ECTION FOR INDEPENDENT READING need opportunities to read literature of their own lent reading is appropriate for at-home and pleasure coaching on appropriate text selection for independent which could help motivate students to read. opportunities for students to read independently, with to increasing the challenge of the text.			

REA	READING: LITERATURE				
	Effective Instruction and Elements of Curricula across All Content Areas	Critical Questions & Considerations for Teaching and Learning	Standards Connections		
ELEMENTS AND STRUCTURES OF LITERARY TEXT	Explicit instruction and scaffolding in understanding elements and structures of story and drama and how those elements interact with one another to form patterns and create meaning. For example: Setting and its relationship to other story elements Character types (protagonist, antagonist, flat, round, static, dynamic) and their relationship to plot and theme Character development and its relationship to theme, plot, setting Plots, subplots, and parallel plots and their inter-relationships Character goals Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man) Rising action Climax Resolution Pacing Theme: its development and its reflection in other story elements Foreshadowing and its effect on mood Irony and its connection to point of view Tone/Mood Point of view Flashback and its effects on pacing and mood Symbolism and its reflection on theme Connections to and transformation of source materials	What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning? Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Formative Assessment: Summarization as demonstrated through: Oral presentation Visual representation Rubrics Are literary elements and text structures taught in an integrated manner that contributes to understanding of the text as a whole, as opposed to isolated skills instruction? Link sentence-level structure analysis in reading to sentence variety and structure in writing and grammar. Sentence combining helps students understand how sentence structure affects mood and tone. Creative writing builds student understanding of literary elements and text structures. Strategy instruction should move from teacher-modeling to group guided practice to individual practice to student-initiated use.	CCSS: Reading: Literature Anchor Standard 5 KS 15% Anchor Standard 3		

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REA	DING: LITERATURE		
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
	Across All Content Areas	for Teaching and Learning	Connections
	ELEMENTS AND STRUCTURES OF LITERARY TEXT	Do students strategically and independently use comprehension	KCCS:
	Explicit instruction and scaffolding in understanding elements of	strategies to understand complex text?	Reading: Literature
	poetry and how those elements form patterns and create	Comprehension strategies:	Anchor Standard 5
Ż	meanings, such as:	Summarization	
(CONT.)	Rhythm and meter	Integration and generalization of text	KS 15%
9	Stanza	Analysis	Anchor Standard 3
-	Rhyme and rhyme scheme	Inference	
ТЕХТ	 Sound elements (e.g., alliteration, assonance, onomatopoeia) 	Pre-reading	
	• Simile	Activating prior knowledge	
	Metaphor	Vocabulary needed to comprehend and discuss	
LITERARY	• Theme	 Tier 1 words: basic, everyday words 	
⋖	Symbolism	 Tier 2 words: high-frequency academic words 	
	• Imagery	 Tier 3 words: low-frequency, context-specific content 	
F		words (Beck, McKeown, and Kucan, 2008)	
	Explicit instruction and scaffolding in analyzing how a particular	Questioning	
ш	text structure fits into the overall structure of a text and contributes to	Predicting	
OF	the development of ideas at the:	Visualization	
S	sentence level		
W	paragraph level	Discussion protocols that enhance comprehension and higher-	
5	chapter level	level thinking	
E	• section level	Concept-Oriented Reading Instruction CORI (Guthrie)	
2		Reciprocal Teaching	
 		Transactional Strategy Instruction	
STRUCTURES		Informed Strategies for Learning	
_			
AND		Metacognitive reading:	
4		Monitoring understanding during and after reading	
		Re-reading to clarify understanding	
		Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed	
Z		Have and tack a large to a ffeet when the feet with the same to and	
H H		How can technology be effectively used to facilitate access to and	
		understanding of text?	
ELEMENTS		What is the difference between making reading assignments and	
Ш		teaching students how to read literature?	
		teaching students now to read interactine!	
		Strategy instruction should move from teacher-modeling to group	
		guided practice to individual practice to student-initiated use.	
		gaiada pradito to individual pradito to student-initiated use.	l

RE	READING: LITERATURE				
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards		
	Across All Content Areas	for Teaching and Learning	Connections		
CRITICAL ANALYSIS OF LITERATURE	CRITICAL ANALYSIS OF LITERATURE Explicit instruction and scaffolding in critical analysis of literature: Analyze a piece of literature by breaking it into parts Offer possible meanings for particular elements of literature to help explain meanings, compare/contrast, or apply a literary theory or other point of view Quote and paraphrase the literary work to support thinking Reference additional sources that support thinking Utilize style, tone, and voice to communicate thinking Organize an analysis and present it in a concise manner Trace influences from other literary works Identify personal, interpersonal, social, cultural, and political issues Explicit instruction and scaffolding in practices that enhance students' reading: Responding to a text Summarizing a text Asking and answering questions about a text Analyzing story structure through use of an organizer (Hattie, 2009) Appreciating artistic expression Explicit instruction and scaffolding in discussion protocols that enhance analysis and interpretation of literature	What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning? Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Do teachers use formative data to guide lesson planning? Do students use their formative data to set goals for themselves? Are rubrics used to evaluate the critical analysis used in summative end-of-unit/course assessments? Are discourse and writing being used to evaluate critical analysis of literature? How can analysis of text differ according to point of view? How does the historical context for the text impact the way that it was written? What role does culture play in how readers understand the text? How do teachers utilize higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, during lessons?	KCCS: Reading: Literature Anchor Standard 1, 2, 3, 4, 5, 6, 7, 8, 9 Appendix B: Exemplar Texts Writing Anchor Standard 1, 2, 4, 7, 8, 9,10 Speaking and Listening Anchor Standard 1, 2, 3, 4, 5, 6 Language Anchor Standard 1, 2, 3, 4, 5, 6 KS 15% Anchor Standard 1, 4, 5		

RE	ADING: LITERATURE		
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
VOCABULARY	VOCABULARY Explicit instruction and scaffolding in how an author uses figurative language to convey meaning and tone: • Metaphors • Similes • Personification • Idioms • Alliteration • Onomatopoeia • Hyperbole Explicit instruction and scaffolding in how an author's word choice or patterns of word choice affect style, tone, and meaning: • Denotation • Connotation • Word play • Multiple meanings of words • Cumulative impact of specific word choices	What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and in planning for future teaching and learning? Regardless of the program or framework utilized within a district it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Do teachers use formative assessment data to guide instruction? Does the instruction of word and language choices occur in an integrated manner that contributes to students' understanding of the literary text, as opposed to isolated skills instruction?	Connections KCCS: Reading Informational Text Anchor Standard 4 Appendix A Language Anchor Standard 3, 4, 5, 6 Speaking and Listening Anchor Standard 6 KS 15% Anchor Standard 3

