CURRICULUM COMPONENTS & RESOURCE HANDBOOK

Division of Curriculum, Instruction & Accountability
Executive Statement

The Victoria Independent School District’s (VISD) goal is to ensure that every student has access to a guaranteed and viable curriculum. In order to ensure that every child is provided this guarantee, Victoria Independent School District and the Curriculum, Instruction and Accountability Department created a guidebook based on the premises of research-based best practices used to deliver instruction.

Good teaching does not happen by chance but through a well thought-out plan. Planning should be at the forefront of every lesson developed and delivered. Beginning with the 2012-2013 school year, VISD teachers use a common lesson-planning tool, backward design, to begin the thought process for developing rich lessons that address the needs of every child. Campus leaders and the teachers in VISD will adhere to the use of research-based best practices as they develop plans for instructional delivery for the students in Victoria Independent School District. VISD has strong expectations for the delivery of a guaranteed and viable curriculum through research-based best practices so that each child is provided an excellent education.

Victoria Independent School District is required to use the Texas Essential Knowledge and Skills (TEKS) as the standards that drive instruction. The TEKS Resource System™ (TRS™) is the resource that VISD teachers are required to use for the core content areas (English language arts, mathematics, science, and social studies) that includes TEKS Verification Documents, the Instructional Focus Documents (IFD), Year-at-a-Glance (YAG), Vertical Alignment Documents (VAD), Exemplar Lessons aligned to units of study, and assessments for each unit of study. Pre-Advanced Placement (PreAP) courses in mathematics and English language arts and reading will follow the College Board SpringBoard curriculum. Advanced Placement courses will follow course guidelines provided by the College Board and will have their syllabi and materials approved through the College Board audit process. Other content areas such as fine arts, health and physical education, career and technical education and languages other than English will continue to use the state TEKS as the foundation for their lesson development along with any other documents developed by the VISD Curriculum, Instruction and Accountability Division.

VISD has embarked upon the Professional Learning Community Model to provide opportunities for conversation, study of data, and the development of planning tools for instructional delivery among its professionals. VISD will continue to use this model to allow teachers to work together as they examine student data and work and make decisions about instruction in the classroom.

VISD used the *Fundamental Five the Formula for Quality Instruction*, written by Sean Cain and Mike Laird, as a guide for lesson development and instruction in the classroom. The VISD walkthrough documents and the lesson planning documents have been designed not only around best practice, but also around implementation of the fundamental strategies. To assist in making connections in addition to the table of contents that follow we have provided links connecting research-based practice to the fundamental five through a graphic organizer that is available online.
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The Fundamental Five
Curriculum Resource Handbook

Work in the Power Zone

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Frequent Small Group Purposeful Talk

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Instructions to hyperlink to each topic, place your mouse arrow at the underlined word and hit CTRL and click mouse.
Curriculum Governance
Victoria Independent School District’s Vision, Mission, Core Values, Aims and Goals

The vision for Victoria Independent School District is “Achieving Excellence for All.”

Mission:

The mission of the Victoria Independent School District is to provide rigorous, relevant learning and life experiences so that all students contribute positively to society.

Core Values: Individualized Learning, Customer Satisfaction, Efficient and Effective Processes

Aims and Goals:

Aim 1: High Student Performance & Academic Achievement
- Provide a relevant, rigorous curriculum that maximizes learning.
- Ensure the delivery of quality instruction for all students.
- Provide diverse learning options that prepare students for the workforce and post-secondary education.

Aim 2: Safe, Secure and Nurturing Learning Environment
- Provide consistent, equitable, and effective discipline.
- Provide a safe environment.
- Provide safe and well-maintained facilities that are inviting and orderly.

Aim 3: Optimal Educational Resources
- Maximize the availability and efficient use of financial resources.
- Provide facilities that maximize learning opportunities.
- Maximize access and use of reliable, up-to-date technology.

Aim 4: Responsive to Student Needs
- Ensure student input.
- Create opportunities and enhance engagement of all students through extra-curricular activities.

Aim 5: Highly Qualified and Effective Personnel
- Attract, recruit, and employ highly-qualified, diverse personnel.
- Retain a highly effective, competent workforce.
- Develop personnel through on-going professional learning.
- Recognize excellence at all levels.

Aim 6: Open, Effective Communication
- Create an environment that seeks and respects input from all.
- Increase awareness and understanding of district priorities, programs, procedures, and policies.

Aim 7: Involvement of All Parents, Students and Community
- Engage parents, students, staff and community in educational partnerships to meet student’s needs.
The mission and vision of the Victoria Independent School District (VISD) are delivered via an instructional model with teachers, instructional support, staff, principals and students working collaboratively to reach the highest possible levels of learning for students.

The VISD Goals (representing the needs and requirements of students and key stakeholder groups) address the challenges and the broad Aims of the district. While the work proceeds to establish measures for the district Aims, each of the schools in the district has taken the district aims and developed parallel goals as part of state-mandated Individual School Improvement Planning. This process allows for school level principals and faculty to meet regularly with community members to build accountability committees.

Each fall these committees review progress made the prior year and then decide on updated processes for the current year and share results with stakeholders. Goals must be consistent with the district Aims; however, they may reflect the unique needs and priorities of each building. They may be revised each year if attained or retained for several years for continuity. They represent the long term planning process aligned with the long-term district strategic plan. In addition to the school building process, each department, as well, has begun to establish their own goals in alignment with the district plan.
Curriculum, Instruction and Accountability

2015-16 Goals

Authentic student engagement in VISD includes:

- Frequent, small group purposeful discussions
- Students posing questions about the learning objectives
- Students responding to open-ended questions
- Student open-ended creations
- Student choice
- Student debate
- High yield writing tasks: Taking notes, using graphic organizers, summarizing, and identifying similarities and differences
- Student research

100% VISD classrooms will demonstrate higher-order questioning strategies with scaffolding and sentence stems

100% students will be authentically engaged in VISD classrooms

100% VISD classrooms will have the TEKS and a closing task with a literacy connection posted

85% of posted literacy connections will be high yield writing tasks.

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The mind is not a vessel to be filled but a fire to be ignited.” – Plutarch

Victoria Independent School District (VISD) is required by the Texas Legislature and law developed by this elected body of government to use the Texas Essential Knowledge and Skills (TEKS) as the standards that drive instruction. Curriculum development is guided by VISD Policy EG (local).

The TEKS Resource System™ (TRS™) Curriculum Management System is the resource that VISD teachers are required to use for the core content areas (English Language Arts, mathematics, Science, and Social Studies) that includes TEKS Verification Documents, the Instructional Focus Documents (IFD), Year-at-a-Glance (YAG), Vertical Alignment Documents, Exemplar Lessons aligned to units of study, and assessments for each unit of study. Advanced Placement courses will follow course guidelines provided by the College Board and will have their syllabi and materials approved through the College Board audit process. Other content areas such as fine arts, health and physical education, career and technical education and languages other than English will continue to use the state TEKS as the foundation for their lesson development along with any other documents developed by the VISD Curriculum, Instruction and Accountability Department.

Victoria Independent School District’s policy EG (Local) clearly defines the curriculum expectations and any roles and responsibilities that professional staff in VISD may have toward ensuring that all students receive a guaranteed and viable curriculum.

**The Taught Curriculum**

Teachers are expected to contribute to the refinements of the written curriculum and teach the District curriculum objectives.

The implementation or delivery of the curriculum shall be aligned with the planned and written curriculum and the assessed curriculum. Each of these three components of the curriculum shall be matched to bring about a high degree of consistency.

All programs, including those for special populations, shall be aligned to the District curriculum. Further, they shall be integrated in their approach.

All curriculum decisions, including but not limited to the elimination or addition of programs and courses and extensive content alteration, shall be subject to Board approval. Since the curriculum is a system decision, curriculum proposals from employees shall be presented first to central administration. If the proposal is acceptable at that level, it shall then be presented to the Board.

In addition to the consistent delivery of the objectives in the curriculum, instructional delivery shall be based on sound teaching principles grounded in educational research. Instructional supervision efforts shall focus on these sound teaching principles. This systematic process shall include:

1. Establishing a school climate that continually affirms the worth and diversity of all students.
2. Expecting that all students will perform at high levels of cognition.
3. Ensuring that all students experience opportunities for personal success.

4. Varying the time for learning according to the needs of each student and the complexity of the task.

5. Having both staff members and students take responsibility for successful learning.

6. Analyzing the content of each objective so that instructional strategies match content and assessment.

7. Sequencing tasks into a hierarchy of learning skills to maximize the effectiveness of instructional delivery.

8. Orienting students to the objectives to be learned.

9. Assessing student mastery of the objectives to determine the need for movement to a new instructional objective or the need to extend, enrich, or correct that objective.

The Tested Curriculum

The Superintendent or designee shall establish assessment approaches to determine the effectiveness of instructional programming at the District, campus, and classroom levels. Assessments shall focus on determining the extent to which students are achieving and maintaining mastery of curriculum objectives and the extent to which teachers are effectively delivering the District curriculum.

District staff shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. Periodic reports shall be made to the Board concerning these assessments.

The assessed curriculum shall include the following components:

1. State-level assessments as required.

2. Locally developed criterion-referenced assessments for the core content areas at each grade level.

3. Performance-based assessments of critical learning objectives as are appropriate.

4. A program evaluation component that guides program design, redesign, or elimination.

Teachers shall conduct frequent assessment of students on the curriculum objectives. Teacher-made tests, as well as criterion-referenced tests, shall be used to determine patterns of student achievement. Teachers and administrators shall use test results to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

Principals shall review assessments to help teachers ensure that the assessments are congruent with the written curriculum.

Roles in Curriculum Development

The Superintendent shall:
1. Annually report to the Board the results of the tested curriculum.

2. Ensure that a functional decision-making structure is in place to carry out this policy.

Central office staff shall:

1. Ensure that a long-range plan is in place for District curriculum development, revisions, program assessment, and student assessment.

2. Implement the long-range plan, providing technical and expert assistance as required.

3. Assist principals in monitoring the implementation of the curriculum.

4. Evaluate programs based on the extent to which they are integrated into the curriculum and produce expected results.

Principals shall:

1. Monitor the implementation of the curriculum through various methods including walk-through observations.

2. Translate the importance of effective curriculum and instructional practices on a regular basis.

3. Observe classes, monitor lessons, and evaluate assessment materials utilized on their campus.

Instructional coaches shall:

1. Support the implementation of the curriculum through facilitating professional learning communities, providing professional development, modeling and coaching.

2. Analyze and share campus data from a variety of sources to inform instructional decision-making and improve student achievement.

3. Participate in curriculum development and revision activities at the campus and district level.

Teachers shall:

1. Teach the District curriculum.

2. Frequently assess and document student mastery of curriculum objectives and modify instruction to ensure student success.

3. Participate in curriculum development/revision activities.

The VISD District Curriculum Management System

Victoria Independent School District uses the TEKS Resource System™ (TRS™) of curriculum management for implementation of core content curriculum. Other content areas are required to use
the Texas Essential Knowledge and Skills documents provided by the state and other VISD developed instruments.

The TRS™ process is a guaranteed and viable curriculum. Content area exerts ensure quality through a process of continual review. The key components of the TRS™ are:

- A K-12 systemic model in the four core content areas
- Common language, structure, and process for curriculum delivery
- Innovative Technology
- Aligned written, taught, and tested curriculum
- Clarified and specified TEKS and STAAR expectations assembled in a vertical alignment format
- Customizable instructional plans that allow district resources to be integrated into the system

Components of the TEKS Resource System™ that are non-negotiable include use of the Vertical Alignment Document, Instructional Focus Documents, Year-at-a-Glance, TEKS Verification Matrix and Unit Assessments.
Professional Learning Communities

Definition
“Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for all educators.”

Learning by Doing: A Handbook for Professional Learning Communities at Work (DuFour, DuFour, Eaker, & Many, © Solution Tree, 2006, pp. 95–97)

Fundamental Assumptions
1. We can make a difference: Our schools can be more effective.
2. Improving our people is the key to improving our schools.
3. Significant school improvement will impact teaching and learning.

The ONE Thing
in a Professional Learning Community,
“learning” rather than “teaching” is the fundamental purpose of your school.

Three Big Ideas
Focus on Learning ** Collaboration ** Focus on Results

Four Questions That Guide a PLC:
• What are the essential outcomes that we expect students to learn?
• How will we know if they are learning?
• How do we respond when students do not learn?
• What will we do when students are already proficient?

Six Characteristics of a Professional Learning Community

Shared mission, vision, values, goals
What distinguishes a learning community from an ordinary school is its collective commitment to guiding principles that define the staff’s beliefs and govern their actions and behaviors.

Collaborative Culture
Professionals in a learning community work in teams that share a common purpose. Staff members learn from each other and drive the effort for improvement. Structures are in place that make collaborative work and learning effective and productive.

Collective Inquiry
People in a learning community reflect on current practices, seek new methods of teaching and learning, test the methods, and then reflect on the results to continue the cycle of continuous improvement.
- PLC members reflect publicly on their beliefs and challenge each other’s beliefs.
• PCL members share insights and hammer out common meanings.
• PLC members work jointly to plan and test actions and initiatives.
• PLC members coordinate their actions, so that the work of each individual contributes to the common effort.

Action Orientation / Experimentation

Members of professional learning communities constantly turn their learning and insights into action. They recognize the importance of engagement and experience in learning and in testing new ideas.

Commitment to Continuous Improvement

Members of a learning organization are not content with the status quo and continually seek ways to bring present reality closer to future ideal. They constantly ask themselves and each other:

- What is our purpose?
- What do we hope to achieve?
- What are our strategies for improving?
- How will we assess our efforts?

Results Orientation

Professionals in a learning organization recognize that no matter how well-intentioned the effort, the only valid judgment of improvement is observable and measurable results. Assessment and re-evaluation are the keys to continued improvement.

Adapted from Richard DuFour and Robert Eaker (1998), Professional Learning Communities at Work
VISD Common Lesson Planning

Why does VISD need a common lesson-planning template?

VISD has been working for the last several years to ensure that all students receive a guaranteed and viable curriculum. The State of Texas mandates that students must receive instruction in the Texas Essential Knowledge and Skills as they have been developed. Each year new information and levels of curriculum implementation within the classroom have been shared to assist teachers in knowing what should be taught in order to guarantee a viable curriculum for all students. Additionally, federal and state laws have indicated that it is critical that all students receive various levels of interventions based on student needs identified through appropriate data sources.

After much research and training in best practices, analysis of student data, analysis of teacher instruction, VISD has determined that it is critical that all classroom teachers should be implementing best practice within the classroom in order to ensure the implementation of a guaranteed and viable curriculum. Good instruction starts with good planning. For teachers who are in need of assistance or training in research-based practice, VISD offers a wealth of opportunity for teachers to participate.

To assure consistency in planning for a guaranteed and viable curriculum and for planning which encompasses best research-based practices, VISD teachers use a common lesson-planning tool—the backward design model. The tool guides teachers through planning beginning with the end (student accountability) in mind.