RE/	ADING: INFORMATIONAL TEXT	READING: INFORMATIONAL TEXT				
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections			
ENVIRONMENT	ENVIRONMENT Establish an environment that includes: • Authentic reading and writing tasks, rather than drill and practice • Extended periods of time for students to read, • Extended periods of time for students to discuss and write about their reading • Differentiated instruction based on assessment data	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. When constructing discussion groups or inquiry circles, consider language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.	KCCS: Language Anchor Standard 1, 3, 6 Speaking and Listening Anchor Standard 1, 2, 3, 6			
EN		Give students opportunities to read individually and in groups. How does the reciprocal nature of reading and writing enhance students' comprehension of informational text?	KS 15% Anchor Standard 1			
		Are students engaged in authentic reading and writing related to informational text throughout the school day?				
AND ENGAGEMENT	 MOTIVATION and ENGAGEMENT Motivate students by: Establishing meaningful and engaging content goals. Providing a positive learning environment. Making instructional methods and strategies interactive. Making literacy experiences relevant to students' interests, lives, and current events. Building effective instructional conditions (e.g., goal setting, collaborative learning). Giving students reading choices. Moving from extrinsic motivation to intrinsic motivation. 	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.				
MOTIVATION	 Engage students by: Discussion and Discussion Protocols Inquiry Pre-reading activities Building background knowledge Helping students connect learning objectives to personal career or college goals Before-reading, during-reading, and after-reading strategies 					

REA	READING: INFORMATIONAL TEXT				
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards		
	Across All Content Areas	for Teaching and Learning	Connections		
	LEARNING OBJECTIVES	What elements of a comprehensive assessment system would assist in	KCCS:		
	Establish content objectives based on standards.	gathering data relative to student learning and in planning for future	Language		
	Establish reading objectives based on assessment data.	teaching and learning?	Anchor Standard 1, 3, 6		
	Establish language objectives based on English language- proficiency assessment data.	Regardless of the program or framework utilized within a district, it is	1, 3, 6		
	proficiency assessment data.	essential the decision-making process consider the student population			
	Connect learning objectives to career and college readiness.	being served, therefore activities may need to be altered and			
		accommodations used to match the learners' needs.			
	Post and share objectives with students before and after each				
	lesson to help students connect to previous learning and self-	For districts/schools with ELs, assessment data can help determine the			
	monitor their own learning (metacognition).	Stage of Language Acquisition, which should guide language objectives.			
S					
S	Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or	Are teachers using formative data to select learning objectives and to guide instruction?			
F	reteach as needed.	guide instruction:			
OBJECTIVES	Totadii da Hoodad.				
3	Incorporate informational reading into lessons to promote thinking				
B	and problem-solving skills (e.g., critical thinking, systems thinking,				
	problem identification, formulation, and solution, creativity, and				
9	intellectual curiosity) and content learning.				
	Utilize whole-group and differentiated small-group instruction,				
₹	based on student needs.				
LEARNING					
5	Utilize information and communication skills: media literacy,				
	information literacy, and information and communications				
	technology (ICT) literacy.				
	Determine the language and language structures ELs need to				
	access the content standard. Determine the appropriate language				
	support and how to teach it:				
	 Vocabulary 				
	Sentence Frame				
	• Grammar				
	Strategic use of native language support and cognates				
	Graphic organizers - Graphic to a distance delice of learning and the second delice of learning and th				
	 Explicit and interactive modeling of language 				

TEXT SELECTION FOR WHOLE-GROUP INSTRUCTION	for Teaching and Learning	Connections
Use high-quality, appropriately challenging informational text that supports the development of deep comprehension.	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.	KCCS: Reading Informational Text Anchor Standard 10
Carefully select and analyze texts for: • Text complexity • Quantitative measures (e.g., lexile, ATOS book level) • Qualitative measure (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) • Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) • Cohesive, content-based units of study	Are students exposed to multiple sources and types of text, including print and electronic, narrative, expository, descriptive, and argumentative?	CCSS Appendix B KS 15% Anchor Standard
	Who are the stakeholders involved in selecting age- and ability-level texts?	11, 12
	Do reading tasks reflect a range of levels on Bloom's taxonomy?	
	Consider Vygotsky's Zone of Proximal Development when choosing texts.	
	Close reading and re-reading develop stamina and fluency.	
	Can students connect an informational text to a piece of narrative text?	
	Practice scaffolding and gradual release of responsibility: Teacher models the skill or strategy, the whole group practices the skill or strategy, pairs of students practice the skill or strategy, individual students apply the skill or strategy independently.	
	When using technology, can students identify text that is related to taught curriculum, evaluate its credibility, and analyze it?	
	How do we help students access increasingly complex text via productive struggle?	
	 Text complexity Quantitative measures (e.g., lexile, ATOS book level) Qualitative measure (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or 	 Text complexity Quantitative measures (e.g., lexile, ATOS book level) Qualitative measures (e.g., levels of meaning, structure, language conventionality and clarity, and knowledge demands) Reader and task considerations (e.g., cognitive abilities, reading skills, motivation and engagement with task and text, prior knowledge and experience, content and/or theme concerns, complexity of associated tasks) Cohesive, content-based units of study print and electronic, narrative, expository, descriptive, and argumentative? Are text sources culturally and linguistically diverse? Who are the stakeholders involved in selecting age- and ability-level texts? Do reading tasks reflect a range of levels on Bloom's taxonomy? Consider Vygotsky's Zone of Proximal Development when choosing texts. Close reading and re-reading develop stamina and fluency. Can students connect an informational text to a piece of narrative text? Practice scaffolding and gradual release of responsibility: Teacher models the skill or strategy, the whole group practices the skill or strategy, pairs of students practice the skill or strategy independently. When using technology, can students identify text that is related to taught curriculum, evaluate its credibility, and analyze it? How do we help students access increasingly complex text via

RE/	ADING: INFORMATIONAL TEXT			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections	
	TEXT SELECTION FOR SMALL-GROUP OR INDIVIDUALIZED INSTRUCTION	Wide and extensive independent reading develops students' background knowledge and vocabulary.	KCCS: Reading Informational Text	
	Use instructional-level, or "stretch" level text, which students can read with	How can we help students make connections between their independent reading choices and whole-class, small-group, and individual curricular	Anchor Standard 10	
	• 95% word-recognition	choices?	CCSS Appendix B	
TEXT SELECTION (CONT.)	 75% or higher comprehension rate Carefully select and analyze text: Provide explicit instruction that matches the needs of the group or individual reader, as determined by diagnostic assessment. Choose instructional-level text (lexile or ATOS book levels). Provide opportunities for students to practice reading components (word recognition, fluency, and comprehension). Provide opportunities for students to practice strategy use. TEXT SELECTION FOR INDEPENDENT READING Students need opportunities to read informational text. Independent reading is appropriate for at-home and pleasure reading. Provide coaching about how to select a text for independent reading, which can increase students' motivation to read more. Provide opportunities for students to read independently, and guide them to choose ever-more challenging text. 		KS 15% Anchor Standard 11, 12	

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REA	READING: INFORMATIONAL TEXT					
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards			
	Across All Content Areas	for Teaching and Learning	Connections			
	COMPREHENSION STRATEGIES	What elements of a comprehensive assessment system would	KCCS:			
		assist in gathering data relative to student learning and in planning	Reading			
	Explicit instruction and scaffolding in vocabulary (See Language)	for future teaching and learning?	Informational Text			
	= -11-14-1		Anchor Standard			
	Explicit instruction and scaffolding in comprehension strategies:	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student	1, 2, 3, 4, 5, 6, 7, 8, 9			
	Summarization Integration and generalization of tout	population being served, therefore activities may need to be altered	KS 15%			
	Integration and generalization of text Analysis	and accommodations used to match the learners' needs.	Anchor Standard			
	Analysis Inference	and accommodations asca to mater the rearriers freeds.	2, 3			
10	Pre-reading	How do teachers utilize higher-order thinking objectives, such	_, ~			
SI	Activating prior knowledge	as Bloom's Taxonomy analyzing, evaluating, and creating,				
	Questioning	during lessons?				
\square	Predicting	during icosorio:				
STRATEGIE	Visualization	Do students strategically and independently use				
	Discussion protocols that aid comprehension	comprehension strategies to understand complex text?				
E	2 Discussion protesses and demprehension	complehension strategies to understand complex text:				
	Multiple comprehension strategies:	How can technology help students understand text?				
	 Concept Oriented Reading Instruction <u>CORI (Guthrie)</u> 	Tiow can technology help students understand text:				
$\stackrel{\sim}{\sim}$	Reciprocal Teaching					
Ž	Transactional Strategy Instruction					
回	Informed Strategies for Learning					
COMPREHENSION						
~	Summarization Explicit instruction and scaffolding in:					
₽	Summarizing main ideas, both within paragraphs and across texts					
\geq	Summanzing main ideas, both within paragraphs and across texts Asking questions about the passage					
ပ္ပ	Asking questions about the passage Paraphrasing the passage					
	Drawing inferences					
	Answering questions at different points in the text					
	Using graphic organizers					
	Thinking about the types of questions (e.g., locate and recall,					
	integrate and interpret, and critique and evaluate)					
	Explicit instruction & scaffolding in metacognitive reading:					
	Monitoring, Clarifying, and Fix Up					
	 Monitoring understanding during and after reading 					
	Rereading to clarify meaning					
	Utilizing fix-up strategies (e.g., reread, read on, etc.) when needed					

RE	READING: INFORMATIONAL TEXT				
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections		
CRITICAL ANALYSIS OF INFORMATIONAL TEXT	CRITICAL ANALYSIS OF INFORMATIONAL TEXT Explicit instruction and scaffolding in critical literacy: Seeking to understand the text or situation in more or less detail to gain perspective Examining multiple viewpoints Focusing on sociopolitical issues (e.g., power in relationships between and among people) Taking action and promoting social justice Determining author's purpose: (e.g., Inform, Persuade, Describe) Examining credibility of author and information Explicit instruction and scaffolding in practices that enhance students' reading: Responding to a text Summarizing Note taking Answering questions about a text in writing Creating and answering written questions about a text (Graham & Hebert) Creating concept maps or diagrams Concept diagrams visually display information in methods accessible for all learners. Concept diagrams include organizers that represent the text (can be graphic or semantic) Concept comparison diagrams address connections Explicit instruction and scaffolding in discussion protocols that enhance analysis	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Do teachers use formative data to guide lesson planning? Are rubrics used to evaluate the critical analysis used in summative or end-of-unit/course assessments? Are discourse and writing used to evaluate critical analysis of informational text? Do students use their formative data to set goals for themselves? How can analysis of text differ according to point of view? Concept diagramming is most effective when created collaboratively by teacher and students. How do teachers utilize higher-order thinking objectives, such as Bloom's Taxonomy analyzing, evaluating, and creating, during lessons?	KCCS: Reading Informational Text Anchor Standard 1, 2, 3, 4, 5, 6, 7, 8, 9 Writing Anchor Standard 1, 2, 4, 7, 8, 9,10 Speaking and Listening Anchor Standard 1, 2, 3, 4, 5, 6 Language Anchor Standard 1, 2, 3, 4, 5, 6 KS 15% Anchor Standard 1, 4, 5		

REAL	READING: INFORMATIONAL TEXT				
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards		
	Across All Content Areas	for Teaching and Learning	Connections		
	TEXT STRUCTURES Explicit instruction and scaffolding, within the context of reading informational text for its content, in:	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?	KCCS: Reading Informational Text Anchor Standard 5		
	Understanding various text structures to increase comprehension: • Listing/Enumeration	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered	KS 15% Anchor Standard 3		
	Chronology (sequence)ComparisonCause/effect	and accommodations used to match the learners' needs. Text-structure instruction should be integrated into meaningful			
ES	Problem/solutionDescription	reading experiences that contribute to a holistic understanding of the text and not taught as isolated skills.			
STRUCTURES	Using clue words (e.g., <i>because, so, first, next</i>) to identify the text structure of a paragraph, chapter, or section of text.	Writing projects that make use of the various text structures help students become more aware of text structures when they read informational text.			
-	Understanding how to select or create an appropriate graphic organizer appropriate to the text structure.	Sentence-level text structure links to writing sentences with varied patterns and lengths.			
TEXT	Analyzing how a particular text structure impacts understanding at the: • sentence level • paragraph level • chapter level	Finding text-structure clue words in order to predict the development of an informational text is an effective pre-reading strategy.			
	 section level. Analyzing how text structure reveals an author's purpose, tone, and 				
	meaning. Identifying discipline-specific features, structures, and strategies for				
	social-studies texthistorical text				
	mathematics textscientific texttechnical text				

REA	EADING: INFORMATIONAL TEXT				
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards		
	Across All Content Areas	for Teaching and Learning	Connections		
TEXT FEATURES	Effective Instruction and Elements of Curricula	Critical Questions and Considerations for Teaching and Learning What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.			