Backward design and lesson plan templates follow.
### VISD Elementary Unit Map

**Teacher:** ____________________  **Unit Dates:** ____________________  **Grade/Course:** ____________________  **Campus:** ____________________

<table>
<thead>
<tr>
<th>KEY UNDERSTANDINGS:</th>
<th>EVIDENCE OF STUDENT LEARNING:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Formative:</td>
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<table>
<thead>
<tr>
<th>UNIT REFLECTIONS:</th>
<th>UNIT TITLE:</th>
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<table>
<thead>
<tr>
<th>CROSS-CURRICULAR CONNECTIONS:</th>
<th>INSTRUCTIONAL VOCABULARY:</th>
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<tbody>
<tr>
<td></td>
<td>Summative:</td>
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</tbody>
</table>
# VISD Elementary Unit Map Guide

**Teacher:** __________________________  **Unit Dates:** __________________________  **Grade/Course:** __________________________  **Campus:** __________________________

<table>
<thead>
<tr>
<th>KEY UNDERSTANDINGS:</th>
<th>EVIDENCE OF STUDENT LEARNING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this unit, what understandings do we want our students to have? What guiding questions will support our instructional planning?</td>
<td>Review the performance indicators along with their rubrics and the unit assessments, then determine how each component will be used to evaluate student understanding. Refer to the <em>Curriculum Components and Resource Handbook</em> for ways to assess formatively.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNIT REFLECTIONS:</th>
<th>UNIT TITLE:</th>
<th>INSTRUCTIONAL VOCABULARY:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This section will be completed during campus PLC’s. Bring this Unit Map to the next grade level roll-out to share lesson-planning reflections across the district to identify celebrations and challenges. We will then brainstorm solutions and this information can be used next year for planning.</td>
<td><strong>TRS™ Unit # and Title</strong></td>
<td>List and discuss common and consistent teacher vocabulary to be used during instruction. These are not necessarily words the students are responsible for mastering, but are words all teachers are committed to use for consistency within and across grade levels.</td>
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</table>

<table>
<thead>
<tr>
<th>CROSS-CURRICULAR CONNECTIONS:</th>
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<tbody>
<tr>
<td>Review unit maps from other content areas being taught concurrently and identify ways to naturally integrate the concepts.</td>
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</tbody>
</table>
Templates are included for English language arts and reading, science and social studies, and mathematics.
### VISD Secondary Unit Map

<table>
<thead>
<tr>
<th>Content Area: ______________________________</th>
<th>Unit #: ____________________ # of Days in Unit: ____________________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Big Idea/Unit Overview</strong></th>
<th><strong>Concepts and Key Understandings</strong></th>
</tr>
</thead>
</table>

<table>
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<tr>
<th><strong>Evidence of Student Learning</strong></th>
<th></th>
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</table>

<table>
<thead>
<tr>
<th><strong>Formative Assessment(s)</strong></th>
<th><strong>Summative Assessment</strong> (Correlation between summative assessment and performance indicators/student expectations)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Academic Vocabulary</strong> <em>(New - Direct Teach)</em></th>
<th><strong>Vocabulary Review</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Guiding Questions</strong> <em>(2-3 overarching questions that students should be able to answer by the end of the unit)</em></th>
<th></th>
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</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Points of Integration</strong> <em>(Cross-curricular connections and/or real-world applications)</em></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Reflection</strong> <em>(What worked? What did not work? What could be done differently?)</em></th>
<th></th>
</tr>
</thead>
</table>

Additional resources for using this unit map template may be found at [Curriculum Components and Resource Handbook](#) and [TRS™](#).
### Big Idea/Unit Overview
Using the IFD’s rational; in your own words, summarize the big idea(s) being addressed in this unit.

### Concepts and Key Understandings
These are the overarching ideas or generalizations that could apply to all grade levels or all subject areas. These are the central focus of the lesson and are non-negotiable.

### Evidence of Student Learning

#### Formative Assessment(s)
When incorporated into classroom practice, the formative assessment should provide information needed to adjust teaching and learning while they are still happening. This process serves as practice for the student and a check for understanding during the learning process. The formative assessments should guide teachers in making decisions about future instruction. Here are a few examples that may be used in the classroom during the formative assessment process to collect evidence of student learning: observations, questioning, discussion, exit/admit slips, learning/response logs, graphic organizers, peer/self-assessments, practice presentations, visual representations, kinesthetic assessments, individual whiteboards, four corners, constructive quizzes, think pair share, journaling.

#### Summative Assessment
(review the performance indicators and the unit assessments, then determine how each component will be used to evaluate student understanding. What evidence will determine if students have successfully learned the content?)

### Academic Vocabulary (New - Direct Teach)
List and discuss common and consistent new academic words to be used during instruction. These are words all teachers are committed to use for consistency within and across grade levels.

### Vocabulary Review
List and discuss other common and consistent academic words that students need to know to be successful. These are words all teachers are committed to use for consistency within and across grade levels.

### Guiding Questions (2-3 overarching questions that students should be able to answer by the end of the unit)
List 2-3 high level overarching questions that students should be able to answer at the end of this unit.

### Points of Integration (Cross-curricular connections and/or real-world applications)
Review unit maps from other content areas being taught concurrently and identify ways to naturally integrate the concepts.
Reflection (What worked? What did not work? What could be done differently?)

Was this lesson worth doing?
I felt the lesson was very beneficial. Students were the facilitators of their learning. It was great to see the students working together to accomplish a task and then evaluating the performance for accuracy. In what ways was this lesson effective?
This lesson was very effective; the main goal was to increase the activity time for each student versus instructional time.

What evidence do you have for your conclusion?
Observation is the first level of evidence I obtained. After the initial lesson, I assessed student understanding by watching student performance. Students were required to perform a routine based off the activities from the stations. After viewing the performances I was able to assess the level of understanding the students had gained after completing the station work.

How would you change this lesson for teaching it again?
Next time I teach a similar lesson, I will use my student’s input to actually create the stations. Also, I would use video clips with multiple examples of the desired outcomes.

What did you observe your students doing and learning?
I observed a change in the way the students worked at learning the new skills. They used to be “robot-like” basically just copying my performance. I found when they watched the clips; they would actually analyze the specific movements and also would evaluate each other’s performance of the skill.

Did your students find the lesson meaningful and worth completing?
I feel the students had a peaked interest when the use of technology was introduced. After the lesson, they appreciated having a video example of the expected skill; they said it made it easier to understand what was expected of them. They said many times they forget what to do at each station or do not understand the directions, when we added the video clips they found it easier to stay on task and correctly perform the skill.
VISD Secondary Daily/Weekly Lesson Plan


Teachers may adapt the format of the templates as long as the components remain consistent. Secondary lesson plans should include:

- Objectives, including TEKS, ELPS, and CCRH
- Lesson frame
- Closure
- Vocabulary
- Assessment
- Materials needed
- Technology tools
- Number of days in lesson

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Unit #</th>
<th>Number of Days in Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day and Date</td>
<td>Task(s)</td>
<td>Instructional Objectives</td>
</tr>
<tr>
<td><strong>CCS</strong></td>
<td><strong>End of Task</strong></td>
<td><strong>By the end of the lesson, students will be able to:</strong></td>
</tr>
<tr>
<td></td>
<td>(End of Task)</td>
<td>(End of Task)</td>
</tr>
<tr>
<td><strong>Additional Vocabulary</strong></td>
<td><strong>Materials</strong></td>
<td><strong>Technology Tools</strong></td>
</tr>
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<tr>
<td><strong>Essential Questions</strong></td>
<td><strong>Essential Questions</strong></td>
<td><strong>Teaching Strategies</strong></td>
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</tbody>
</table>

*Detailed Activities: This is what you will see when you walk into your classroom today, which includes: instructional objectives, high-yield teaching strategies, differentiation, accommodations.
*Date: Dated with the date of implementation.
*Classroom: Examples and ideas for assessing what students learned in class today.
*TEKS: Including TEKS alignment and technology applications.

Additional resources for using this lesson plan template may be found in [Curriculum Development and Resource Development](http://www.visd.com/depart/CIA/Curriculum/index.asp) and [CIPCRH](http://www.visd.com/depart/CIA/Curriculum/index.asp).
Backward Design Planning Process

VISD Backwards Design Unit Planning from the TEKS

Step One: What are the desired learning results of this unit?

Determine which (TEKS) Texas Essential Knowledge and Skills will be taught, refer to (YAG) year-at-a-glance calendar.

- Read the Knowledge and Skills statements. (target the TEKS not just the topic)
- Read the (SE) Student Expectations.
- Note Readiness, Supporting and Process Standards
- Identify the verbs, nouns, and context for each (SE) Student Expectation.
- The Knowledge and Skills is the WHAT will be taught.
- The Student Expectations are the HOW it will be taught.

Step Two: What specific skills are needed to achieve desired results?

Break down each student expectation for the specificity (Do - Know – Understand).

- The verbs: What should students Do?
- The nouns: What should students Know?
- The context: What should students Understand?

1) Label the verb(s) - the verb(s) in the student expectation should match the level of thinking (Bloom’s II).
2) List the noun(s) in the student expectation which should match the concepts tested in the questions.
3) The noun(s) - concepts will give you a list of vocabulary words to add to lesson plans straight from the TEKS.

Breaking down the SE gives teachers a visual of where you are going – The EXPECTATION! (Backwards Design planning)

Step Three: What over-arching questions will anchor students to learning?

What district approved resources does your content area have to support the creating of over-arching questions? (IFDS, STEMscopes, textbook adopted resources, etc.)

- Identify over-arching questions that align to the TEKS.

Step Four: What is acceptable evidence to show desired results?

Plan and design ways students demonstrate they are moving towards achieving desired learning results:

- Summative assessments
  - Look at the questions you are pulling for the unit exam to determine that they match the breakdown of the student expectations (balance of readiness/supporting standards)
- Formative assessments (How do you know what students don’t know?)
- Performance task and ongoing higher level questioning
- Lesson Frames
- Writing prompts
Step Five: Lesson plan desired results and teaching strategies (Steps 1-4)

**Plan the sequence of teaching from beginning to end using the VISD approved documents:**

(TEKS, YAG’s, IFD’s, Pacing Calendars, TEKS Clarification Documents)

- Note key vocabulary, key understandings and prior knowledge needed
- Include spiraling previous student expectations
- Make notes to clarify any misconceptions
- Frame each lesson aligned to the student expectations
- Ensure closing tasks are a quick measure of student learning (85% writing task)
- Incorporate activities/experiences for authentic engagement (Kagan, Fundamental Five, CCRH strategies, etc.)
- Connect the unit’s over-arching question(s) to each lesson frame

**TEKS** – Texas Essential Knowledge and Skills  
**PA** – Performance Assessment  
**SE** – Student Expectations  
**IFD** – Instructional Focus Documents  
**YAG** – Year at a Glance (calendar)
VISD Backwards Design Unit Planning from the Assessment

1) Performance Indicators
   - Go to the IFD and read the performance indicators
   - What are the specific concepts and key understandings?
   - Consider Performance Indicator Rubrics if available
   - Go to the Unit Analysis Summary
     - Pull the TEKS from the PI's and list all of them for the unit (avoid duplication). Label as readiness or supporting.
     - Record the performance indicator number(s) next to the TEKS
     - Highlight and record vocabulary and prior knowledge findings needed for students to be successful on the performance indicator
   - Read the ELPS and note implications for instruction on the Unit Analysis Summary

2) Go to your Unit Assessment:
   - Look at the answer key and write the SE (student expectation) beside each question number in the assessment
   - Read each question and answer choice on the assessment
     - Mark content vocabulary that students may not understand
     - Identify prior knowledge/prerequisite skills needed to be successful on the assessment
   - Record the question number beside the corresponding TEKS in the Unit Analysis
   - Record vocabulary and prerequisite skills/prior knowledge findings on the Unit Analysis summary page.
   - Total for SE: Total the number of times each Student Expectation is assessed for the unit assessment and record on the Unit Analysis sheet
   - Study the relationship between the PI and the assessment question

3) Go to the IFD (Instructional Focus Document)
   - Read the Rationale and highlight the main ideas
   - Consider misconceptions/underdeveloped concepts
   - Read and discuss the Knowledge and Skills statement s and SE's on the IFD that need to be taught and record the assessment question number next to it. This is the “What” needs to be taught.
     - If there is “including” in the SE then put a square or box around “including” which means that SE (student expectation) must be taught to mastery – underline the SE that comes after “including”.
     - If there is a “such as” then put a circle around “such as” which means possible illustrative example.
     - NOTE* If there is a line through the TEKS then that part of the TEKS is not addressed in the unit.
     - Look at the specificity to determine the depth and complexity of mastery. (Narrow focus, more depth) This is the “HOW” instructions should be delivered in the classroom.

   - The Unit Map:
     - The Backwards Design Process sets the stage for unit planning.
     - Campuses use the Unit Map tool to define unit expectations.

Final Reminders - You can reference the TEKS Verification Matrix and the Vertical Alignment Documents for when TEKS that are introduced and ongoing.

Readiness / Supporting - Supporting will be mostly for non-STARR tested grade levels.
Planning Instruction Using TEKS Resource System™ (TRS™)

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
</table>
| 1    | Knowledge of Students | Understand  
- Evidence of student learning through assessment data  
- Observations of individual learning styles  
- Background knowledge of students |
| 2    | Year-at-a-Glance TEKS Verification Document | Determine from Year-at-a-Glance (YAG)  
- Unit you will be teaching and identify the concept of focus in unit  
- Suggested time for teaching this unit  
Verify Using TEKS Verification Document  
- TEKS are taught during the year (T)  
- On-going TEKS |
| 3    | Instructional Focus Document | Review  
- Blueprint for instruction  
- Rationale to identify the big ideas of the unit, prerequisite skills  
- Common misconceptions of the concept  
- Key understandings and performance indicators (What should students be able to do at the end of the unit?)  
- TEKS with specificity are going to be addressed in this lesson • Academic vocabulary |
| 4    | Vertical Alignment Document | Analyze  
- Determine prerequisite skills  
- Level of differentiation required for student success  
- Identifies state-assessed concepts |
| 5    | Unit Assessment | Understand from the Unit Assessment  
- How the TEKS could be tested  
- Level of specificity and rigor that needs to be included in instruction  
Plan  
- Pre-assessment to determine student current understanding  
- Variety of assessments including short, frequent assessments along the way including performance indicators from the IFD |
| 6    | Exemplar Lessons | Analyze and Select  
- Exemplar lessons and activities to understand how the TEKS and concepts listed in the IFD are supposed to be taught  
- Use ideas from the exemplar lessons in the sections titled Engage, Explore, Explain, Elaborate, and Evaluate for what to look for and listen for in order to maintain the rigor of the concept  
- Transition documents are provided for science |
| 7    | Plan Instruction | Design  
- Unit of instruction aligned with the scope and sequence  
- Sequence of lessons to support the unit of instruction |
| 8    | Teacher Reflection | Consider  
- What did students learn?  
- What, if anything, would you do differently?  
- What are the next steps for instruction and Tier I intervention? |
### TEKS Resource System™ Components