	Grades 0-12					
REA	READING INTERVENTIONS					
	Effective Instruction and Elements of	Recommendations	Assessments	Critical Questions and Considerations		
	Curricula			for Teaching and Learning		
SUPPLEMENTAL (TIER 2)	An instructional framework that includes: Explicit Instruction Clear objectives Clearly modeled and demonstrated skill Provides guided practice Checks for understanding Provides timely feedback as well as deliberate scaffolding Monitors independent practice Provides opportunities for cumulative practice of previously learned skills and concepts Monitors student progress providing reteaching as necessary Systematic instruction (carefully sequenced instruction) Scaffolding (modeling, guided, and independent practice) Intensive Instruction Word Study: Word recognition (e.g., phonic elements, syllabication) Word analysis (e.g., affixes, root words) Fluency: Accurate word recognition Appropriate rate Expression. Organized opportunities for extensive reading at the student's instructional reading level, both with and without teacher feedback. Vocabulary: Teach specific meanings of words using direct instruction, which includes a research-based framework for vocabulary instruction Teach word-learning strategies (e.g., morphemic analysis, contextual analysis) Comprehension: Metacognition Cooperative learning Graphic and semantic organizers Questioning with feedback Write summaries	Elementary Homogeneous, small group (3-5 students) Targeted, skill-based instruction 30 minutes in addition to time allotted for core (Tier 1) Instruction is based on student instructional need, not on chronological age or grade level Secondary Homogeneous, small group (10-16 students) depending on program recommendations Targeted, strategy-based instruction 30-50 minutes in addition to content classes Instruction is based on student instructional need not, on chronological age or grade level	Assessment is critical to developing an effective plan for instruction in intervention. Areas of reading (e.g., phonological awareness, fluency, comprehension, etc.) should be evaluated and analyzed to develop an individual instructional plan. Universal Screener: Curriculum Based Measurement (CBM) for rate and accuracy Diagnostic: Phonological Awareness Inventory Phonics and structural-analysis inventory Informal Reading Inventory and/or running record with miscue analysis Fluency Rubric Retelling of a narrative text Summary of an informational text Questions based on a text Progress Monitoring: The same CBM for rate and accuracy that was used for Universal Screener Must measure the same skill/strategy taught during intervention Must be frequent Mastery: Pre-Post Phonological Awareness Inventory subtests Phonics and structural analysis inventory subtests Informal Reading Inventory and/or running record with miscue analysis Retelling of a narrative text Summary of an informational text Questions based on a text	Do highly qualified and highly trained teachers provide the interventions? Tier 2 instruction may be provided by educators trained specifically in the intervention: • Classroom teachers • Reading specialists or other certified teachers, including Special Education • Carefully selected paraeducators Is the core instruction that is occurring in reading adequate and effective? What is the evidence base of the interventions that your district/school uses? Is progress-monitoring data used to adjust instruction during intervention? Are progress-monitoring measures aligned to the focus of instruction in interventions? Does the data reflect that the interventions are impacting student achievement? Resources and support for providing interventions to struggling readers, including those with an exceptionalities may be found at: www.kansasmtss.org www.ksdetasn.org		
	Comprehension strategies					

Grades 0-12							
REA	READING INTERVENTIONS						
	Effective Instruction and Elements of Curricula	Recommendations	Assessments	Critical Questions and Considerations			
				for Teaching and Learning			
	An instructional framework that includes:	Elementary	Assessment is critical to developing	Do highly qualified and highly trained teachers			
	Explicit Instruction	Homogeneous, small group	an effective plan for instruction in	provide the interventions?			
	 Clear objectives 	(1-3 students)	intervention. Areas of reading (e.g.,				
	 Clearly modeled and demonstrated skill 	60 minutes or two 30-	phonological awareness, fluency,	Tier 3 instruction may be provided by educators			
	Provides guided practice	minute sessions, in addition	comprehension, etc.) should be	who are trained specifically in the intervention:			
	Checks for understanding Provides timely feedback as well as deliberate.	to time allotted for core	evaluated and analyzed to develop an individual instructional plan.	Classroom teachers			
	 Provides timely feedback as well as deliberate scaffolding 	(Tier 1)	ilidividuai ilistructionai pian.	Reading specialists or other certified teachers, including Special Education			
	 Monitors independent practice 	Instruction is based on	Universal Screener:	Carefully selected paraeducators			
	 Provides opportunities for cumulative practice of 	student instructional need,	Curriculum Based Measurement	• Carefully Selected paraeducators			
	previously learned skills and concepts	,	(CBM) for rate and accuracy	Is core reading instruction adequate and			
	 Monitors student progress providing re-teaching as 	not on chronological age or	(==)	effective?			
	necessary	grade level	Diagnostic:	5.105.1.101			
	More systematic instruction (carefully sequenced	0	 Phonological Awareness Inventory 	What is the evidence base of the interventions			
	instruction)	Secondary	 Phonics and structural analysis 	that your district/school uses?			
	 More scaffolding (modeling, guided, and independent 	Homogeneous, small group	inventory				
3)	practice)	(1-4 students)	 Informal Reading Inventory and/or 	Is progress-monitoring data used to adjust			
	More intensive Instruction (e.g., smaller group, more time,	60 minutes or two 30-	running record with miscue analysis	instruction during intervention?			
E E	more intensive program, add manipulatives, multi-sensory)	minute sessions, in addition	Fluency Rubric	Are pregress monitoring magazines slighed to			
l₩	More practice cycles for a given concept	to content classes	Retelling of a narrative text	Are progress-monitoring measures aligned to the focus of instruction in interventions?			
(TIER	Word Study:	 Instruction is based on 	Summary of an informational text	the locus of instruction in interventions:			
ш	Word recognition (e.g., phonic elements, syllabication)	student instructional need,	Questions based on a text	Does the data reflect that the interventions are			
≥	Word analysis (e.g., affixes, root words)	not on chronological age or	Progress Monitoring:	impacting student achievement?			
S	Troid dilary die (e.g., dillace, reet froide)	grade level	The same CBM for rate and	, ,			
INTENSIVE	Fluency:		accuracy that was used for	Resources and support for providing			
ш	Accurate word recognition		Universal Screener	interventions to struggling readers, including			
Ż	Appropriate rate		 Must measure the same 	those with an exceptionalities may be found at:			
_	Expression		skill/strategy taught during	www.kansasmtss.org www.ksdetasn.org			
			intervention	www.ksdetasii.org			
	Organized opportunities for extensive reading at the student's		Must be frequent				
	instructional reading level, both with and without teacher feedback.		Mantany Dra Dant				
	reeupack.		Mastery: Pre-Post Phonological Awareness Inventory				
	Vocabulary:		subtests				
	Teach specific meanings of words using direct instruction,		Phonics and structural analysis				
	which includes a research-based framework for vocabulary		inventory subtests				
	instruction		 Informal Reading Inventory and/or 				
	 Teach word-learning strategies (e.g., morphemic analysis, 		running record with miscue analysis				
	contextual analysis)		Retelling of a narrative text				
	Comprehension:		Summary of an informational text				
	Metacognition		 Questions based on a text 				
	Cooperative learning						
	Graphic and semantic organizers						
	Questioning with feedback Write garage grid a						
	Write summaries Comprehension strategies						
	Comprehension strategies						

WRI	WRITING					
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections			
	ENVIRONMENT Create a classroom climate in which students are comfortable sharing their own writing and providing purposeful feedback on other students' writing.	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.	KCCS: Writing Anchor Standard 10			
	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	When constructing writing and revision groups, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.	KS 15% Anchor Standards 1, 11, 12			
	Provide ongoing opportunities to explore and apply a wide variety of modes, genres, and forms including but not limited to persuasion, argumentation, exposition, narration, comparison/contrast, analysis, reflection, poetry, technical, etc.	How does the reciprocal nature of reading and writing enhance students' writing?				
L	Model our own writing processes and products, sharing both our successes and our frustrations	Are students engaged in authentic reading and writing throughout the school day? What is the difference between assigning writing and teaching				
ENVIRONMENT	Provide critical questions to guide students in metacognition and reflection upon their own writing processes.	students how to write? What are the varying roles within the collaborative writing process,				
VIR	Develop, practice, and refine a recursive writing and revision process.	and how do we prepare students for those roles?				
Ш	Use the common vocabulary of the 6-Trait model.					
	Provide opportunities for students to write individually and collaboratively across the content areas (e.g., write in response to reading, write an explanation on how to solve a math problem, describe a science experiment, and compare the causes of different wars).					
	Examine authentic text to notice how authors communicate through their writing and techniques (i.e., the writer's craft).					
	Establish an organizational structure for instruction, for example: • Mini-lessons • Extended time for writing					
	 Collaboration with adults and peers to strengthen writing Time for conferring with teacher 					

WR	WRITING				
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections		
MOTIVATION & ENGAGEMENT	 Motivate students by: Establishing meaningful and engaging content goals. Providing a positive learning environment. Making instructional methods and strategies interactive. Making literacy experiences relevant to students' interests, lives, and current events. Building effective instructional conditions (e.g., goal setting, collaborative learning). Modeling, acknowledging, and accepting multiple points of view. Offering students choices when assigning writing. Providing frequent and timely feedback and student goal-setting opportunities. Engage students using: Discussion and Discussion Protocols. Inquiry. Pre-writing activities. 	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Research suggests that students who write regularly about what they read comprehend text better and are able to discuss the interplay among their experiences, beliefs, and new knowledge (Graham & Hebert, 2010). Students should feel supported and encouraged to express themselves instead of saying what they believe the teacher wants them to think.			

WDI	WRITING					
AAIZI		Critical Quantiens and Considerations	Ctandarda			
LEARNING OBJECTIVES	Effective Instruction and Elements of Curricula Across All Content Areas LEARNING OBJECTIVES Establish content objectives related to standards. Establish content-area writing objectives based on assessment data. Establish language objectives based on language-proficiency assessment data. Share objectives with students before, during, and after each lesson to help them connect to previous learning and self-monitor their own learning (metacognition). Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed. Utilize whole-group and differentiated small-group instruction, based on student needs. Incorporate writing into lessons to promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity, and intellectual curiosity). Use information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy. Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it: Vocabulary Sentence Frame Grammar Strategic use of native-language support and cognates Graphic organizers Explicit and interactive modeling of language	Critical Questions and Considerations for Teaching and Learning What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Use writing as a strategy, both for developing and assessing content learning across the curriculum. For districts/schools with ELs, use assessment data to determine the Stage of Language Acquisition, which should guide language objectives.	Standards Connections KCCS: Writing Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 Language Anchor Standards 1, 2, 4, 5, 6 Speaking and Listening Anchor Standards 2, 4, 5, 6 KS 15% Anchor Standards 1, 2, 11, 12			

	Grades 6-12				
WR	ITING				
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections		
WRITING PROCESS	WRITING PROCESS Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model. Explicit instruction and scaffolding in a writing process: WRITING PROCESS and the PROCESS and the PROCESS and the PREVISING voice ideas PREWRITING PREWRITING Voice ideas Voice ideas PREWRITING Voice ideas V	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Provide multiple opportunities for different types of writing: descriptive, narrative, expository, compare and contrast, creative, poetry, and others. Model our own writing processes and products, sharing both our successes and our frustrations. Students need opportunities to write for authentic purposes and not just for the classroom teacher. Are students exposed to diverse writing samples? Are students taught the metacognitive process of reflecting on their writing?	KCCS: Writing Anchor Standards 4, 5 Speaking & Listening Anchor Standards 4, 5 Language Anchor Standards 1, 2, 4, 5, 6 KS 15% Anchor Standard 12		

### Effective Instruction and Elements of Curricula Across All Content Areas WRITING PROCESS WRITING PROCESS	Effective Instruction and Elements of Curricula Across All Content Areas WRITING PROCESS Facilitate a recursive writing and revision process. Critical Questions and Considerations for Teaching and Learning What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for Wr	Connections
WRITING PROCESS Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model. Explicit instruction and scaffolding in elements of effective writing: (6 Traits: ideas, organization, word choice, voice, sentence fluency, conventions) Explicit instruction and scaffolding in organizational structures for writing: Listing/enumeration Sequence Cause and effect Problem-solution Connections What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Research has found that word-processing tools are moderately effective when used as a form of instruction and remediation for low achieving students (Graham & Perin, 2007). Sequence Cause and effect Problem-solution Connections Word-process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Word-processing tools are moderately effective when used as a form of instruction and remediation for low achieving students (Graham & Perin, 2007). Word-processing tools: Minimize difficulties with handwriting and spelling Allow for easy drafting and edits Promote student collaboration Allow for teacher assistance	Across All Content Areas for Teaching and Learning WRITING PROCESS Facilitate a recursive writing and revision process. What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for Wr	Connections
WRITING PROCESS Facilitate a recursive writing and revision process. Use the common vocabulary of the 6-Trait model. Explicit instruction and scaffolding in elements of effective writing: (6 Traits: ideas, organization, word choice, voice, sentence fluency, conventions) Explicit instruction and scaffolding in organizational structures for writing: Listing/enumeration Sequence Cause and effect Problem-solution Compare and contrast Description What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Writing Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Research has found that word-processing tools are moderately effective when used as a form of instruction and remediation for low achieving students (Graham & Perin, 2007). Word-processing tools: Minimize difficulties with handwriting and spelling Allow for easy drafting and edits Promote student collaboration Allow for teacher assistance	WRITING PROCESS Facilitate a recursive writing and revision process. What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for Wr	
	Explicit instruction and scaffolding in elements of effective writing: (6 Traits: ideas, organization, word choice, voice, sentence fluency, conventions) Explicit instruction and scaffolding in organizational structures for writing: Explicit instruction and scaffolding in organizational structures for writing: Listing/enumeration Sequence Cause and effect Problem-solution Compare and contrast Description Explicit instruction and scaffolding in organizational structures for writing: Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Research has found that word-processing tools are moderately effective when used as a form of instruction and remediation for low-achieving students (Graham & Perin, 2007). Word-processing tools: Minimize difficulties with handwriting and spelling Allow for easy drafting and edits Promote student collaboration Allow for teacher assistance	Writing Anchor Standards 4, 5 Speaking and Listening Anchor Standards 4, 5 Language Anchor Standards 1, 2, 4, 5, 6 KS 15% Anchor Standard

WF	WRITING				
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections		
(0)	Build experience in a wide variety of forms and genres (e.g., advertisements, editorials, brochures, position papers, proposals, speeches, debates, reviews, literary response essays, compare/contrast essays, extended definition essays, etc.).	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.	KCCS: Writing Anchor Standards 1, 4, 5, 6, 7, 8, 9 Reading Anchor Standards 1, 4, 5, 6, 7, 8, 9		
TEXT TYPES & PURPOSES	 Examining and analyzing models of argument for elements of writing craft (reading—writing connection). Identifying a stance Considering purpose and audience bias and assumptions Providing support for argument Developing and supporting argument with information and evidence Evaluating credibility of source materials Using and citing sources appropriately Organizing information logically to support the writer's purpose Linking opinion and reasons using words and phrases Choosing or considering an appeal Considering and countering opposing arguments Providing a concluding statement or an appeal to action 	Students should have multiple drafts of argumentative writing to select from when entering the process to produce a polished piece of writing. The writing process should be used to help students produce a final draft of an argumentative and opinion writing piece. Are students exposed to multiple sources and types of text, including print and electronic, argumentative, informational, narrative, descriptive? Are text sources culturally and linguistically diverse? Do students understand civil discourse? Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase. Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broadtopic rubrics.	Speaking and Listening Anchor Standards 4, 5 Language Anchor Standard s 1, 2, 4, 5, 6 KS 15% Anchor Standards 1, 2, 4, 11		

Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
TEXT TYPES and PURPOSES: Informative/Explanatory (Writing within various disciplines, such as science, social studies, history, literature, etc.) Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.). Build experience in a wide variety of forms and genres (e.g., labels, memos, emails, schedules, summaries, paraphrases, newspaper articles, recipes, graphs/tables, experiments, etc.). Writing informative/explanatory text in content areas requires explicit instruction and scaffolding in Examining and analyzing models of discipline-specific informative/explanatory pieces for elements of writing craft Choosing and narrowing a topic Researching, if necessary, to gather sufficient information Evaluating the credibility of sources Using and citing sources appropriately Choosing an appropriate genre(s) Using discipline-specific terminology, structures, and genres Developing and supporting ideas with information and evidence Clarifying the significance of the topic Making a closing statement Writing informative/explanatory text in literature requires explicit instruction and scaffolding in: Analyzing a piece of literature (breaking it into parts and elements) Offering possible meanings for particular elements to explain meanings, compare/contrast, or apply a literary theory or point of view Quoting and paraphrasing the literary work to support thinking Referencing additional sources that support thinking Using style, tone, and voice to communicate thinking Organizing the analysis and presenting it concisely Tracing and applying influences from other literary works	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Students should have multiple drafts of informative/explanatory writing to select from to produce a polished piece of writing. Use the writing process to help students produce a final draft of an informational and/or explanatory piece. Are students exposed to multiple sources and types of text, including print and electronic, expository, descriptive, and argumentative? Are text sources culturally and linguistically diverse? How can teachers activate students' prior knowledge? Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase. Rubrics designed by teachers and students throughout the writing process should be used. Rubrics that target a limited number of correction areas determined by diagnostic assessments are preferable to generalized, broadtopic rubrics.	KCCS: Writing Anchor Standards 2, 4, 5, 6, 7, 8, 9 Reading Anchor Standards 2, 4, 5, 6, 7, 8, 9 Speaking and Listening Anchor Standards 4, 5 Language Anchor Standards 1, 2, 4, 5, 6 KS 15% Anchor Standards 1, 2, 4, 11

TEXT TYPES and PURPOSES: Narrative Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.). Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries, journals, letters, etc.). Writing narrative requires explicit instruction and scaffolding in: • Examining and analyzing models of narrative pieces for elements of writing craft. • Understanding elements of story and drama and how those elements interact with each other: • Setting • Characters • Plots, subplots, parallel plots Gro Teaching and Learning What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student adacommodations used to match the learners' needs. Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing. Use the writing process to assist students to produce a final draft of a narrative piece. Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase. KS 15%			2.4.4.5	
TEXT TYPES and PURPOSES: Narrative Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.). Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries; journals, letters, etc.). Writing narrative requires explicit instruction and scaffolding in: • Examining and analyzing models of narrative pieces for elements of winting craft. • Understanding elements of story and drama and how those elements interact with each other: • Setting • Characters • Types (protagonist, antagonist, foil) • Development of flat, static, round, and dynamic characters • Plots, subplots, parallel plots • Connection Writing narrative visued learning and planning for future teaching and learning? What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Writing Anchor Stand 3, 4, 5, 6, 7, 8 Reading Anchor Stand 3, 4, 5, 6, 7, 8 Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing. Use the writing process to assist students to produce a final draft of a narrative piece. Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase. Often a piece of writing blends several text types. For example, a research paper might begin by narrating an anecdote, then presenting information, and then shift to argue for a solution. Depending on the writer's purpose, a report, for example, could be informational, argumentative, or technical in nature. Few pieces of writing are "pure" examples of a single text type.	WR	ITING		
Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.). Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries, journals, letters, etc.). Writing narrative requires explicit instruction and scaffolding in: • Examining and analyzing models of narrative pieces for elements of writing craft. • Understanding elements of story and drama and how those elements interact with each other: • Setting • Characters • Plots, subplots, parallel plots • Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man, etc.) • Attempts to reach goal (rising action) • Exesolution • Pacing • Other literary elements • foreshadowing • flashback • irony • tone/mood • point of view				Standards Connections
Explicit instruction and scaffolding in writing the elements of poetry (e.g., meter, stanza, rhyme, rhyme scheme, alliteration, simile, metaphor, theme, symbolism, imagery).	TYPES & PURPOS	TEXT TYPES and PURPOSES: Narrative Students should write for a variety of authentic audiences, purposes, and contexts within a variety of academic text types (e.g., argument, informational/explanatory, narration, etc.). Build experience in a wide variety of forms and genres (e.g., stories, poems, songs, personal narratives, skits, autobiographies, cartoons, graphic novels, legends, myths, memoirs, screenplays, monologues, diaries, journals, letters, etc.). Writing narrative requires explicit instruction and scaffolding in: • Examining and analyzing models of narrative pieces for elements of writing craft. • Understanding elements of story and drama and how those elements interact with each other: • Setting • Characters • Types (protagonist, antagonist, foil) • Development of flat, static, round, and dynamic characters • Plots, subplots, parallel plots • Character goals • Conflict(s) (e.g., man vs. nature, man vs. society, man vs. man, etc.) • Attempts to reach goal (rising action) • Climax • Resolution • Pacing • Other literary elements • foreshadowing • flashback • irony • tone/mood • point of view • symbolism Explicit instruction and scaffolding in writing the elements of poetry (e.g., meter, stanza, rhyme, rhyme scheme, alliteration, simile,	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Students should have multiple drafts of narrative writing to select from when entering the process to produce a polished piece of writing. Use the writing process to assist students to produce a final draft of a narrative piece. Research shows that when students are able to self-assess their writing and peer-assess others' writing, writing complexity and quality increase. Often a piece of writing blends several text types. For example, a research paper might begin by narrating an anecdote, then presenting information, and then shift to argue for a solution. Depending on the writer's purpose, a report, for example, could be informational, argumentative, or technical in nature. Few pieces of writing are "pure"	KCCS: Writing Anchor Standards 3, 4, 5, 6, 7, 8, 9 Reading Anchor Standards 3, 4, 5, 6, 7, 8, 9 Speaking and Listening Anchor Standards 4, 5 Language Anchor Standards 1, 2, 4, 5, 6 KS 15% Anchor Standards