#### Components of a Guaranteed, Viable Curriculum - Victoria ISD

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vertical Alignment and TEKS Verification Documents</strong></td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td><strong>Year-at-a-Glance</strong></td>
<td><strong>Performance Indicators &amp; Unit Tests</strong></td>
</tr>
<tr>
<td><strong>SCOPE</strong></td>
<td><strong>Instructional Focus Document</strong></td>
</tr>
<tr>
<td>• What we teach</td>
<td>• Bridge between curriculum, assessment, and instruction</td>
</tr>
<tr>
<td>• To what level</td>
<td>• Order of introduction</td>
</tr>
<tr>
<td>• Ensure equity</td>
<td>• Suggested days</td>
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<tr>
<td>• No gaps for students</td>
<td>• Open days for additional</td>
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<tr>
<td>• Content level accuracy</td>
<td>support/practice</td>
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<tr>
<td>• Assess gaps in student’s</td>
<td>• Move units based on</td>
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<tr>
<td>knowledge and plan intervention</td>
<td>resources/historical units</td>
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<tr>
<td>• Paired with TEKS Verification to</td>
<td><strong>Performance Indicators</strong></td>
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<tr>
<td>ensure TEKS are taught before</td>
<td>• Evidence of student attainment</td>
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<tr>
<td>assessment</td>
<td>of, and/or progression toward</td>
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<td></td>
<td>• Rationale—why the TEKS are</td>
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<td></td>
<td>bundled (district add to this)</td>
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<td></td>
<td>• Performance indicators—</td>
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<td>product to show student meets</td>
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<td></td>
<td>expectations</td>
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<td></td>
<td>• Concepts</td>
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<td></td>
<td>• Key understandings—big ideas</td>
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<td>for the bundles of specified</td>
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<td>student expectations</td>
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<td><strong>Teachers use the Vertical Alignment Documents to:</strong></td>
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<td></td>
<td>• Gain clarity regarding their</td>
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<td>accountability for student learning</td>
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<td>• Track vertically the depth and</td>
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<td>complexity of a standard through</td>
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<td>grade levels</td>
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<td></td>
<td>• Choose instructional resources</td>
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<td>and materials that are aligned</td>
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<td></td>
<td>with the specified standards</td>
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<tr>
<td><strong>Teachers use the Year-at-a-Glance to:</strong></td>
<td>• Plan high quality instruction</td>
</tr>
<tr>
<td>• Gain clarity regarding their</td>
<td>• Scope out the year in a single</td>
</tr>
<tr>
<td>accountability for student learning</td>
<td>snapshot</td>
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<tr>
<td>in the grade/course</td>
<td>• Work with peers to share and</td>
</tr>
<tr>
<td>• Track vertically the depth and</td>
<td>allocate instructional resources</td>
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<tr>
<td>complexity of a standard through</td>
<td>• Monitor their own pacing</td>
</tr>
<tr>
<td>grade levels</td>
<td><strong>District Expectations</strong></td>
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<tr>
<td>• Choose instructional resources</td>
<td><strong>Non-negotiable</strong></td>
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<tr>
<td>and materials that are aligned</td>
<td><strong>Non-negotiable</strong></td>
</tr>
<tr>
<td>with the specified standards</td>
<td><strong>Non-negotiable</strong></td>
</tr>
<tr>
<td><strong>Teachers use the Instructional Focus Documents to:</strong></td>
<td><strong>Non-negotiable</strong></td>
</tr>
<tr>
<td>• Develop a depth of</td>
<td><strong>Non-negotiable</strong></td>
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<tr>
<td>understanding of how the</td>
<td><strong>Non-negotiable</strong></td>
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<td>performance indicators will</td>
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<td>measure student learning of the</td>
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<td>bundled standards</td>
<td><strong>Non-negotiable</strong></td>
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<td>• Determine exactly what is to be</td>
<td><strong>Non-negotiable</strong></td>
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<td>taught in each six weeks</td>
<td><strong>Non-negotiable</strong></td>
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<td>• Maintain focus of standards and</td>
<td><strong>Non-negotiable</strong></td>
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<td>performance indicators</td>
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<td><strong>BEFORE planning and during</strong></td>
<td><strong>Non-negotiable</strong></td>
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<td>instruction</td>
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<td>5E Definition</td>
<td>Teacher Behavior</td>
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<td><strong>Engage</strong></td>
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<tr>
<td>• Generate interest</td>
<td>• Motivates</td>
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<tr>
<td>• Access prior knowledge</td>
<td>• Creates interest</td>
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<tr>
<td>• Connect to past knowledge</td>
<td>• Taps into what students know or think about the topic</td>
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<td>• Set parameters of the focus</td>
<td>• Raises questions and encourages responses</td>
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<td>• Frame the idea</td>
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<td><strong>Explore</strong></td>
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<tr>
<td>• Experience key concepts</td>
<td>• Acts as a facilitator</td>
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<td>• Discover new skills</td>
<td>• Observes and listens to students as they interact</td>
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<td>• Probe, inquire, and question experiences</td>
<td>• Asks good inquiry-oriented questions</td>
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<tr>
<td>• Examine their thinking</td>
<td>• Provides time for students to think and to reflect</td>
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<tr>
<td>• Establish relationships and understanding</td>
<td>• Encourages cooperative learning</td>
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<td><strong>Explain</strong></td>
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<tr>
<td>• Connect prior knowledge and background to new discoveries</td>
<td>• Encourages students to explain their observations and findings in their own words</td>
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<tr>
<td>• Communicate new understandings</td>
<td>• Provides definitions, new words, and explanations</td>
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<tr>
<td>• Connect informal language to formal language</td>
<td>• Listens and builds upon discussion from students</td>
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<tr>
<td>• Connect informal language to formal language</td>
<td>• Asks for clarification and justification</td>
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<tr>
<td>• Connect informal language to formal language</td>
<td>• Accepts all reasonable responses</td>
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<tr>
<td><strong>Elaborate</strong></td>
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<tr>
<td>• Apply new learning to a new or similar situation</td>
<td>• Uses previously learned information as a vehicle to enhance additional learning</td>
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<tr>
<td>• Extend and explain concept being explored</td>
<td>• Encourages students to apply or extend the new concepts and skills</td>
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<tr>
<td>• Communicate new understanding with formal language</td>
<td>• Encourages students to use terms and definitions previously acquired</td>
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<tr>
<td>• Communicate new understanding with formal language</td>
<td>• Encourages students to use terms and definitions previously acquired</td>
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<tr>
<td><strong>Evaluate</strong></td>
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<tr>
<td>• Assess understanding (Self, peer and teacher evaluation)</td>
<td>• Observes student behaviors as they explore and apply new concepts and skills</td>
</tr>
<tr>
<td>• Demonstrate understanding of new concept by observation or open ended response</td>
<td>• Assesses students’ knowledge and skills</td>
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<tr>
<td>• Apply within problem situation</td>
<td>• Encourages students to assess their own learning</td>
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<tr>
<td>• Show evidence of accomplishment</td>
<td>• Asks open-ended questions</td>
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The 5E Model of Instruction

**Engagement**
This Phase of Instructional model initiates the learning task. The activity should make connections between past and present learning experiences, anticipate activities, and focus students’ thinking on the learning outcomes on current activities. The student should become mentally engaged in the concept, process, or skill to be explored.

**Exploration**
This phase of the teaching model provides students with a common base of experiences within which they identify and develop current concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.

**Explanation**
This phase of the instructional model focuses students’ attention on a particular aspect of their engagement and exploration experiences and provides opportunities for them to verbalize their conceptual understanding, or demonstrate their skills or behaviors. This phase also provides opportunities for teachers to introduce a formal label or definition for a concept, process, skill, or behavior.

**Elaboration**
This phase of the teaching model challenges and expends students’ conceptual understanding and allows further opportunity for students to practice desired skills and behaviors. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.

**Evaluation**
This phase of the teaching model encourages students to assess their understanding and abilities and provides opportunities for teachers to evaluate student progress toward achieving the educational objectives.
The Fundamental Five

Frame the Lesson (Ch. 3)
Provides learners with a clear picture of critical concepts that will be addressed by the lesson & the individual student with a clear picture of how he or she will demonstrate the understanding of the critical concepts (p. 20).
Helps students filter information, serves as visual cue
Part I: Deliberate, concrete statement of daily learning objective, “We will...”
Part II: Closure—question, product or task—to demonstrate to teacher and student what learning has taken place; “I will...”

Work in the Power Zone (Ch. 4)
Use teacher location as a fundamental element in improving student achievement and a critical element in value-added instruction.
Proximity control (pp. 20-21)
Three zones: Teacher work area, lecture position, power zone
Easier to identify and respond to performance and behavior concerns when in the power zone.

Frequent, Small Group, Purposeful Talk about the Learning (Ch. 5)
Provides real potential of shifting instruction to the higher levels of Bloom’s taxonomy (1956)
Allows the academically fragile students an opportunity to begin to develop cognitive processes necessary to function at the highest levels of learning (p. 21)
“Focused microdiscussion, lasting between thirty seconds and three minutes”: Structure comes from: frequency, group size, seed question, and the power zone

Recognize and Reinforce (Ch. 6)
Benefits in academics and behavior
Opens doors to future learning, risk-taking, motivation (p. 22)

Write Critically (Ch. 7)
Creates meaning, solidifies connections, transforms subconscious ideas into conscious thoughts and is essential for authentic literacy (p. 23)

Write critically, frame the lesson, work in the power zone, recognize and reinforce, and write critically are the five fundamentals of quality instruction.

Accommodations and Supports for Special Education Students

Supports, Modifications, and Accommodations for Students

For many students with disabilities—and for many without—the key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the instruction and other classroom activities.

Some adaptations are as simple as moving a distractible student to the front of the class or away from the pencil sharpener or the window. Other modifications may involve changing the way that material is presented or the way that students respond to show their learning.

Adaptations, accommodations, and modifications need to be individualized for students, based upon their needs and their personal learning styles and interests. It is not always obvious what adaptations, accommodations, or modifications would be beneficial for a particular student, or how changes to the curriculum, its presentation, the classroom setting, or student evaluation might be made. This page is intended to help teachers and others find information that can guide them in making appropriate changes in the classroom based on what their students need.

Part I: A Quick Look at Terminology

Part II: Different Types of Supports

- Special education
- Adapting instruction
- Related services
- Supplementary aids and services
- Program modifications and supports for school staff
- Accommodations in large assessments

Part I: A Quick Look at Terminology

You might wonder if the terms supports, modifications, and adaptations all mean the same thing. The simple answer is: No, not completely, but yes, for the most part. (Don’t you love a clear answer?) People tend to use the terms interchangeably, to be sure, and we will do so here, for ease of reading, but distinctions can be made between the terms.

Sometimes people get confused about what it means to have a modification and what it means to have an accommodation. Usually a modification means a change in what is being taught to or expected from the student. Making an assignment easier so the student is not doing the same level of work as other students is an example of a modification.

An accommodation is a change that helps a student overcome or work around the disability. Allowing a student who has trouble writing to give his answers orally is an example of an accommodation. This student is still expected to know the same material and answer the same questions as fully as the other students, but he doesn’t have to write his answers to show that he knows the information.

What is most important to know about modifications and accommodations is that both are meant to help a child to learn.
Part II: Different Types of Supports

Special Education

By definition, special education is “specially designed instruction” (§300.39). And IDEA defines that term as follows:

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—

(i) To address the unique needs of the child that result from the child’s disability; and

(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. [§300.39(b)(3)]

Thus, special education involves adapting the “content, methodology, or delivery of instruction.” In fact, the special education field can take pride in the knowledge base and expertise it’s developed in the past 30-plus years of individualizing instruction to meet the needs of students with disabilities. It’s a pleasure to share some of that knowledge with you now.

Adapting Instruction

Sometimes a student may need to have changes made in class work or routines because of his or her disability. Modifications can be made to:

• what a child is taught, and/or
• how a child works at school.

For example:

Jack is an 8th grade student who has learning disabilities in reading and writing. He is in a regular 8th grade class that is team-taught by a general education teacher and a special education teacher. Modifications and accommodations provided for Jack’s daily school routine (and when he takes state or district-wide tests) include the following:

• Jack will have shorter reading and writing assignments.
• Jack’s textbooks will be based upon the 8th grade curriculum but at his independent reading level (4th grade).
• Jack will have test questions read/explained to him, when he asks.
• Jack will give his answers to essay-type questions by speaking, rather than writing them down.

Modifications or accommodations are most often made in the following areas:

Scheduling. For example,
• giving the student extra time to complete assignments or tests
• breaking up testing over several days

**Setting.** For example,
• working in a small group
• working one-on-one with the teacher

**Materials.** For example,
• providing audiotaped lectures or books
• giving copies of teacher’s lecture notes
• using large print books, Braille, or books on CD (digital text)

**Instruction.** For example,
• reducing the difficulty of assignments
• reducing the reading level
• using a student/peer tutor

**Student Response.** For example,
• allowing answers to be given orally or dictated
• use a word processor for written work
• use sign language, a communication device, Braille, or native language if it is not English.

Because adapting the content, methodology, and/or delivery of instruction is an essential element in special education and an extremely valuable support for students, it’s equally essential to know as much as possible about how instruction can be adapted to address the needs of an individual student with a disability. The special education teacher who serves on the IEP team can contribute his or her expertise in this area, which is the essence of special education.

**Types of Accommodations**
There are many ways in which accommodations can be used to support students with disabilities in the classroom.

Individualized accommodations are put into place to help learners at risk and students with special needs to have success in their IEP or academic program. Typically, accommodations are listed in the student’s IEP. Here is a list of suggestions for accommodations for a variety of disabilities:

• Try ability grouping. Have a few peers that can support the student experiencing weaknesses.
• Provide photocopied notes to avoid having these students copying from the board or chart paper
• Make use of Graphic Organizers.
• Provide organization tips and let parents know about the organization tips they can use to support these students at home.
• Unclutter. If your classroom is cluttered, this can be very distracting for students with needs. Unclutter and help students to unclutter.
• Provide time management tips and skills. Sometimes it helps to have sticky notes on the student’s desk to remind the student of how much time they have to complete tasks.
• Tracking sheets. Provide a tracking sheet of expected assignments for the week/day.
• Keep lessons concrete. Use visual and concrete materials as much as possible.
• Use assistive technology when available.
• Provide a buddy and let the buddy know what their role is - supportive.
• Keep instructions and directions 'chunked'. Provide one step at a time; don't overload the student on too many pieces of information at once.
• Color code items. For instance, put some red tape on a math text book along with red tape on the math note book. Color code items that help the child with organization tips and that provide information about what is needed.
• Make sure there are visual clues around the room to help.
• Provide extra time for the processing of information.
• Larger size font is sometimes helpful.
• Provide auditory supports to avoid the student from having too much text to read.
• Give repetition and clarification regularly.
• Provide close proximity to the teacher.
• Seat the child away from distractions whenever possible. Think critically about seating arrangements.
• Provide reminders on the desk - taped 100s charts, number lines, vocabulary lists, word bank lists taped alphabets for printing or writing, etc.
• Provide a study carrel or alternate place to work for specific tasks.
• Provide scribing or a peer for scribing when necessary or utilize the speech to text software applications.
• Give ongoing feedback.
• Pay close attention to lighting, sometimes preferential lighting can make the world of difference.
• Provide a 'chillax' area, a quiet location to enable the student to 'chill out or relax'.
• Provide headphones to remove extraneous noises.
• Let the child provide oral responses instead of written where appropriate to demonstrate understanding of concept.
• Provide time extensions as necessary.
Assessment and Accommodations

Deciding Which Accommodations a Student Needs

The challenge for educators and families is to decide which accommodations will help students learn new skills and knowledge—and which will help them demonstrate what they’ve learned (Shriner & DeStefano, 2003). The Online Accommodations Bibliography at the National Center on Educational Outcomes (NCEO) is an excellent source of information on the range of possible accommodations as well as the effects of various testing accommodations for students with disabilities. Decisions about accommodations must be made on an individualized basis, student by student.

Who’s responsible for making such decisions for a given student? The team that develops that student’s individualized education program (IEP), that’s who—otherwise known as the IEP team. A thoughtful and customized IEP serves as the foundation for providing each student with a disability access to a free appropriate public education (FAPE), as required under federal legislation (IDEA, 2004a). The IEP team is also responsible for listing in the IEP all the accommodations to be provided to the student in the classroom and in statewide or district-wide testing.

When an IEP team gathers to decide whether or not a student needs an accommodation in the classroom or in testing, team members must consider the specific strengths, challenges, and routines of that student. This will help the team determine which accommodations will support the student across a range of school situations and activities as well as help the student access instruction designed to meet educational standards established by the district and state. Further, the team must also know what types of accommodations their state or local allows, especially in testing situations. Many states make a distinction between standard accommodations, those that don’t alter the nature of what a test is designed to measure, and nonstandard accommodations, those with the potential to significantly change what is being tested (Thurlow & Wiener, 2000).

What Do States Allow?

IDEA 2004 mandates that all students with disabilities participate in statewide and district-wide testing “with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs” (IDEA, 2004b).

As part of implementing this requirement, state education agencies have been working to establish policies to guide IEP teams and schools in making accommodation decisions for students with disabilities, especially with respect to their participation in large-scale testing programs and the types of accommodations that are allowed.

You can find out more about accommodations in your state by visiting:

The National Center on Educational Outcomes (NCEO), at:
http://www.education.umn.edu/nceo/TopicAreas/Accommodations/StatesAccomm.htm
In the end, the team may determine that no accommodations are needed or that a combination of individualized accommodations is necessary to meet the student’s specific needs. Students can also help inform these decisions by talking with the team about what works best for them (Thurlow, Thompson, Walz, & Shin, 2001). Involving students in the process of determining goals and respecting their voices about which accommodations might best help them achieve those goals recognizes them as valued participants and can ultimately lead to feelings of increased control and responsibility in their education.

When taken alone, accommodations themselves may not result in much of an impact, but when thoughtfully integrated with other components in the IEP and implemented in the classroom, they can help students reach and demonstrate their full potential (Fletcher et al., 2006). Further, accommodations chosen for testing situations can be most effective when they are adopted as an integral part of day-to-day instruction, to ensure that students have ample opportunity to practice their use prior to a mandated testing situation.

Be selective when determining the accommodations that will best help the student. If the accommodations don’t work after a specified period of time, try something else. Remember, the IEP is a working document and its success will depend on how closely the contents are implemented, monitored and revised to meet the student’s needs.

**Accommodations during Assessments**

Other ways in which accommodations can be used to support students with disabilities in the classroom and when they are taking a mandated state or district assessment.

These include:

**Accommodations in Assessments**

IDEA requires that students with disabilities take part in state or district-wide assessments. These are tests that are periodically given to all students to measure achievement. It is one way that schools determine how well and how much students are learning. IDEA now states that students with disabilities should have as much involvement in the general curriculum as possible. This means that, if a child is receiving instruction in the general curriculum, he or she could take the same standardized test that the school district or state gives to nondisabled children. Accordingly, a child’s IEP must include all modifications or accommodations that the child needs so that he or she can participate in state or district-wide assessments.
The IEP team can decide that a particular test is not appropriate for a child. In this case, the IEP must include:

- an explanation of why that test is not suitable for the child, and
- how the child will be assessed instead (often called alternate assessment).