	FING Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
	Across All Content Areas	for Teaching and Learning	Connections
RESEARCH	RESEARCH Explicit instruction and scaffolding in: Inquiry of research, or the engagement of ideas prior to writing include (Graham & Perin, 2007): • Clear and specific goals • Analyzing concrete data • Specific strategy use to understand data • Application of what is learned Strategies for building and presenting knowledge including how to: • Choose and narrow a topic • Choose the appropriate text type (see pages 25-27 of this document) • Use questioning as part of the inquiry process • Find and evaluate credible sources, including how to use technology • Take notes (e.g., Cornell notes, use of technology to facilitate note-taking) • Summarize, paraphrase, and/or synthesize multiple sources • Understand purposes for citing sources (ethics, following your line of research) • Formally cite and document sources (e.g., APA, MLA)	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Plan frequent opportunities for students to write over shorter and/or longer periods for research, response, or reaction. Provide opportunities for individual and collaborative research. Provide opportunities for students to research topics they choose. Provide instruction on common abbreviations and acronyms within the research process (e.g., ICE). Do students understand the differences between primary and secondary sources? Provide nonfiction resources (maps, newspapers, books, magazines, graphs). Inquiry tools are authentic and advance learning (notebooks, recorders, cameras, microscopes, computers, projectors). Explicitly teaching summarization has a strong and positive effect on writing skills (e.g., MIDAC, Essential Seven).	KCCS: Reading Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9 Writing Anchor Standards 1, 2, 4, 5, 6, 7, 8, 9 Speaking and Listening Anchor Standards 1, 2, 4 Language Anchor Standards 1, 2, 3, 4, 5, 6 KS 15% Anchor Standards 1, 2, 4, 11

WR	TING		
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
	Across All Content Areas	for Teaching and Learning	Connections
	PRODUCING and PUBLISHING Explicit instruction and scaffolding in:	What elements of a comprehensive assessment system would assist in gathering data relative to student learning in these areas and also in planning for future teaching and learning?	KCCS: Writing Anchor Standard 6
PRODUCING & PUBLISHING	Developing a high-quality presentation that considers: Subject Occasion Audience Purpose Speaker (e.g., what voice—authority? facilitator? do you want to convey? authority, facilitator) Technology Consideration of Purpose and Audience to decide how best to present information (ALTEC, 2012) Digital citizenship Technology operations and concepts Critical thinking, problem solving, and decision making Technology research tools Technology communication tools Social, ethical, and human issues in regard to information and information technology Effective group participation to pursue and generate information Broadcasting and publishing information Organizational structures: Listing/enumeration Sequence Cause and effect Problem-solution Compare and contrast Description	Regardless of program or framework utilized within a district it is essential the decision-making process take into consideration the student population being served, therefore activities may need to be altered and accommodations used to match the needs of the learner. How will you differentiate for students who have difficulties communicating effectively? Be open to new and emerging technology and communication tools. Teach students copyright and plagiarism laws. Technological limitations in their environment may limit students' ability to fully develop a presentation. Students should follow classroom, building, and district technology policies and be aware of safe digital practices.	Speaking and Listening Anchor Standards 4, 5, 6 Language Anchor Standards 1, 2 KS 15% Anchor Standard 1, 2, 4, 5, 11

SPI	EAKING AND LISTENING		
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	ENVIRONMENT Establish an environment that prepares students to: Collaborate with others Develop deep understanding of content Integrate and evaluate information Analyze a speaker's presentation for content, assumptions, and effectiveness Present knowledge and ideas to others Exchange ideas and opinions constructively and respectfully	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Are students engaged in discourse related to reading, writing, and content areas throughout the school day? How do we help students move beyond responding to teacher-led questions to assuming responsibility for creating open and equitable discourse amongst themselves?	KCCS: Language Anchor Standards 1, 3, 4, 5, 6 Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6 KS 15% Anchor Standard 1
MOTIVATION & ENGAGEMENT	Motivate students by: Establishing meaningful and engaging content goals Providing a positive learning environment Designing interactive instructional methods and strategies Making literacy experiences relevant to students' interests and lives, and to current events Building effective instructional conditions (e.g., goal setting, collaborative learning) Holding student-led discussions Integrating speaking and listening with content learning Engage students using: Discussion and Discussion Protocols Inquiry Debate Public speaking Student-led discussions Socratic seminars Cooperative/collaborative learning Literature and inquiry circles	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. When constructing discussion groups, literature circles, or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.	KCCS: Language Anchor Standard Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6 KS 15% Anchor Standard 1

SPE	AKING AND LISTENING		
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
LEARNING OBJECTIVES	LEARNING OBJECTIVES Establish objectives based on assessment data tied to standards English language-proficiency assessment data Post objectives for students and use them before and after each lesson to help students connect to previous learning and self-monitor their own learning (metacognition). Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed. Incorporate speaking and listening into lessons that promote thinking and problem-solving skills (e.g., critical thinking, systems thinking, problem identification, formulation, and solution, creativity and intellectual curiosity). Utilize whole-group and differentiated small-group instruction, based on student needs. Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy. Determine the language and language structures ELs need to access the content standard. Determine the appropriate language support and how to teach it: Vocabulary Sentence Frame Grammar Strategic use of native-language support and cognates Graphic organizers Explicit and interactive modeling of language	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson How do objectives lead instruction? Beginning High Beginning Intermediate High Intermediate Advanced	KCCS: Language Anchor Standards 1, 3, 4, 5, 6 Speaking and Listening Anchor Standards 1, 2, 3, 4, 5, 6

SPE	AKING AND LISTENING		
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards
COMPREHENSION AND COLLABORATION	COMPREHENSION AND COLLABORATION Effective participation in comprehension and collaboration to learn content includes: • Active, respectful listening that builds from others' ideas • Reading and/or other preparation for discussions • Collegial discussions (all students engaged and on task) • Civic, democratic discussion • Encouraging others in their thinking and participation • Asking insightful questions to elicit answers that are appropriately factual, convergent, divergent, clarifying, elaborative • A variety of speaking and listening modes (e.g., think/pair/share, Socratic seminars, debates, group presentations, collaborative groups, public speaking, panels, inquiry or literature circles, study groups, role play, interpretive readings) • Understanding the various roles participants play in each speaking and listening mode • Flexibly using the appropriate language and structures for each situation. • Demonstrating comprehension by • Summarizing • Questioning • Making inferences • Comparing • Contrasting • Analyzing • Synthesizing • Considering personal and speaker biases and assumptions	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. How do these instructional items address the needs of your student population? Given the unique cultures and needs represented in classrooms, allow students to use their voices to communicate their thoughts and ideas clearly. How does your district/school/classroom cultivate an environment that considers the cultural diversity and communication needs of each student to develop his/her speaking and listening? How do you create low-risk situations for students to participate in group discussions? When planning speaking and listening activities, consider that some students may need preparation and practice in order to be successful. Research finds that direct and explicit feedback from teachers and peers has strong, positive effects on student learning. What rules or parameters are in place to ensure that discussion and collaboration are fostered with the classroom? Do students see speaking and listening as ways to enhance their understanding of text and to form or revise their reasoning?	KCCS: Speaking and Listening Anchor Standards 1, 2, 3 KS 15% Anchor Standard 1

SP	SPEAKING AND LISTENING			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections	
PRESENTATION OF KNOWLEDGE AND IDEAS	PRESENTATION OF KNOWLEDGE AND IDEAS Explicit instruction and scaffolding in: Developing a high-quality presentation in consideration of: Subject Occasion Audience Purpose Speaker (e.g., what voice—authority? facilitator? does the presenter want to convey?) Technology Consideration of Purpose and Audience in deciding how best to present information (ALTEC, 2012) Digital citizenship Technology operations and concepts Critical thinking, problem solving, and decision making Technology research tools Technology communication tools Social, ethical, and human issues in regard to information and information technology Participates effectively in groups to pursue and generate information Broadcasting and publishing information Rhetorical structures Listing/enumeration Chronology (Sequence) Cause and effect Problem-solution Compare and contrast Description	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Word-processing tools: • Minimize difficulties with handwriting and spelling • Allow for easy drafting and edits • Promote student collaboration • Allow for greater teacher assistance Technologies can be used to allow all students to demonstrate competency, share ideas, or express oneself (Universal Design for Learning; CAST, 2012).	KCCS: Writing Anchor Standard 6 Reading Anchor Standard 7 Speaking and Listening Anchor Standards 4, 5, 6 Language Anchor Standards 1, 2 KS 15% Anchor Standards 1, 5	

ΙΔΝ	IGUAGE		
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	Establish an environment that prepares students to: Collaborate with others Demonstrate command of conventions of English grammar and usage in formal and informal situations Use language to develop deep understanding of content Integrate and evaluate information Acquire vocabulary and use it appropriately	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Are students engaged in discourse related to reading, writing, and content areas throughout the school day?	KCCS: Language Anchor Standards 1, 2, 3, 4, 5, 6 Speaking and Listening Anchor Standards 1, 2 KS 15% Anchor Standard 1
MOTIVATION & ENGAGEMENT	MOTIVATION and ENGAGEMENT Motivate students by: Integrating meaningful and engaging language instruction within reading, writing, speaking, and listening about content. Providing a positive learning environment. Choosing interactive instructional methods and strategies. Making literacy experiences relevant to students' interests, lives, and current events. Building effective instructional conditions (e.g., goal setting, collaborative learning) Planning student-led discussions Engage students by: Discussion and Discussion Protocols Inquiry Building background knowledge	Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. When constructing discussion groups or inquiry circles, consider the language proficiencies and cultural backgrounds of students. Organize the groups to provide for multiple perspectives and language abilities.	KCCS: Language Anchor Standard 1, 3, 4, 5, 6 Speaking and Listening Anchor Standards 1, 2, 3 KS 15% Anchor Standard 1

LAN	LANGUAGE						
	Effective Instruction and Elements of Curricula	Critical Questions and Considerations	Standards				
LEARNING OBJECTIVES	LEARNING OBJECTIVES Establish content and language objectives based on • Assessment data based on standards • English language-proficiency assessment data. Model language explicitly and interactively. Post content and language objectives for students and use them before and after each lesson to help students connect to previous learning and to self-monitor their own learning (metacognition). Check that students understand objectives throughout the lesson and make instructional adjustments during the lesson or reteach asneeded Utilize whole-group and differentiated small-group instruction, based on student needs. Utilize information and communication skills: Media literacy, information literacy, and information and communications technology (ICT) literacy. For ELLs: • Determine the language and language structures needed for students to access the reading, writing, speaking and listening, or content standard • Determine how the language and the language structures will be taught. Language supports include: • Vocabulary • Sentence Frame • Grammar • Strategic use of native language and cognates • Graphic organizers	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. How will you use pre- and post-test information to guide instruction? Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and scaffolding (e.g., modeling, guided practice, and independent practice) throughout the lesson. What content objective is the student expected to master? What language (vocabulary, structure, phrases, concept, etc.) does the student need in order to access the content standard, and what does the content standard ask the student to do? What is the purpose of communication within the lesson? What is the learner expected to do with the language? Do the objectives lead instruction? For districts/schools with ELs, use assessment data can help determine the Stage of Language Acquisition, which should guide language objectives. English Language Proficiency Levels include: Beginning High Beginning Intermediate High Intermediate Advanced	Connections KCCS: Language Anchor Standards 1, 2, 3, 4, 5, 6				

	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections	
	Research does NOT support teaching grammar in isolation. <i>The Kansas Guide to Learning: Literacy</i> details the conventions of standard English and assumes that teachers are teaching them within reading, writing, speaking and listening contexts, rather than in isolation. This information also is included in the Reading, Writing, Speaking and Listening tables.			
CONVENTIONS OF STANDARD ENGLISH	CONVENTIONS OF STANDARD ENGLISH Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content: Grammar and usage: • Phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) • Clauses (independent, dependent, noun, relative, adverbial) • Sentence types (simple, compound, complex, compound-complex)	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.	KCCS: Language Anchor Standards 1, 2	
	 Forms and tenses (pronouns, verbs, voice, singular, plural) Capitalization, punctuation, and spelling: Spell correctly Spell using sound/letter relationships Spell frequently occurring sight words Spell using patterns Proper punctuation (signifying nonrestrictive elements, clauses, parentheticals, adjectives, conjunctions, pauses, lists, quotations) 	Are students exposed to diverse language samples? Culturally and linguistically diverse learners may be paired with native English speakers to promote standard English conventions. How will language instruction be integrated with reading, writing, listening, and speaking? How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?		
	Conventions of standard English based on pre- and post-test student knowledge to monitor progress. Explicitly describe and model instruction Practice conventions in different modalities: Oral, written Large and small group Paired, with teacher Individually Provide opportunities for immediate and individualized feedback. Generalize conventions to other settings (classrooms, work samples, model texts, and technologies)	Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.		

LAN	LANGUAGE					
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections			
KNOWLEDGE OF LANGUAGE			0.1011101011101			

LANG	LANGUAGE					
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections			
VOCABULARY ACQUISITION AND USE	Explicit instruction and scaffolding within the contexts of eading, writing, speaking and listening about content: Meanings of words: Greek roots, affixes Resources for word identification and meanings (dictionaries, thesauruses, reference books, footnotes) Contextual clues and levels (word, phrase, sentence, paragraph, chapter or unit) Strategies for vocabulary acquisition: Attending to context clues Reading extensively Learning word elements (affixes, roots) Learning academic vocabulary Exposure to vocabulary words before, during and after the lesson Conventions of standard English based on pre- and post-test student knowledge to monitor progress Explicitly describe and model instruction Practice conventions in different modalities: Oral, written Large and small group Paired, with teacher Individually Provide opportunities for immediate and individualized feedback Generalize conventions to other settings (classrooms, work samples, technologies)	What elements of a comprehensive assessment system would assist in gathering data relative to student learning and planning for future teaching and learning? Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs. Are students exposed to diverse language samples? Does vocabulary instruction include many sources and modalities? Incorporate many opportunities for students' to talk and interact with text, so they can understand how to identify context clues that help them focus on the nuances of words' meanings. Vocabulary instruction should consider the three tiers of words (Beck, McKeown, Kucan, 2002, 2008): • Tier 1: Everyday speech • Tier 2: General academic • Tier 3: Content-specific language	KCCS: Language Anchor Standards 4, 5, 6 Reading Anchor Standard 4 Writing Anchor Standard 4			

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