**Accommodations in Presentation** affect the way directions and content are delivered to students. Students with visual, hearing, and learning disabilities are much more able to engage in the content when it is presented in a form they can understand. Some examples of accommodations in presentation include:

- Oral reading (either by an adult or a tape)
- Large print
- Magnification device
- Sign language
- Braille and Nemeth Code (a specific type of Braille used for math and science notations)
- Tactile graphics (e.g.; 3-D topographical maps, 2-D raised line drawings)
- Manipulative (e.g.; geometric solids, real coins & currency, abacus)
- Audio amplification device (e.g., hearing aids)
- Screen reader (Adapted from Special Connections, 2005b)

**Accommodations in Response** offer different ways for students to respond to assessment questions. They help students with visual and hearing impairments, physical disabilities, and organizational problems to structure, monitor, or directly put words to paper. Examples of these accommodations include:

- Using a computer/typewriter or a scribe to record answers (directly or through tape recorder)
- Using an augmentative communication device or other assistive technology (AT)
- Using braille
- Responding directly in the test booklet rather than on an answer sheet
- Using organizational devices, including calculation devices, spelling and grammar assistive devices, visual organizers, or graphic organizers (Adapted from Special Connections, 2005c)

**Accommodations in Setting** affect either where a test is taken or the way in which the environment is set up. Changing the environment is especially helpful to students who are easily distracted. Some examples include:

- Administering the test individually (e.g., to the student alone)
- Testing in a separate room
- Testing in a small group
- Adjusting the lighting
- Providing noise buffers such as headphones, earphones, or earplugs (Adapted from Special Connections, 2005d)
Accommodations in Timing/Scheduling allow flexibility in the timing of an assessment. Generally, these are chosen for students who may need more time to process information or need breaks throughout the testing process to regroup and refocus. Timing/scheduling accommodations include:

- Extended time
- Multiple or frequent breaks
- Change in testing schedule or order of subjects
- Testing over multiple days (Adapted from Special Connections, 2005e)

When determining accommodations, particular attention should be paid to ensure that they do not give one student an unfair advantage over another, or alter or compromise the test’s ability to assess particular knowledge or skills. For example, providing a test in Braille to a student with a significant visual impairment would not seem to provide an unfair advantage over a sighted peer participating in a standard administration of the test. Having an adult read aloud questions on a math assessment may not necessarily alter the math concepts being assessed, but having the same adult read aloud on a test of reading comprehension does have the effect of changing the assessment from one of reading comprehension to one of listening comprehension and, in effect, results in the assessment of a different skill altogether.

Related Services

One look at IDEA’s definition of related services at §300.34 and it’s clear that these services are supportive in nature, although not in the same way that adapting the curriculum is. Related services support children’s special education and are provided when necessary to help students benefit from special education. Thus, related services must be included in the treasure chest of accommodations and supports we’re exploring. That definition begins:

§300.34 Related services.

(a) General. Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes...

Here’s the list of related services in the law.

- speech-language pathology and audiology services
- interpreting services
- psychological services
- physical and occupational therapy
- recreation, including therapeutic recreation
- early identification and assessment of disabilities in children
- counseling services, including rehabilitation counseling
- orientation and mobility services
- medical services for diagnostic or evaluation purposes
- school health services and school nurse services
- social work services in schools
This is not an exhaustive list of possible related services. There are others (not named here or in the law) that states and schools routinely make available under the umbrella of related services. The IEP team decides which related services a child needs and specifies them in the child’s IEP.

**Supplementary Aids and Services**

One of the most powerful types of supports available to children with disabilities are the other kinds of supports or services (other than special education and related services) that a child needs to be educated with nondisabled children to the maximum extent appropriate. Some examples of these additional services and supports, called **supplementary aids and services** in IDEA, are:

- adapted equipment—such as a special seat or a cut-out cup for drinking;
- assistive technology—such as a word processor, special software, or a communication system;
- training for staff, student, and/or parents;
- peer tutors;
- a one-on-one aide;
- adapted materials—such as books on tape, large print, or highlighted notes; and
- collaboration/consultation among staff, parents, and/or other professionals.

The IEP team, which includes the parents, is the group that decides which supplementary aids and services a child needs to support his or her access to and participation in the school environment. The IEP team must really work together to make sure that a child gets the supplementary aids and services that he or she needs to be successful. Team members talk about the child’s needs, the curriculum, and school routine, and openly explore all options to make sure the right supports for the specific child are included.

**Program Modifications or Supports for School Staff**

If the IEP team decides that a child needs a particular modification or accommodation, this information must be included in the IEP. Supports are also available for those who work with the child, to help them help that child be successful. Supports for school staff must also be written into the IEP. Some of these supports might include:

- attending a conference or training related to the child’s needs,
- getting help from another staff member or administrative person,
- having an aide in the classroom, or
- getting special equipment or teaching materials.

**Conclusion**

Even a child with many needs is to be involved with nondisabled peers to the maximum extent appropriate. Just because a child has severe disabilities or needs modifications to the general curriculum does not mean that he or she may be removed from the general education class. If a child is removed from the general education class for any part of the school day, the IEP team must include in the IEP an explanation for the child’s nonparticipation.
Because accommodations can be so vital to helping children with disabilities access the general curriculum, participate in school (including extracurricular and nonacademic activities), and be educated alongside their peers without disabilities, IDEA reinforces their use again and again, in its requirements, in its definitions, and in its principles. The wealth of experience that the special education field has gained over the years since IDEA was first passed by Congress is the very resource you’ll want to tap for more information on what accommodations are appropriate for students, given their disability, and how to make those adaptations to support their learning.

Background Information for an IEP:
The Individual Education Program (IEP) is every exceptional or identified student's lifeline for academic success. If students with special needs are to achieve the academic curriculum or an alternative curriculum to the best of their ability and as independently as possible, the professionals involved in the delivery of their programming must have a plan in place.

IEP Goals
The IEP goals should be developed with the following criteria:

- specific
- realistic
- attainable
- measurable
- challenging

Before setting goals the team must first determine the present level of performance using various assessment tools, the needs must be clearly and specifically defined. When determining IEP goals consider the student’s classroom placement, is the student in the least hindering environment. Do the goals coordinate with the regular classroom activities and schedules and do they follow the general curriculum?

After the goals have been identified, it is then stated how the team will help the student to achieve the goals, this is referred to as the measurable part of the goals. Each goal must have a clearly stated objective how, where and when each task will be implemented. Define and list any adaptations, aides or supportive techniques that may be required to encourage success. Clearly explain how progress will be monitored and measured. Be specific about time frames for each objective. Expect goals to be achieved at the end of an academic year. Objectives are skills required to achieve the desired goal, objectives should be accomplished in shorter intervals.

IEP Team Members: IEP team members are parents of the student, special education teacher, classroom teacher, support workers and outside agencies involved with the individual. Each member of the team plays a vital role in the development of a successful IEP.

Education Program Plans can become overwhelming and unrealistic. A good rule of thumb is to set one goal for each academic strand. This enables the team’s manageability and accountability to ensure that resources are available to help the individual achieve the desired goals.
If the student IEP meets all of the student needs and is focused on skills for success, results and outcomes, the student with special needs will have every opportunity for academic achievement no matter how challenging their needs may be.

Example IEP

John Doe is a 12 year old boy presently placed in a regular grade 6 classrooms with special education support. John Doe is identified as ‘Multiple Exceptionalities’. A Pediatric assessment determined that John meets criteria for Autistic Spectrum Disorder. John’s anti-social, aggressive behavior, prevent him from achieving academic success.

General Accommodations:
• Supervision for Non-Instructional Time
• Attention/Focusing Cues
• Special Arrangements for Arrival/Departure
• Use of Preferred Learning Style
• Small Group Instruction
• In-Class Peer Tutor Assistance
• Review, Retest, Re-Evaluate
• Reduce Visual or Auditory Distractions
• Scribing or Oral Reporting
• Length of Time for Assessments/Assignments

Annual Goal:
John will work towards controlling compulsive and impulsive behavior, which negatively affects the learning of self and others. He will work towards interacting and responding to others in a positive way.

Behavior Expectations:
• Develop skills to manage anger and resolve conflict appropriately.
• Develop skills to accept responsibility for self.
• Demonstrate dignity and respect for self and others.
• Develop a foundation for health relationships with peers and adults.
• Develop a positive self-image.

Strategies and Accommodations
• Encourage John to verbalize his feelings.
• Modeling, role play, rewards, consequences using the assertive discipline approach.
• One-to-one teaching as required, one-to-one Educational Assistant support as required and relaxation exercises.
• Direct teaching of social skills, acknowledge and encourage acceptable behavior.
• Establish and use consistent classroom routine, prepare for transitions well in advance. Keep as predictable a schedule as possible.
IEP Sample Statements to Improve Work Habits

From Sue Watson, former About.com Guide

Children with ADD or ADHD often have difficulty sustaining good work habits. When developing IEPs for students who need help with their work habits, it is important to remember to key in on a few specific areas. Changing one behavior at a time is much easier than focusing on too many which will be overwhelming for the student. Here are a few samples to stimulate some ideas:

- Focus attention with minimal supervision or intervention.
- Refrain from distracting others.
- Listen when directions and instructions are given.
- Identify what is need each work period and each day for homework.
- Be prepared for assignments.
- Take the time to do things right the first time. (or take double the time to do it over).
- Think things out on your own before asking.
- Try things independently without giving up.
- Work independently as much as possible.
- Persevere to achieve goals and completion of work.
- Apply successful strategies when involved in problem solving.
- Be able to re-state problems, instructions and directions to help with understanding the task at hand.
- Take responsibility for all work being done.
- Participate fully in group situations or when called upon.
- Be responsible for self and belongings.
- Remain positive when working with others.
- Cooperate in both large and small group settings.
- Be considerate of the opinions of others.
- Seek positive solutions for any conflicts that may arise.
- Always follow the routines and rules.

When you think about it, many of the work habits lead to good skills for life habits. Work on one or two at a time, obtaining success before moving to another habit.

IEP Statements for Self-Management

From Sue Watson, former About.com Guide

- Demonstrate the need when hungry or thirsty.
- Drink with a cup or use a straw.
- Uses utensils to feed appropriately.
- Unwraps wrappers or lifts lids.
- Make a request for condiments.
- Use manners.
• Indicate what type of snack or beverage is desired.
• Participate in tidy up after a snack or meal.
• Uses napkins appropriately.
• Helps with dressing self.
• Helps with grooming tasks like brushing teeth, hair, washing face etc.
• Helps to maintain an appropriate appearance.
• Participates in clothing selections.
• Cares for clothing appropriately.
• Identifies the need for and assists with hygiene products.
• Participates in greetings appropriately.
• Expresses feelings appropriately.
• Starts and stops actions appropriately.
Using Differentiated Instruction to Meet the Needs of Students with IEPs

By Terri Mauro, About.com Guide


The design and development of differentiated instruction as a teaching model began in the general education classroom. The initial application came into practice for students who were gifted and not sufficiently challenged by the content provided in the general classroom setting. As classrooms have become more diverse and inclusive education programs were implemented, differentiated instruction has been applied at all levels for students of all abilities.

So what is differentiating instruction? A simplified definition for differentiating instruction is: the process of teachers proactively planning to teach students at their current levels of ability, rather than taking a standardized approach to teaching, which has the underlying presumption that all students in the classroom are at the same level. With differentiated instruction, classroom teachers plan what the students will need to learn, how they will learn it and how they will demonstrate what they have learned. The intent of differentiating instruction is to maximize each student's growth and individual success by meeting each student where he or she is and assisting in the learning process. One of the most popular terms when referring to differentiating instruction is that "one size does not fit all."

The rationale for differentiated instruction comes from theory, research and common sense. Today's classrooms are more diverse than they have ever been throughout the history of this country. There are students with special needs, students who have come from other countries and only speak a little English, average students, gifted students and students considered at risk for various reasons. All of these students come to school with various backgrounds, abilities and educational readiness for learning and, of course, have different styles of learning.

It's common sense that with the diverse students in today's classrooms, it is next to impossible to teach all students in one way. There are just too many different levels of performance and needs. With differentiated instruction, classroom teachers are encouraged to identify the essential concepts and instructional components for every curriculum unit. During the teaching process, today's teacher continually assesses and reassesses students before, during and following instruction, which allows the teacher to continually group and regroup students. When using differentiated strategies, the students are actively engaged in the learning process and students are offered choices in their learning, as often the activities are based on learning styles, Bloom's taxonomy of cognitive, affective and psychomotor educational objectives and other models that encourage teachers to teach in the way the student learns best.

Differentiating instruction is a wonderful tool for special students. Instead of consistently being placed into one specific group, students with special needs consistently move throughout the various groups, depending upon their strengths. The following chart shows the three main components of
differentiating instruction: the content, the process, and the evaluation. Depending upon a student's strengths, the student may fall into any one of the three categories. For example, a student may excel in history, as it is an area of great interest to the student. The student may have acquired a wealth of information and background knowledge. Perhaps the student has spent large amounts of time watching programs such as the history channel, has vacationed in historical places and perhaps spends a great deal of time researching history in his spare time. This student may pass a history pretest with flying colors. This student has become an expert on the subject. In the area of content, the student easily falls into the gifted area. On the other hand, a student with cognitive disabilities conceivably will be in the challenges area, as the student takes longer to master the subject, needs lots of reinforcement and may need modifications to meet the minimum content requirements. The student with cognitive delays may not even understand the concept of history, as it is a very abstract concept, and this student is continually working in the "here and now" to master what needs to be learned to live independently. History simply is not a subject this student may need. The student may work on parallel subjects, or the purpose of participation in the group may be to work on the student's social skills. The majority of students with learning disabilities will fall into the average range. Students with learning disabilities usually have average to above average intelligence, so the majority of students will be able to master the unit content but may need some accommodations such as material on tape, a person to help with the writing components, etc. Remember, the accommodations do not change the outcome; accommodations only offer the students alternative ways to reach the outcome.
The Inclusive Classroom

Inclusion is the preferred method of placement for students with special needs whenever possible. In IDEA, Section 504, and the ADA it is clear that students with disabilities must be educated in regular education settings to the maximum extent appropriate in light of their needs, and prohibit their exclusion unless education there cannot be achieved satisfactorily even with appropriate supplementary aids and services.

The Successful Inclusive Classroom Keys to success include:

- Students need to be active - not passive learners.
- Children should be encouraged to make choices as often as possible, a good teacher will allow students some time to flounder as some of the most powerful learning stems from taking risks and learning from mistakes.
- Parental involvement is crucial.
- Students with disabilities must be free to learn at their own pace and have accommodations and alternative assessment strategies in place to meet their unique needs.
- Students need to experience success, learning goals need to be specific, attainable and measurable and have some challenge to them.

What Is the Teacher’s Role?
The teacher facilitates the learning by encouraging, prompting, interacting, and probing with good questioning techniques, such as 'How do you know it's right - can you show me how?' The teacher provides 3-4 activities that address the multiple learning styles and enables students make choices. For instance, in a spelling activity a student may choose to cut and paste the letters from newspapers or use magnetic letters to manipulate the words or use colored shaving cream to print the words. The teacher will have mini-conferences with students. The teacher will provide many learning manipulatives and opportunities for small group learning. Parent volunteers are helping with counting, reading, assisting with unfinished tasks, journals, reviewing basic concepts such as math facts and sight words.

What Does the Classroom Look Like?
The classroom is a beehive of activity. Students should be engaged in problem solving activities. John Dewey once said, 'the only time we think is when we're given a problem'. The classroom that is child centered is based on learning centers. There will be a language center with learning goals, perhaps a media center with opportunity to listen to taped stories or create a multimedia presentation on the computer. There will be a music center and a math center with many manipulatives. The goals are always clearly stated prior to students engaging in learning activities. The teacher will ask students for reminders about the acceptable noise level, learning goals, and what completed tasks look like. The teacher again, facilitates the learning throughout the centers and focuses on some specific centers. Activities at the centers take into consideration multiple intelligences and learning styles. The learning centers begin with whole class instructions and end with whole class discussions on the learning that took place.
What Does Assessment Look Like?
Observation is key. Knowing what to look for is critical. Does the child give up easily? Does the child persevere? Is the child able to show how he got the task right? The teacher targets a few learning goals per day and a few students per day to observe for goal attainment. Formal/informal interviews will help the assessment process. How closely does the individual remain on task? Why or why not? How does the student feel about the activity? What are their thinking processes?

Inclusive Classroom Checklist
Learn how to use inclusion in your practice. Are you setting your students up for success? Try this checklist to see where your areas of strengths and weaknesses are.

1. ___ Are students able to cope with the assigned tasks?
2. ___ Do you give instructions/directions at his/her level of need?
3. ___ Have you considered the individual’s learning style?
4. ___ Are your objectives, routines and rules clearly understood by the students?
5. ___ Are your activities engaging and motivating for your students?
6. ___ Are your rules/routines posted clearly and stated positively?
7. ___ Do you have a variety of rewards/consequences that are well known by your students?
8. ___ Do you have smooth transitions from one subject to another and when students return from recess/lunch?
9. ___ Do you promote self-esteem and confidence?
10. ___ Do you ensure you have your student’s attention before starting? Do you pause when somebody interrupts?
11. ___ Do you always demonstrate respect for your students and value their contributions?
12. ___ Do you remember to have fun with your students and provide humor when the opportunity presents itself?

If you can answer yes to these questions, your discipline plan will be one of success. If you answered no to items on this list - look toward improving that specific area.

STAAR Testing Accommodation Guidelines
The following document provided by Lead4Ward will assist teachers in the State of Texas in understanding the allowable accommodations for STAAR. The document is also available at: http://lead4ward.com/docs/Accommodations_Quick_Look_REV_JAN_25_2012.pdf.
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>SpEd</th>
<th>504</th>
<th>Other Disability</th>
<th>Tests</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amplification Devices</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>All Type 1 Accomm. are available on: STAAR</td>
<td>Description: Reduces interference of background noise and distance for a student who has difficulty hearing or maintaining focus. Examples: Speakers and FM system.</td>
</tr>
<tr>
<td><strong>Individual or Small Group Administration</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>STAAR</td>
<td>TEA recommendation: Small group should be based on student need. 4 is less than the number of students in a standard classroom setting. A trained test administrator must be present in the testing room at all times. Examples: Closed-circuit TV (CCTV) and document camera.</td>
</tr>
<tr>
<td><strong>Projection Devices</strong></td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>STAAR Spanish</td>
<td>Description: Enlarging text, graphics, or the display on a computer screen for a student who has an impairment in vision. Examples: More-frequent or less-frequent reminders of time left to test than required in the standard administration procedures or verbal, visual, tactile, or auditory reminders.</td>
</tr>
</tbody>
</table>
| **Reminders To Stay on Task**      | Yes  | Yes | Yes              | STAAR | STAAR Modified
| **Basic Transcribing**            | Yes IF | Yes IF | Yes IF | May ONLY be used in these situations: 
- Student writes, reads, or points to responses for multiple-choice and/or gridable questions for test administrator to transfer onto answer document  
- Student dictates or signs responses for multiple-choice gridable and/or short-answer questions for test administrator to transfer onto answer document  
- Student writes responses on scratch paper or another workspace or types responses on a word processor for multiple-choice, gridable questions, short-answer reading questions, and/or the writing prompts for test administrator to transfer onto answer document  
- Student uses speech-to-text software to indicate responses for multiple-choice gridable questions, short-answer reading questions, and/or the writing prompts (after printing test, test administrator transfers onto answer document). |
| **Braille**                       | Yes IF | No | No               | STAAR | Description: An alternate form of communication for a student who is visually impaired.  
Available in Math and Science – Grade 3 and below (see Student Scenarios)  
ONLY includes: 4-function calculator, scientific calculator, graphing calculator, large-key calculator, abacus or Damar modified abacus, audio-graphing calculator, speech-output calculator.  
Required calculators for STAAR EOCs in Math and Science are not considered accommodations.  
For any STAAR EOC in Math or Science, a four-function calculator may be provided along with the required calculator to a student receiving sped or 504 services. |
| **Calculation Devices**           | Yes IF | Grades 3-8 | Yes IF | STAAR | STAAR Spanish |
| **Dictionary**                    | Yes IF | No | No               | STAAR | Description: Available ONLY in Reading – Grades 3-5.  
ONLY includes: standard/general dictionary in English or Spanish (for Spanish-version tests), dictionary/thesaurus combination, electronic dictionary (no Internet access), bilingual dictionary, ESL dictionary, picture dictionary, sign language dictionary.  
See Student Scenarios. |
| **Extra Time (Same Day)**         | Yes IF | Yes IF | Yes IF | Extra Time – until the end of the school day  
Not appropriate or allowable for students for reasons associated with general test anxiety or students needing extra time to complete specific testing strategies.  
A student receiving Extra Time should be allowed to continue testing until the end of the regularly scheduled school day, but cannot be required to continue testing until that time.  
Extra time testing sessions may NEVER extend beyond a typical 7-hour school day for any student. |
| **Large Print**                   | Yes IF | Yes IF | Yes IF | STAAR | STAAR Spanish |

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*RIE = Student Routinely, Independently (if applicable) and Effectively Uses during Classroom Instruction & Testing
<table>
<thead>
<tr>
<th>Accommodation</th>
<th>3ptC</th>
<th>304</th>
<th>Other Disability</th>
<th>Tests</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulating Text Materials</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STARR</td>
<td>May include but not limited to: turning text backwards, positioning the reader, using the mouse to navigate an online administration, operating technology. Special Consideration: Student must give specific directions about how the text administrator should manipulate text materials/equipment and test administrator may not provide feedback regarding the correctness of the student's directions.</td>
</tr>
<tr>
<td>Mathematics Manipulators</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Only Available in Math. ONLY includes: read or play money, clocks, base-ten blocks, various types of counters, some pieces (NUMBER TO SHOW EQUIVALENCES OR SUBTRACTION), grade appropriate images (either 2d or 3d) to: words, labels, pictures, words, symbols, numbers, symbols, symbols, symbols, symbols, symbols, symbols, symbols, symbols, symbols, symbols.</td>
</tr>
<tr>
<td>Oral/Signed Administration</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STAR Spanish (STARR</td>
<td>2 Levels of Oral/Signed Administration (determined by decision team): 1. Read each of the test questions and/or answer choices; at least 1 test question and answer choices; 2. Read all test questions and answer choices; 3. Not Available in Writing: Reading aloud of the test questions is available as an OT. Reading: Two questions and answer choices; ONLY, NEVER the reading selections. Math, Science, and Social Studies: Test questions and answer choices.</td>
</tr>
<tr>
<td>Spelling Assistance</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STAR Spanish (STARR</td>
<td>2 Levels of Oral/Signed Administration (determined by decision team): 1. Read each of the test questions and/or answer choices; at least 1 test question and answer choices; 2. Read all test questions and answer choices; 3. Not Available in Writing: Reading aloud of the test questions is available as an OT. Reading: Two questions and answer choices; ONLY, NEVER the reading selections. Math, Science, and Social Studies: Test questions and answer choices.</td>
</tr>
<tr>
<td>Supplemental Aids</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STAR Spanish (STARR</td>
<td>ONLY available: Reading (4th, 5th, and 11th) – short answer questions ONLY. Writing (Grades 4-5, 6-7, 9th, and 11th) – writing compositions ONLY. ONLY includes: frequently misspelled word, spell checker, word processor, pocket dictionary, reference book (Grade 4 writing only), not applicable to other assessments, word-processing software, test-to-speech software, speech-to-text software.</td>
</tr>
<tr>
<td>Complex Transcribing</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STARR</td>
<td>Only available in Writing. Complex Transcribing. ONLY if student dictates or signs her/his responses to the writing prompts for the test administrator to transcribe.</td>
</tr>
<tr>
<td>Extra Day</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STARR</td>
<td>Eligibility Criteria (must meet one – in addition to those listed under 3ptC column): (A) a physical disability; (B) a condition that affects the ability to continue working due to severe fatigue or decreased energy and stamina; (C) has a disability that interferes with the physical manipulation of text materials.</td>
</tr>
<tr>
<td>Photocopy</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STAR Spanish (STARR</td>
<td>Examples: May fit this category: test administrator dictates or signs her/his responses to the test administrator to transcribe.</td>
</tr>
<tr>
<td>Other</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>Yes IF</td>
<td>STAR Spanish (STARR</td>
<td>Examples: May fit this category: test administrator dictates or signs her/his responses to the test administrator to transcribe.</td>
</tr>
</tbody>
</table>
In Summary:

Successful learning centers require good classroom management and well known rules and procedures. A productive learning environment will take time to implement. The teacher may have to call the whole class together regularly in the beginning to ensure that all rules and expectations are being adhered to. Remember, think big but start small. Introduce a couple of centers per week.

References

http://specialed.about.com/od/iep/a/accomod.htm

http://nichcy.org/schoolage/accommodations

http://nichcy.org/research/ee/assessment-accommodations

http://lead4ward.com/resources/
Three-Story House

Costa’s Levels of Questioning

To better understand the content being presented in their core subject areas, it is essential for students to learn to think critically and to ask higher levels of questions. By asking higher levels of questions, students deepen their knowledge and create connections to the material being presented, which in turn prepares them for the inquiry that occurs in tutorials. Students need to be familiar with Costa’s (and/or Bloom’s) levels of questioning to assist them in formulating and identifying higher levels of questions.

Directions: Read the poem below and review the “Three House Story” on the next page. Both set the stage for Costa’s Levels of Questioning.

One- Two-Three-Story Intellect Poem

There are one-story intellects,
two-story intellects,
and three-story intellects with skylights.

All fact collectors who have
no aim beyond their facts
are one-story people.

Two-story people compare, reason,
generalize, using the labor of
fact collectors as their own.

Three-story people idealize,
imagine, predict—their best illumination
comes through the skylight.

Adapted from a quotation by Oliver Wendell Holmes
The Three-Story House

Level 1 (the lowest level) requires one to gather information.

Level 2 (the middle level) requires one to process the information. Level 3 (the highest level) requires one to apply the information.
### Vocabulary: Costa’s Levels of Thinking and Questioning

#### LEVEL 1

**Remember**
- Define
- List State
- Recall
- Match

- Repeat
- Describe
- Memorize
- Identify

- Name
- Label
- Label
- Record

**Show Understanding**
- Define examples
- Rewrite
- Review
- Tell Extend
- Restate
- Recognize
- Locate
- Summarize
- Discuss
- Explain
- Find
- Generalize
- Express
- Report
- Paraphrase

#### LEVEL 2

**Use Understanding**
- Dramatize
- Use
- Translate
- Interpret
- Practice
- Compute
- Change
- Prepare
- Operate
- Schedule
- Pretend
- Demonstrate
- Imply
- Relate
- Discover
- Infer
- Apply
- Illustrate
- Solve

**Examine**
- Diagram
- Question
- Analyze
- Criticize
- Distinguish
- Inventory
- Differentiate
- Experiment
- Compare
- Categorize
- Select
- Break down
- Contrast
- Outline
- Separate
- Discriminate
- Divide
- Debate
- Point out

**Create**
- Compose
- Draw
- Plan
- Modify
- Design
- Arrange
- Compile
- Assemble
- Propose
- Suppose
- Revise
- Prepare
- Combine
- Formulate
- Write
- Generate
- Construct
- Organize
- Devise

#### LEVEL 3

**Decide**
- Judge
- Rate
- Choose
- Conclude
- Value
- Justify
- Assess
- Summarize
- Predict
- Decide
- Select
- Evaluate
- Measure
- Estimate

**Supportive Evidence**
- Prove your answer.
- Give reasons for your answer.
- Explain your answer.
- Why do you feel that way?
# Content-Specific Questioning

**Costa’s Levels of Questioning: Math**

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What additional information is needed to solve this problem?</td>
<td>Predict what will happen to ___ as _____ is changed.</td>
</tr>
<tr>
<td>What are you being asked to find?</td>
<td>Can you see other relationships that will help you find this information?</td>
<td>Using a math principle, how can we find...?</td>
</tr>
<tr>
<td>What formula would you use in this problem?</td>
<td>How can you put your data in graphic form?</td>
<td>Describe the events that might occur if...</td>
</tr>
<tr>
<td>What does _____ mean?</td>
<td>What occurs when ...? Does it make sense to ...? Compare and contrast _________ to _______.</td>
<td>Design a scenario for...</td>
</tr>
<tr>
<td>What is the formula for ...?</td>
<td>What was important about?</td>
<td>Pretend you are...</td>
</tr>
<tr>
<td>List the ...</td>
<td>What prior research/formulas support your conclusions?</td>
<td>What would the world be like if...?</td>
</tr>
<tr>
<td>Name the ...</td>
<td>How else could you account for...?</td>
<td>How can you tell if your answer is reasonable?</td>
</tr>
<tr>
<td>Where did ...?</td>
<td>Explain how you calculate...</td>
<td>What would happen to ____ (variable) if ____ (variable) were increased/decreased?</td>
</tr>
<tr>
<td>What is ...?</td>
<td>What equation can you write to solve the word problem?</td>
<td>How would repeated trails affect your data?</td>
</tr>
<tr>
<td>When did ...?</td>
<td></td>
<td>What significance is this formula to the subject you’re learning?</td>
</tr>
<tr>
<td>Explain the concept of...</td>
<td></td>
<td>What type of evidence is most compelling to you?</td>
</tr>
<tr>
<td>Give me an example of...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe in your own words what _____ means.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What mathematical concepts does this problem connect to?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Draw a diagram of...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illustrate how _____ works.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Costa’s Level of Questioning: Science

<table>
<thead>
<tr>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
</tr>
</thead>
</table>
| What Information is given? | What Additional information is needed to solve this problem? | Design a lab to show ...
| What are you being asked to find? | Can you see other relationships that will help you find this information? | Predict what will happen to ___ as _____ is changed. |
| What formula would you use in this problem? | How can you put your data in graphic form? | Using a science principle, how can we find...? |
| What does _____ mean? | How would you change your procedures to get better results? | Describe the events that might occur if ...
| What is the formula for ...? | What method would you use to ...? | Design a scenario for ...
| List the ... | Compare and contrast ________ to _________. | Pretend you are ...
<p>| Name the ... | Which errors most affected your results? | What would the world be like if ...? |
| Where did ...? | What were some sources of variability? | What would happen to _____ if ____ (variable) were increased/decreased? |
| What is ...? | How do your conclusions support your hypothesis? | How would repeated trails affect your data? |
| When did ...? | What prior research/formulas support your conclusions? | What significance is this experiment to the subject you’re learning? |
| Describe in your own words what _____ means. | How else could you account for...? | What type of evidence is most compelling to you? |
| What science concepts does this problem connect to? | Explain the concept of ... | Do you feel ___________ (experiment) is ethical? |
| Draw a diagram of ... | Give me an example of ... | Are your results biased? |</p>
<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What would happen to you if...</td>
<td>Design a ______ to show...</td>
</tr>
<tr>
<td>Locate in the story where ...</td>
<td>Would you have done the same thing as ...?</td>
<td>Predict what will happen to _____ as _____ is changed.</td>
</tr>
<tr>
<td>When did the event take place?</td>
<td>What occurs when...?</td>
<td>Write a new ending to the story (event) ...</td>
</tr>
<tr>
<td>Point to the ...</td>
<td>Compare and contrast ____ to _____.</td>
<td>Describe the events that might occur if ...</td>
</tr>
<tr>
<td>List the ...</td>
<td>What other ways could ____ be interpreted?</td>
<td>Add something new on your that was not in the story ...</td>
</tr>
<tr>
<td>Name the ...</td>
<td>What is the main idea of the story (event)?</td>
<td>Pretend you are ...</td>
</tr>
<tr>
<td>Where did ...?</td>
<td>What is the main idea of the story (event)?</td>
<td>What would the world be like if ...?</td>
</tr>
<tr>
<td>What is ...?</td>
<td>What occurs when...?</td>
<td>Pretend you are a character in the story. Rewrite the episode from your point of view.</td>
</tr>
<tr>
<td>Who was/were ...?</td>
<td>Compare and contrast ____ to _____.</td>
<td>What do you think will happen to ____? Why?</td>
</tr>
<tr>
<td>Illustrate the part of the story that ...</td>
<td>What other ways could ____ be interpreted?</td>
<td>Could this story have really happened? Why or why not?</td>
</tr>
<tr>
<td>Make the map of ...</td>
<td>What is the main idea of the story (event)?</td>
<td>If you were there, would you ...?</td>
</tr>
<tr>
<td>What is the origin of the word ____?</td>
<td>Give me an example of ...</td>
<td>How would you solve this problem in your life?</td>
</tr>
<tr>
<td>What events let to _____?</td>
<td>Describe in your own words what ______ means.</td>
<td>What do you think will happen to ____? Why?</td>
</tr>
<tr>
<td>What would happen to you if...</td>
<td>What does ______ suggest about ____’s character?</td>
<td>If you were there, would you ...?</td>
</tr>
<tr>
<td>Would you have done the same thing as ...?</td>
<td>What line of the poem express the poet’s feelings about ____?</td>
<td>How would you solve this problem in your life?</td>
</tr>
<tr>
<td>What occurs when...?</td>
<td>What is the author trying to prove? What evidence does he present?</td>
<td></td>
</tr>
</tbody>
</table>
## Costa’s Level of Questioning: Social Studies

<table>
<thead>
<tr>
<th><strong>Level 1</strong></th>
<th><strong>Level 2</strong></th>
<th><strong>Level 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What would happen to you if...</td>
<td>Design a _______ to show...</td>
</tr>
<tr>
<td>What are you being asked to find?</td>
<td>Can you see other relationships that will help you find this information?</td>
<td>Predict what will happen to ____ as ____ is changed.</td>
</tr>
<tr>
<td>When did the event take place?</td>
<td>Would you have done the same thing as ...?</td>
<td>What would it be like to live ...?</td>
</tr>
<tr>
<td>Point to the ...</td>
<td>What occurs when...?</td>
<td>Write a new ending to the event.</td>
</tr>
<tr>
<td>List the ...</td>
<td>If, you were there, would you ...?</td>
<td>Describe the events that might occur if ...?</td>
</tr>
<tr>
<td>Name the ...</td>
<td>How would you solve this problem in your life?</td>
<td>Pretend you are ...</td>
</tr>
<tr>
<td>Where did ...?</td>
<td>Compare and contrast ____ to _____.</td>
<td>What would the world be like if ...?</td>
</tr>
<tr>
<td>What is ...?</td>
<td>What other ways could ____ be interpreted?</td>
<td>How can you tell if your analysis is reasonable?</td>
</tr>
<tr>
<td>Who was/were ...?</td>
<td>What thing would you have used to ...?</td>
<td>What do you think will happen to ____? Why?</td>
</tr>
<tr>
<td>Make a map of ...</td>
<td>What is the main idea in this piece (event)?</td>
<td>What significance is this event in the global perspective?</td>
</tr>
<tr>
<td>What information supports your explanation?</td>
<td>What was the message in this event?</td>
<td>What is most compelling to you in this ____? Why?</td>
</tr>
<tr>
<td>Explain the concept of ...? Give me example of ...?</td>
<td>Describe in your own words what ______ means.</td>
<td>Do you feel _____ is ethical? Why or why not?</td>
</tr>
</tbody>
</table>
Bloom’s Taxonomy of Questioning
Bloom’s taxonomy categorizes the types of thinking student do into seven categories. Evaluation and synthesis are the most complex types of thinking and questioning, and knowledge and comprehension questions and thinking are the most basic forms.

**Evaluation – Judging Based on Criteria**
- Assess
- Decide
- Rank
- Grade
- Test
- Measure
- Recommend
- Convince
- Select
- Judge
- Explain
- Discriminate
- Support
- Conclude
- Compare
- Summarize

**Synthesis – Using Parts of the New Information to Create Whole**
- Combine
- Integrate
- Modify
- Rearrange
- Substitute
- Plan
- Create
- Design
- Invent
- What If?
- Compose
- Formulate
- Prepare
- Generalize
- Rewrite

**Analysis – Seeing Parts and Relationships**
- Analyze
- Separate
- Order
- Explain
- Connect
- Classify
- Arrange
- Divide
- Compare
- Select
- Explain
- Infer

**Comprehension – Understanding Meaning**
- Summarize
- Describe
- Interpret
- Associate
- Distinguish
- Estimate
- Contract
- Predict
- Differentiate
- Discuss
- Extend

**Knowledge – Recalling Information**
- List
- Define
- Tell
- Describe
- Identify
- Show
- Label
- Collect
- Examine
- Tabulate
- Quote
- Name
- Who
- When
- Where
# Bloom’s II Levels of Questioning

<table>
<thead>
<tr>
<th>Remember/Recall</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall/retrieve relevant knowledge. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</td>
<td>Demonstrate basic understanding of facts and ideas. Construct meaning from information.</td>
<td>Carry out or use a procedure in a new situation. Solve problems by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine or break information into parts by identifying motives or courses; make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
</tr>
</tbody>
</table>

## Introduction of knowledge

### Foundational Thinking Skills

- Define
- Describe
- Find
- Identify
- List
- Locate
- Name
- Recognize
- Retrieve
- Classify
- Compare
- Exemplify
- Explain
- Infer
- Interpret
- Paraphrase
- Sequence
- Summarize

## Practice knowledge learned

### Higher Level Thinking Skills

- Calculate
- Carry Out
- Conclude
- Demonstrate
- Execute
- Implement
- Operate
- Solve
- Use

- Attribute
- Deconstruct
- Differentiate
- Discriminate
- Distinguish
- Integrate
- Organize
- Outline
- Structure

- Assess
- Critique
- Judge
- Justify
- Monitor
- Predict
- Prioritize
- Rate
- Test

## Demonstrates mastery of knowledge learned

- Construct
- Compose
- Design
- Develop
- Devise
- Formulate
- Imagine
- Invent
- Plan
- Produce
| Can you list three…? | Can you explain what is happening…? What is meant…? | How would you use ______ to ______? What examples can you find to…? |
| Can you recall…? | How would you classify the type of…? | How is ______ related to…? What motive is there…? |
| Can you select…? | How would you compare/contrast…? | What inference can you make…? |
| How did ______ happen? | How would you summarize…? | How conclusions can you draw…? |
| How would you describe…? | How would you explain …? | How could you organize ______ to show…? |
| What is …? | What can you say about…? | How could you organize…? |
| When did …? | Will you state or interpret in your own words? | How would you categorize…? |
| When did ______ happen? | How would you rephrase the meaning? | Can you identify the different parts…? |
| Where is …? | Which is the best answer? | What evidence can you find…? What is the relationship between…? |
| Which one …? | What facts or ideas show…? What is the main idea of…? Which statements support…? | Can you make a distinction between…? |
| Who was …? | | What is the purpose of ______ as it relates to the whole? |
| Why did …? | | How would you estimate the results for…? |
| | | What data was used to make the conclusion…? |
| | | What theme(s) can you interpret? |

**Questions for students:**

- What theme(s) can you describe…?
- How would you rephrase in your own words?
- Will you state or interpret ______ using what you have learned…?
- Can you recall ______ to create a different …?
- How would you adapt ______ to create a different …?
- Can you propose an alternative?
- Can you invent …?
- How could you change (modify) the plot (plan) …?
- What could be done to minimize …?
- Maximize…?
- What would you design …?
- Can you formulate a theory for …?
- Can you predict the outcome if …?
- Can you create a model that would change …?
- Can you create new and unusual uses for …?
- Can you devise a solution for …??
### Bloom’s Level of Questioning: Science and Math

<table>
<thead>
<tr>
<th>KNOWLEDGE-recalling information</th>
<th>COMPREHENSION - understanding meaning</th>
<th>APPLICATION - using learning in new situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What are you being asked to find?</td>
<td>What additional information is needed to solve this problem?</td>
</tr>
<tr>
<td>What are you being asked to find?</td>
<td>Explain the concept of ...</td>
<td>Can you see other relationships that will help you find this information?</td>
</tr>
<tr>
<td>What formula would you use in this problem?</td>
<td>Give me an example of ...</td>
<td>How can you put your data in graphic form?</td>
</tr>
<tr>
<td>What does _____ mean?</td>
<td>Describe in your own words what ____ means.</td>
<td>What occurs when ...?</td>
</tr>
<tr>
<td>What is the formula for ...?</td>
<td>What (science or math) concepts does this problem connect to?</td>
<td>How would you change your procedures to get better results?</td>
</tr>
<tr>
<td>List the ...</td>
<td>Draw a diagram of ...</td>
<td>What method would you use to ...</td>
</tr>
<tr>
<td>Name the ...</td>
<td>Illustrate how ____ works.</td>
<td>Does it make sense to ...?</td>
</tr>
<tr>
<td>Where did ...?</td>
<td>Explain how you calculate...</td>
<td></td>
</tr>
<tr>
<td>What is ...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was/were ...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When did?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS-ability to see parts and relationships</th>
<th>SYNTHESIS-part of information to create new whole</th>
<th>EVALUATION-judgments based on criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contract ____ to _______.</td>
<td>Design a lab to show ...</td>
<td>How can you tell if your answer is reasonable?</td>
</tr>
<tr>
<td>What was important about ...</td>
<td>Predict what will happen to ____ as ____ is changed.</td>
<td>What would happen to ____ if (variable) were increased/decreased?</td>
</tr>
<tr>
<td>Which errors most affected your results?</td>
<td>Using a principle of (science or math)? how can we find ____?</td>
<td>How would repeated trials affect your data?</td>
</tr>
<tr>
<td>What were some sources of variability?</td>
<td>Describe events that might occur if ____?</td>
<td>What significance is this experiment/formula to the subject you’re learning?</td>
</tr>
<tr>
<td>How do your conclusions support your hypothesis?</td>
<td>Design a scenario for ____</td>
<td>What type of evidence is most compelling to you?</td>
</tr>
<tr>
<td>What prior research/formulas support you conclusions?</td>
<td>Pretend you are ____</td>
<td>Do you feel ____ experiment is ethical?</td>
</tr>
<tr>
<td>How else could you account for ____?</td>
<td>What would the world be like if ____?</td>
<td>Are your results biased?</td>
</tr>
</tbody>
</table>
**Bloom’s Level of Questioning: English and Social Studies**

<table>
<thead>
<tr>
<th>KNOWLEDGE-recalling information</th>
<th>COMPREHENSION-understanding meaning</th>
<th>APPLICATION-using learning in new situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What information is given?</td>
<td>What are you being asked to find?</td>
<td>What would happen to you if ...?</td>
</tr>
<tr>
<td>What are you being asked to find?</td>
<td>Explain the concept of ...</td>
<td>Can you see other relationships that will help you find this information?</td>
</tr>
<tr>
<td>Locate in the story where ...</td>
<td>Give me an example of ...</td>
<td>Would you have done the same thing as ...?</td>
</tr>
<tr>
<td>When did the event take place</td>
<td>Describe in your own words what ____ means.</td>
<td>What occurs when...?</td>
</tr>
<tr>
<td>Point to the ...</td>
<td>Illustrate the part of the story that ...</td>
<td>If you were there, would you ...?</td>
</tr>
<tr>
<td>List the ...</td>
<td>Make a map of ...</td>
<td>How would you solve this problem in your life?</td>
</tr>
<tr>
<td>Name the ...</td>
<td>This event led to ...</td>
<td>In the library (on the Web), find info about...</td>
</tr>
<tr>
<td>Where did ...?</td>
<td>Describe the scenario...</td>
<td></td>
</tr>
<tr>
<td>What is ...?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who was/were...?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANALYSIS-ability to see parts and relationships</th>
<th>SYNTHESIS-part of information to create new whole</th>
<th>EVALUATION-judgments based on criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast ___ to ____.</td>
<td>Design a ____ to show...</td>
<td>How can you tell if your analysis is reasonable?</td>
</tr>
<tr>
<td>What was important about ...?</td>
<td>Predict what will happen to ____ as ____ is changed.</td>
<td>Would you recommend this to a friend? Why?</td>
</tr>
<tr>
<td>What other ways could ____ be interpreted?</td>
<td>What would it be like to live ...?</td>
<td>What do you think will happen to ____? Why?</td>
</tr>
<tr>
<td>What things would you have used to...?</td>
<td>Write an ending to the story (event).</td>
<td>What significance is this event in the global perspective?</td>
</tr>
<tr>
<td>What is the main idea of the story (event)?</td>
<td>Describe the events that might occur if ...</td>
<td>What is most compelling to you in this ____? Why?</td>
</tr>
<tr>
<td>What information supports your explanation?</td>
<td>Add a new thing on your own that was not in the story.</td>
<td>Do you feel ____ is ethical? Why or why not?</td>
</tr>
<tr>
<td>What was the missing in this piece (event) ...?</td>
<td>Pretend you are ...</td>
<td>Could this story have really happened? Why or why not?</td>
</tr>
<tr>
<td></td>
<td>What would the world be like if ...?</td>
<td></td>
</tr>
</tbody>
</table>

|                                    |
|                                    |
## Three-Story Intellect

### BLOOM’S TAXONOMY and Costa’s Levels of Questioning

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn specific facts, ideas, vocabulary; remembering/recalling information or specific facts.</td>
<td>Ability to grasp the meaning of material; communicate knowledge; understanding information without relating it to other material.</td>
<td>Ability to use learned material in new and concrete situations; use learned knowledge and interpret previous situations.</td>
<td>Ability to break down material into its component parts and perceive interrelationships.</td>
<td>Ability to put parts together to form a new whole; use elements in new patterns and relationships.</td>
<td>Ability to judge the value of material (statement, novel, poem, report, etc.) for a given purpose; judgment is based on given criteria.</td>
</tr>
</tbody>
</table>

**Introduction of knowledge**

**Level One—the basement**
- collect, copy, define, describe, examine, find, group, identify, indicate, label, list, locate, match, name, omit, observe, point, provide, quote, read, recall, recite, recognize, repeat, reproduce, say, select, sort, spell, state, tabulate, tell, touch, underline, who, when, where, what
- alter, associate calculate, categorize, change, communicate, convert, distinguish, expand, explain, inform, name alternatives, outline, paraphrase, rearrange, reconstruct, relate, restate (own words), summarize, tell the meaning of, translate, understand, verbalize, write

**Level Two—the ground floor**
- acquire, adopt, apply, assemble, capitalize, construct, consume, demonstrate, develop, discuss, experiment, formulate, manipulate, organize, relate, report, search, show, solve novel problems, tell consequences, try, use, utilize

**Level Three—the penthouse**
- analyze, arrange, break down, categorize, classify, compare, contrast, deduce, determine, diagram, differentiate, discuss causes, dissect, distinguish, give reasons, order, separate, sequence, survey, take apart, test for, why
- alter, build, combine, compose, construct, create, develop, estimate, form a new ..., generate, hypothesize, imagine, improve, infer, invent, modify, plan, predict, produce, propose, reorganize, rewrite, revise, simplify, synthesize
- appraise, argue, assess, challenge, choose, conclude, criticize, critique, debate, decide, defend, discriminate, discuss, document, draw conclusions, editorialize, evaluate, grade, interpret, judge, justify, prioritize, rank, rate, recommend, reject, support, validate, weigh
<table>
<thead>
<tr>
<th>Knowledge—Level 1A</th>
<th>Comprehension—Level 1B</th>
<th>Application—Level 2A</th>
<th>Analysis—Level 2B</th>
<th>Synthesis—Level 3A</th>
<th>Evaluation—Level 3B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills Demonstrated:</strong></td>
<td><strong>Skills Demonstrated:</strong></td>
<td><strong>Skills Demonstrated:</strong></td>
<td><strong>Skills Demonstrated:</strong></td>
<td><strong>Skills Demonstrated:</strong></td>
<td><strong>Skills Demonstrated:</strong></td>
</tr>
<tr>
<td>Observation and recall of information</td>
<td>Understanding information</td>
<td>Use information</td>
<td>Seeing patterns</td>
<td>Compare and discriminate between ideas</td>
<td></td>
</tr>
<tr>
<td>Knowledge of dates, events, places</td>
<td>Grasp meaning</td>
<td>Use methods, concepts, theories in new situations</td>
<td>Organization of parts</td>
<td>Assess value of theories, presentations</td>
<td></td>
</tr>
<tr>
<td>Knowledge of major ideas</td>
<td>Translate knowledge into new context</td>
<td>Solve problems using required skills or knowledge</td>
<td>Recognition of hidden meanings</td>
<td>Make choices based on reasoned argument</td>
<td></td>
</tr>
<tr>
<td>Master of subject matter</td>
<td>Interpret facts, compare, contrast</td>
<td>Identification of components</td>
<td>Identification of components</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **What is...?**
- **How is...?**
- **Where is...?**
- **When did happen?**
- **How did...?**
- **Why did...?**
- **How would you describe...?**
- **When did...?**
- **Can you recall...?**
- **How would you show...?**
- **Can you select...?**
- **Who were the main...?**
- **Can you list three...?**
- **Which one...?**
- **Who was...?**
- **How would you classify the type of...?**
- **How would you use...?**
- **What examples can you find to...?**
- **How would you solve ___ using what you have learned...?**
- **How would you organize to show...?**
- **How would you show your understanding...?**
- **What approach would you use to...?**
- **How would you apply what you learned to develop...?**
- **What other way would you plan to...?**
- **What would result if...?**
- **Can you make use of the facts to...?**
- **What elements would you choose to change...?**
- **What facts would you select to show...?**
- **What questions would you ask in an interview with...?**
- **What are the parts of...? How is ___ related to...? Why do you think...?**
- **What is the theme...?**
- **What motive is there...?**
- **Can you list the parts...?**
- **What inference can you make...?**
- **What conclusions can you draw...?**
- **How would you classify...?**
- **How would you categorize...?**
- **Can you identify the different parts...?**
- **What evidence can you find...?**
- **What is the relationship between...?**
- **Can you make a distinction between...?**
- **What is the function of ...?**
- **What ideas justify...?**
- **How would you estimate the results for...?**
- **What facts can you compile...?**
- **Can you construct a model that would change...?**
- **Can you think of an original way for the...?**
- **Do you agree with the actions...? with the outcomes...?**
- **What is your opinion of...?**
- **How would you prove...?**
- **Disprove...?**
- **Can you assess the value or importance of...?**
- **Would it be better if ...?**
- **Why did they (the character) choose...?**
- **What would you recommend...?**
- **How would you evaluate...?**
- **How could you determine...?**
- **What choice would you have...?**
- **What choice would you make...?**
- **With the outcomes...?**
- **What is your opinion of...?**
- **How would you prove...?**
- **Disprove...?**
- **Can you assess the value or importance of...?**
- **Would it be better if ...?**
- **Why did they (the character) choose...?**
- **What would you recommend...?**
- **How would you evaluate...?**
- **How could you determine...?**
- **What choice would you have...?**
- **What choice would you make...?**
- **Based on what you know, how would you explain...?**
- **What information would you use to support the view...?**
- **How would you justify...?**
- **What data was used to make the conclusion...?**
- **Why was it better that...?**
- **How would you prioritize the facts...?**
- **How would you compare the ideas...?**
### Bloom’s II Levels of Questioning

<table>
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<tr>
<th>Remember/Recall</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recall/retrieve relevant knowledge. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.</td>
<td>Demonstrate basic understanding of facts and ideas. Construct meaning from information.</td>
<td>Carry out or use a procedure in a new situation. Solve problems by applying acquired knowledge, facts, techniques and rules in a different way.</td>
<td>Examine or break information into parts by identifying motives or courses; make inferences and find evidence to support generalizations.</td>
<td>Present and defend opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.</td>
<td>Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Foundational Thinking Skills</strong></th>
<th><strong>Practice knowledge learned</strong></th>
<th><strong>Higher Level Thinking Skills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Define</td>
<td>Calculate</td>
<td>Attribute</td>
</tr>
<tr>
<td>Describe</td>
<td>Carry Out</td>
<td>Deconstruct</td>
</tr>
<tr>
<td>Find</td>
<td>Conclude</td>
<td>Differentiate</td>
</tr>
<tr>
<td>Identify</td>
<td>Demonstrate</td>
<td>Discriminate</td>
</tr>
<tr>
<td>List</td>
<td>Execute</td>
<td>Distinguish</td>
</tr>
<tr>
<td>Locate</td>
<td>Implement</td>
<td>Integrate</td>
</tr>
<tr>
<td>Name</td>
<td>Operate</td>
<td>Organize</td>
</tr>
<tr>
<td>Recognize</td>
<td>Solve</td>
<td>Outline</td>
</tr>
<tr>
<td>Retrieve</td>
<td>Use</td>
<td>Structure</td>
</tr>
<tr>
<td>Classify</td>
<td>Attribute</td>
<td>Assess</td>
</tr>
<tr>
<td>Compare</td>
<td>Deconstruct</td>
<td>Critique</td>
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<tr>
<td>Exemplify</td>
<td>Differentiate</td>
<td>Judge</td>
</tr>
<tr>
<td>Explain</td>
<td>Discriminate</td>
<td>Justify</td>
</tr>
<tr>
<td>Infer</td>
<td>Distinguish</td>
<td>Monitor</td>
</tr>
<tr>
<td>Interpret</td>
<td>Integrate</td>
<td>Predict</td>
</tr>
<tr>
<td>Paraphrase</td>
<td>Organize</td>
<td>Prioritize</td>
</tr>
<tr>
<td>Sequence</td>
<td>Outline</td>
<td>Rate</td>
</tr>
<tr>
<td>Summarize</td>
<td>Structure</td>
<td>Test</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you list three...?</td>
<td>Can you explain what is happening...what is meant...?</td>
<td>How would you use ______ to ______?</td>
</tr>
<tr>
<td>------------------------</td>
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<tr>
<td>Can you recall...?</td>
<td>How would you classify the type of...?</td>
<td>What examples can you find to...?</td>
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<tr>
<td>Can you select...?</td>
<td>How would you compare/contrast...?</td>
<td>How would you solve _____ using what you have learned...?</td>
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<tr>
<td>How did _____ happen?</td>
<td>How would you summarize...?</td>
<td>How would you organize _____ to show...?</td>
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<tr>
<td>How would you describe...?</td>
<td>How would you explain _____?</td>
<td>How would you show your understanding of...?</td>
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<tr>
<td>What is...?</td>
<td>What can you say about...?</td>
<td>What approach would you use to...?</td>
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<tr>
<td>When did...?</td>
<td>Will you state or interpret in your own words?</td>
<td>How would you apply what you learned to develop...?</td>
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<tr>
<td>When did _____ happen?</td>
<td>How would you rephrase the meaning?</td>
<td>What other way would you plan to...?</td>
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<tr>
<td>Where is...?</td>
<td>Which is the best answer?</td>
<td>What would result if...?</td>
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<tr>
<td>Which one...?</td>
<td>What facts or ideas show...?</td>
<td>Can you make use of the facts to...?</td>
</tr>
<tr>
<td>Who was...?</td>
<td>What is the main idea of...?</td>
<td>What elements would you choose to change...?</td>
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<tr>
<td>Why did...?</td>
<td>Which statements support...?</td>
<td>What facts would you select to show...?</td>
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<td></td>
<td>How would you rephrase the meaning?</td>
<td>What questions would you ask in an interview with...?</td>
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</table>
Verb Wheel Based on Bloom's Taxonomy

- Domain
- Appropriate verbs
- Student products

http://onlineteachingguide.pbworks.com/f/1321385483/bloomwheel.png
Revised Bloom’s Taxonomy

Create
(Evaluation)*

Evaluate
(Synthesis)

Analyze
(Analysis)

Apply
(Application)

Understand
(Comprehension)

Remember
(Knowledge)


*Bloom’s original taxonomy language and order are included in parentheses.
### Revised Bloom’s Taxonomy and Technology

The TEKS for Technology Applications can be accessed at: [http://ritter.tea.state.tx.us/rules/tac/ch126toc.html](http://ritter.tea.state.tx.us/rules/tac/ch126toc.html)

#### Relationship with Technology Applications

<table>
<thead>
<tr>
<th>RBT Cognitive Level</th>
<th>Also includes</th>
<th>With examples</th>
<th>And likely software used</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
<td>Design, produce, organize, blend, rewrite</td>
<td>Poetry, invention, video production, photo book, podcast</td>
<td>GarageBand, iMovie, blogs</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
<td>Argue, critique, interpret, judge, measure</td>
<td>Self-evaluation, allusions, group discussions</td>
<td>Rubrics, Moodle activities, InspireData, NetTrekker</td>
</tr>
<tr>
<td><strong>Analyzing</strong></td>
<td>Categorize, select, take apart, classify</td>
<td>Graphing, surveys, charting, questionnaire</td>
<td>InspireData, spreadsheet</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
<td>Implement, use, execute, discover, discuss</td>
<td>Collecting, diary, sculpture</td>
<td>Database, Inspiration, Kidspiration, iPhoto, Keynote, Kidpix</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
<td>Summarize, paraphrase, explain</td>
<td>Trends, consequences, cartoons, drawing</td>
<td>Productivity software, Kidspiration, Inspiration, Timeliner</td>
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<tr>
<td><strong>Remembering</strong></td>
<td>Recognize, list, describing, find</td>
<td>Watching video, looking at diagrams, reading</td>
<td>Safari, WWW</td>
</tr>
</tbody>
</table>

Brain-Based Research and Strategies

Teaching with Poverty in Mind
What Being Poor Does to Kids' Brains and What Schools Can Do About It

Understanding the Nature of Poverty

What Is Poverty?
The word poverty provokes strong emotions and many questions. In the United States, the official poverty thresholds are set by the Office of Management and Budget (OMB). Persons with income less than that deemed sufficient to purchase basic needs—food, shelter, clothing, and other essentials—are designated as poor. In reality, the cost of living varies dramatically based on geography; for example, people classified as poor in San Francisco might not feel as poor if they lived in Clay County, Kentucky. I define poverty as a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind, body, and soul. However you define it, poverty is complex; it does not mean the same thing for all people. Eric Jen identifies six types of poverty: situational, generational, absolute, relative, urban, and rural.

1. **Situational poverty** is generally caused by a sudden crisis or loss and is often temporary. Events causing situational poverty include environmental disasters, divorce, or severe health problems.
2. **Generational poverty** occurs in families where at least two generations have been born into poverty. Families living in this type of poverty are not equipped with the tools to move out of their situations.
3. **Absolute poverty**, which is rare in the United States, involves a scarcity of such necessities as shelter, running water, and food. Families who live in absolute poverty tend to focus on day-to-day survival.
4. **Relative poverty** refers to the economic status of a family whose income is insufficient to meet its society's average standard of living.
5. **Urban poverty** occurs in metropolitan areas with populations of at least 50,000 people. The urban poor deal with a complex aggregate of chronic and acute stressors (including crowding, violence, and noise) and are dependent on often-inadequate large-city services.
6. **Rural poverty** occurs in nonmetropolitan areas with populations below 50,000. In rural areas, there are more single-guardian households, and families often have less access to services, support for disabilities, and quality education opportunities. Programs to encourage transition from welfare to work are problematic in remote rural areas, where job opportunities are few (Whitener, Gibbs, & Kusmin, 2003). The rural poverty rate is growing and has exceeded the urban rate every year since data collection began in the 1960s. The difference between the two poverty rates has averaged about 5 percent for the last 30 years, with urban rates near 10–15 percent and rural rates near 15–20 percent (Jolliffe, 2004).

The Effects of Poverty
Poverty involves a complex array of risk factors that adversely affect the population in a multitude of ways. The four primary risk factors afflicting families living in poverty are

- Emotional and social challenges.
- Acute and chronic stressors.
- Cognitive lags.
- Health and safety issues.
The aggregate of risk factors makes everyday living a struggle; they are multifaceted and interwoven, building on and playing off one another with a devastatingly synergistic effect (Atzaba-Poria, Pike, & Deater-Deckard, 2004). In other words, one problem created by poverty begets another, which in turn contributes to another, leading to a seemingly endless cascade of deleterious consequences. A head injury, for example, is a potentially dire event for a child living in poverty. With limited access to adequate medical care, the child may experience cognitive or emotional damage, mental illness, or depression, possibly attended with denial or shame that further prevents the child from getting necessary help; impairments in vision or hearing that go untested, undiagnosed, and untreated; or undiagnosed behavior disorders, such as AD/HD or oppositional personality disorder.

It’s safe to say that poverty and its attendant risk factors are damaging to the physical, socioemotional, and cognitive well-being of children and their families (Klebanov & Brooks-Gunn, 2006; Sapolsky, 2005). Data from the Infant Health and Development Program show that 40 percent of children living in chronic poverty had deficiencies in at least two areas of functioning (such as language and emotional responsiveness) at age 3 (Bradley et al., 1994). Inferior provisions both at home and at school place poor children at risk for low academic performance and failure to complete school.

**Poverty at Home**

Compared with well-off children, poor children are disproportionately exposed to adverse social and physical environments. Low-income neighborhoods are likely to have lower-quality social, municipal, and local services. Because of greater traffic volume, higher crime rates, and less playground safety—to name but a few factors—poor neighborhoods are more hazardous and less likely to contain green space than well-off neighborhoods are. Poor children often breathe contaminated air and drink impure water. Their households are more crowded, noisy, and physically deteriorated, and they contain a greater number of safety hazards (National Commission on Teaching and America’s Future [NCTAF], 2004).

Although childhood is generally considered to be a time of joyful, carefree exploration, children living in poverty tend to spend less time finding out about the world around them and more time struggling to survive within it. Poor children have fewer and less-supportive networks than their more affluent counterparts do; live in neighborhoods that are lower in social capital; and, as adolescents, are more likely to rely on peers than on adults for social and emotional support. Low-SES children also have fewer cognitive-enrichment opportunities. They have fewer books at home, visit the library less often, and spend considerably more time watching TV than their middle income counterparts do (Kumanyika & Grier, 2006).

Young children are especially vulnerable to the negative effects of change, disruption, and uncertainty. Developing children need reliable caregivers who offer high predictability, or their brains will typically develop adverse adaptive responses. Chronic socioeconomic deprivation can create environments that undermine the development of self and the capacity for self-determination and self-efficacy. Compared with their more affluent peers, low-SES children form more stress-ridden attachments with parents, teachers, and adult caregivers and have difficulty establishing rewarding friendships with children their own age. They are more likely than well-off children to believe that their parents are uninterested in their activities, to receive less positive reinforcement from teachers and less homework help from babysitters, and to experience more turbulent or unhealthy friendships (Evans & English, 2002).

Common issues in low-income families include depression, chemical dependence, and hectic work schedules—all factors that interfere with the healthy attachments that foster children’s self-esteem, sense of mastery of their environment, and optimistic attitudes. Instead, poor children often feel isolated and unloved, feelings that kick off a downward spiral of unhappy life events, including poor academic performance, behavioral problems, dropping out of school, and drug abuse. These events tend to rule out college as an option and perpetuate the cycle of poverty.
Poverty at School

Studies of risk and resilience in children have shown that family income correlates significantly with children's academic success, especially during the preschool, kindergarten, and primary years (van Ijzendoorn, Vereijken, Bakermans-Kranenburg, & Riksen-Walraven, 2004). Due to issues of transportation, health care, and family care, high tardy rates and absenteeism are common problems among poor students. Unfortunately, absenteeism is the factor most closely correlated with dropout rates. School can help turn children's lives around, but only if the children show up.

Attendance problems often indicate negative parent attitudes toward school. Parents who did poorly in school themselves may have a negative attitude about their children's schools (Freiberg, 1993) and, in an effort to protect them, may even discourage their children from participating (Morrison-Gutman & McLoyd, 2000). These parents are often unwilling to get involved in school functions or activities, to contact the school about academic concerns, or to attend parent-teacher conferences (Morrison-Gutman & McLoyd, 2000). Poor children are also more likely than well-off children to attend poorly maintained schools with less-qualified teachers, and their day-care facilities—if available at all—are less adequate (NCTAF, 2004).

In addition, in many cases, low-achieving high school students report a sense of alienation from their schools. Believing that no one cares or that their teachers don't like them or talk down to them, students will often give up on academics (Mouton & Hawkins, 1996). Kids raised in poverty are more likely to lack—and need—a caring, dependable adult in their lives, and often it's teachers to whom children look for that support.

Action Steps

**Deepen staff understanding.** It's crucial for educators to keep in mind the many factors, some of them invisible, that play a role in students' classroom actions. Many nonminority or middle-class teachers cannot understand why children from poor backgrounds act the way they do at school. Teachers don't need to come from their students' cultures to be able to teach them, but empathy and cultural knowledge are essential.

Debunk the myths among staff members who grew up in middle-class or upper-middle-class households. For example, some teachers perceive certain behaviors typical of low-SES children as "acting out," when often the behavior is a symptom of the effects of poverty and indicates a condition such as a chronic stress disorder. Such disorders alter students' brains (Ford, Farah, Shera, & Hurt, 2007) and often lead to greater impulsivity and poor short-term memory. In the classroom, this translates into blurting, acting before asking permission, and forgetting what to do next.

**Change the school culture from pity to empathy.** When staff members work with children raised in poverty, a common observation is "Bless their hearts, they come from such terrible circumstances." The problem with that sentiment is that it leads to lowered expectations. Encourage teachers to feel empathy rather than pity; kids will appreciate your ability to know what it's like to be in their shoes. Establish a school culture of caring, not of giving up. You can help foster such a culture by speaking respectfully, not condescendingly, of and to your student population, and by using positive affirmations, both vocally and through displays and posters.

**Other Steps:**
1. Build Hope by explaining why hope is justified, what will happen, when it will happen, and how it will happen
2. Teach Optimism
3. Avoid climates that cause fear such as sarcasm and negativity
4. Increase classroom engagement through brain based instruction
5. Support the whole child: attunement, attachment, and emotional punctuation
6. Give students more choices but not escape from work
7. Teach Coping Skills
8. Provide more novel environments with a variety of adults not media
9. Remember that the brain is Malleable
10. DNA does not equate to Destiny
11. Positive School Climate is critical
12. Relationships, How to Skills, and an engaging collaborative staff increase learning
13. Increase Buy-In
14. Work on Working Memory
15. Build Attention Skills
16. Utilize Social Status Pursuit to encourage social skills and positive communication about ethnicity, personal skills
17. Utilize the Arts
18. Build Vocabulary
19. Focus on what you as an instructor can control and influence

Teaching with the Brain in Mind
2nd Edition by Eric Jensen: Book Excerpts
http://www.ascd.org/publications/books/104013.aspx

The revolution is being televised. Countless stories on the Discovery Channel and PBS have revealed exciting new insights about the brain. Educators worldwide have taken notice, and models of how we educate are being transformed.

Let’s begin with two fundamental facts. First, students who attend school from kindergarten through secondary school typically spend more than 13,000 hours of their developing brain’s time in the presence of teachers. Second, their brains are highly susceptible to environmental influences—social, physical, cognitive, and emotional. And, more important, their brains will be altered by the experiences they have in school. As educators, we must—ethically, morally, and opportunistically—pay attention to how we ask students to spend time with us. These concepts are fundamental to education, yet we often take them for granted.

You’ve heard for much of your life that the human brain is amazing. It’s true. That soft, squishy blob between your ears—the blob that runs your life—is pretty amazing. Every day in classrooms around the world, teachers are amazed by what the human brain can do. Because exploring all the facets of the brain is beyond the scope of this chapter, we’ll focus on three relevant and essential features:

- **Adaptability.** The brain changes constantly.
- **Integration.** Brain structures compete and cooperate.
- **Sophistication.** The brain is highly complex.

These themes help to establish the nature of the brain: it is constantly working; it operates with a high level of structural cooperation; and seemingly simple processes, like learning to read, are actually highly complex. The brain is much more than an anatomical structure; it is also an active processing center, always at work.

Not long ago, the prevailing view of the brain was that it remained fairly constant throughout a person’s life. We knew that the brain was smaller in childhood; once it reached maturity, we thought it remained more or less stable over many years before beginning to deteriorate somewhat with age. This view of a “static” brain is decidedly out of date. Yes, the most amazing new discovery about the brain might be that **human beings have the capacity and the choice to be able to change our own brains.**
It’s now understood that environmental events at one level of an organism (molecules, cells, organs, systems, individual behavior, society) can profoundly influence events at other levels (Cacioppo, Berntson, Sheridan, & McClintock, 2001). This finding suggests that your experiences and the actions you take can lead to changes in your brain. These changes, in turn, change you. We also know that your life influences your genes at the same time that your genes regulate your life. Researchers have found evidence of social influence on both genetic constitution (Reik, Dean, & Walter, 2001; Wilson & Grim, 1991) and genetic expression (Suomi, 1999)—meaning the substance of the genes and how the genes function. New evidence suggests that environmental triggers, even things like stress (Foster & Cairns, 1994), can “reprogram” our genes. In short, we can and do influence our own genetic material; this is a profound revelation!

Your brain is dynamic and constantly changing as a result of the world you live in and the life you lead. Whether you are 2 or 92, your brain is a cauldron of changing chemicals, electrical activity, cell growth, cell death, connectivity, and change.

“Top 10 New Discoveries about the Brain,” all of which have come to light during the past 10 years:

1. We have discovered that the human brain can and does grow new neurons, that these neurons become functional and are highly correlated with memory, and that this process can be regulated.

2. We have discovered that there is no stable baseline for stress. Unlike other systems of the body, which usually revert to a prior, healthy state after suffering trauma (a process called homeostasis), the brain responds to extended periods of stress by developing a new, less healthy baseline. These “allostatic”—or adjusted—stress loads are becoming increasingly common and are associated with serious health, learning, and behavioral risks.

3. We have discovered that aggressive behavioral therapies, new drugs, and revolutionary stem-cell implantation can be used to influence, regulate, and even repair brain-based disorders, including fetal alcohol syndrome, autism, retardation, strokes, and spinal cord injury.

4. We have discovered that “teenage behavior” may result from a complex array of fast-changing factors—not just hormones.

5. We have discovered that genes are not fixed. Evidence suggests that both gene expression and genetic makeup can be altered.

6. We have assembled tomes of evidence to support the delicate interplay between emotional states and cognition.

7. We have confirmed that music can affect cognition.

8. We have confirmed that software programs that use brain plasticity to retrain the visual and auditory systems really can improve attention, hearing, and reading ability.

9. We have discovered that exercise is strongly correlated with increased brain mass, better cognition, mood regulation, and new cell growth.

10. We have discovered that humans with implanted “brain chips” can operate thought controlled mechanical interfaces; in other words, they can guide a robotic arm merely by thinking. The implications of these findings could revolutionize life for the physically disabled.
Student Engagement

- Biologically, students seek first to make friends, find a mate, quench thirst or hunger, interact socially and avoiding embarrassment, failure, or harm
- Engagement activates more of the pleasure structures in the brain than do tasks of simple memorization or disconnection
  - Conditions for Engagement:
    - Glucose Levels
    - Safety
    - Time for reflection and discovery of meaning
    - Students have choice of relevant, meaningful learning
    - Students can hear the teacher well
    - Lighting
    - Temperature
    - Free of distractions

  - Attention Devices (hand signals, music, tone of voice, vocal pauses, change of location, props, purposeful changes in emotion, changes in group or team leadership, surprises, content “cliff hangers”)
    - Clutter free environment
    - Comfortable seats and desks
    - Practical Suggestions

  - Brevity (processing and rest intervals general attention span is age + or – 2 minutes)
  - Compelling, relevant tasks (aligned to student goals, life relevance, and great hooks)
  - Comparing/Contrasting
  - Grouping/Regrouping
  - Critiquing and Analyzing
  - Re-sequencing/using graphic organizers
  - Summarizing and Retelling
Quality Tools High Performance Model

The High Performance Model incorporates the philosophy and principles of quality management by combining research, philosophy and understandable processes to assist all levels within education organizations. Four drivers within the High Performance Model promote the achievement of continuous improvement over time. The classroom leader system is divided into four areas called the “Q’s.”

- Quality Procedures
- Quality Character
- Quality Community
- Quality Content

First Q – Quality Procedures

In Quality Procedures, students play a major role in creating and deploying a set of clear “day in and day out” operating procedures using tools that allow them to become partners in classroom processes. Students at every age want and need boundaries/parameters – a safe haven within which to work and learn. The key is promoting pro-active student involvement.

- Ground Rules
  To develop class Ground Rules, brainstorm ideas and group the items of the brainstorm into similar categories. Next, use the categories to develop 3-6 rules to adopt by a class consensus. Using consensus, as opposed to a majority vote, means that all students must agree to the 3-6 rules. If not, the student(s) must address which rule is an issue and offer an alternative. Total group Ground Rules often contain some nonnegotiable rules presented by the teacher.

- Class Goals and Targets
  Setting and posting class goals allow students to see the learning standards they are accountable to learn. By writing goals based on actual course or subject standards, students have control over their pace of learning. Goals can be written by students. Goals = WHAT you want to achieve. Target = A NUMERICAL target that you set to show your progress towards attaining the goal.

- Force Field Analysis
  Force field analysis can be used by the class or individual to analyze those behaviors or beliefs that may be “driving” or “preventing” the attainment of goals. Preventers are then used to develop action plans as opportunities for improvement. This tool is especially helpful when groups have determined a common goal, have data to prove that the goal is not met, and want to begin analyzing root causes.
• PDSA Cycle (Plan, Do, Study, Act)  
  - The PDSA cycle can be used to
  - Determine areas that need to be improved to guide the development of an improvement plan. (Plan)  
  - Implement the improvement plan (Do).
  - Analyze whether or not the improvement strategy is making a difference (Study).
  - Use the date to make decisions (Act).

Second Q – Quality Character

Quality Character presents tools designed to help students know that good character and behavior help them learn better. Promoting and recognizing good character, aligned to the ground rules of the classroom, acknowledges accountability for students to do their best. This is what helps students understand that they are contributing directly to a strong positive classroom and to recognize that each and every behavior they exhibit affects how everybody in the classroom learns.

- Data Notebooks/ Portfolios
  - Data Notebooks support students in becoming accountable for their learning. The notebook contains the class ground rules, goals, and a collection of graphs and rubrics showing the student’s level of knowledge in a particular area or graphs of homework, attendance and behavior if these areas are determined to be areas of improvement.

- Personal Best
  - The Personal Best process is a way to recognize students for supporting the class/team Ground Rules, Mission and Goals. Recognizing success in the classroom is a powerful tool for stimulating others to demonstrate the character and qualities that promote effective classroom communities. (Personal Best Board)

- Fishbone Diagram
  - Bone diagrams can be used to define the current state and the desired state; steps are then identified for reaching the desired state.

Third Q – Quality Community

Quality Community emphasizes tools to help students know that they need each other to be successful learners. When students recognize that the whole class can be successful when everyone contributes their best, it establishes a strong culture of support for a classroom community as well as an environment which values individual success and contribution. Reflection and questioning together as a classroom will develop leadership skills. The key is putting tools in place for students to feel they are guiding themselves daily, as a classroom community of self-directed learners.

- Classroom Data Center
A classroom Data Center is an identified area depicting the graphic representation of a set of well-defined processes that illustrates the classroom mission and goals and what the successful completion of the mission and goals looks like.

- **Plus/Delta**
  - The Plus/Delta is a process tool that can be used to support and model continual improvement. The purpose of this tool is to have students consider the plusses (what worked well) and should be continued in the future – and the deltas (what would be “even better if . . .”) that we could upgrade for the future.

- **Consensogram**
  - Consensograms can be used by the class as a pre-assessment/post-assessment tool to gauge the students’ understanding, knowledge base, or feelings before and after a task over time.

- **Survey**
  - Surveys can be used to collect information on student and stakeholder perceptions to provide a broader base for decision making. Surveying may be sued to determine expectations, needs, and levels of satisfaction and dissatisfaction. The information is then analyzed and sued to make effective change.

- **Issue Bin**
  - Issue bins can be used to note ideas, questions, or issues constructively while the class continues to focus on an activity or lesson.

### Fourth Q – Quality Content

The fourth Q provides tools for students to know what they don’t know, plan for what they need to know, feel confident in their understanding of the processes and tools that help them learn, and comprehend their personal and academic successes. For students to be leaders of their own learning, it is vital for them to monitor their personal information about behavioral and academic goals. The key is to put tools in place which create a culture where students feel responsible for and take ownership in knowing the learning standards, knowing how to meet those standards, and charting their own progress and growth as a learner.

- **Lotus**
  - The Lotus Diagram is an organizational tool for breaking broad topics into components, which can then be prioritized. Steps include:
    - Write topic in center square of center box.
    - Write components of topic in surrounding squares in center box.
    - Take component 1 in center square of center box and move to center square of upper left corner box.
    - Continue process until topic is thoroughly broken down into attainable learning goals.
• **Team Review**
  
  - The team review is a technique for collaborative reflection and review of topics studied in the classroom. Student groups are encouraged to reflect using both words and visual representations.

• **Gallery Walk**
  
  - A Gallery Walk gets students actively involved in synthesizing important concepts, in consensus building, in writing, and in public speaking. The team selects a presenter to stay with “Team Review”. The groups then rotate around the room as presenters verbalize what they have learned and the groups have the opportunity to listen to different peers present the concepts. The learning styles of listening, speaking, and visual presentation are utilized in this activity.

• **Appointment Clock**
  
  - The appointment clock is used as a tool both during and after instruction. Before lesson or unit of study, students set up at least 4 appointments with specific goals tied to the appointment. For instance, during instruction, the teacher may ask students to meet with their 12 O’ Clock appointment to discuss or share learning.
Cooperative vs. Collaborative Learning

Collaborative learning has a common goal, which has to be built together with all learners.

In cooperative learning the learners were divided. Each has his own part of the problem. The interaction consists of supporting mutually.

How does cooperative and collaborative learning impact student achievement?

More than 70 major studies by federally sponsored (US Department of Education, 1992) research centers, field-initiated investigations, and local districts examining their own practices have demonstrated cooperative and collaborative learning's effectiveness on a range of outcomes:

A. Positive Growth in Student Achievement:
   When two necessary key elements--group goals and individual accountability--are used together, the effects on achievement are consistently positive.

B. Improved Relations among Different Ethnic Groups:
   One of the earliest and strongest findings shows that students who cooperate with each other like each other.

C. Mainstreaming Students with Learning Disabilities:
   Significant improvements in relationships occur between these students and other children in their class when these learning strategies are used.

What is the difference between cooperative and collaborative learning?

<table>
<thead>
<tr>
<th>Cooperative Learning</th>
<th>Collaborative Learning</th>
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<tbody>
<tr>
<td>Definition:</td>
<td>Definition:</td>
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<tr>
<td>Cooperative learning is a successful teaching strategy in which small teams, each with student of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. (U.S. Dept. of Ed. Office of Research, 1992)</td>
<td>Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves (Gerlach, 1994). It is through the talk that learning occurs.</td>
</tr>
<tr>
<td>Each person is responsible for a portion of the work. Many times the teacher already knows the problem and solution students will be working towards.</td>
<td>Participants work together to solve a problem. Many times teacher does not have a pre-set notion of the problem or solution that students will be researching.</td>
</tr>
</tbody>
</table>

Resource Links:
U.S. Dept of Ed: Cooperative Learning
U of Tennessee: Cooperative Learning

Resource Links:
Gerlach, J. M. (1994). "Is this collaboration?"
In Bosworth, K. and Hamilton, S. J. (Eds.), Collaborative Learning: Underlying Processes and Effective Techniques, New Directions for Teaching and Learning No. 59.
Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We cannot do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

Why Use Cooperative Learning?

Research has shown that cooperative learning techniques:

- promote student learning and academic achievement
- increase student retention
- enhance student satisfaction with their learning experience
- help students develop skills in oral communication
- develop students' social skills
- promote student self-esteem
- help to promote positive race relations
- promotes a possible gain in student academic achievement of 30 percentile points (Marzano)

Other benefits of cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
• students learn skills for resolving conflicts when they arise;
• members draw upon their past experience and knowledge;
• goals are clearly identified and used as a guide;
• research tools such as Internet access are made available;
• students are invested in their own learning.

What Does Cooperative Learning Look Like?

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task on which students work together must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

No longer can the teacher solely stand and deliver information.
Five Elements of Cooperative Learning

It is only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. Those conditions are:

1. **Positive Interdependence**
   (sink or swim together)
   - Each group member’s efforts are required and indispensable for group success
   - Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

2. **Face-to-Face Interaction**
   (promote each other’s success)
   - Orally explaining how to solve problems
   - Teaching one’s knowledge to other
   - Checking for understanding
   - Discussing concepts being learned Connecting present with past learning

3. **Individual & Group Accountability**
   (no hitchhiking! no social loafing)
   - Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
   - Giving an individual test to each student.
   - Randomly examining students orally by calling on one student to present his or her group’s work to the teacher (in the presence of the group) or to the entire class.
   - Observing each group and recording the frequency with which each member-contributes to the group's work.
   - Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
   - Having students teach what they learned to someone else.

4. **Interpersonal & Small-Group Skills**
   Social skills must be taught:
   - Leadership
   - Decision-making
   - Trust-building
   - Communication
   - Conflict-management skills

5. **Group Processing**
   - Group members discuss how well they are achieving their goals and maintaining effective working relationships
   - Describe what member actions are helpful and not helpful
   - Make decisions about what behaviors to continue or change
## Examples of Class Activities That Use Cooperative Learning
Most of these structures are developed by Dr. Spencer Kagan and his associates at Kagan Publishing and Professional Development. For resources and professional development information on Kagan Structures, please visit: [www.KaganOnline.com](http://www.KaganOnline.com)

<table>
<thead>
<tr>
<th>Example</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Jigsaw</strong></td>
<td>Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same subsection get together to decide what is important and how to teach it. After practice in these &quot;expert&quot; groups the original groups reform and students teach each other. (Wood, p. 17) Tests or assessment follows.</td>
</tr>
<tr>
<td><strong>2. Think-Pair-Share</strong></td>
<td>Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.</td>
</tr>
<tr>
<td><strong>3. Three-Step Interview</strong></td>
<td>Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner’s response with the team.</td>
</tr>
<tr>
<td><strong>4. Round Robin Brainstorming</strong></td>
<td>Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the &quot;think time,&quot; members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order state an answer until time is called.</td>
</tr>
<tr>
<td><strong>5. Three-minute review</strong></td>
<td>Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.</td>
</tr>
<tr>
<td><strong>6. Numbered Heads Together</strong></td>
<td>A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.</td>
</tr>
<tr>
<td><strong>7. Team Pair Solo</strong></td>
<td>Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they progress to a point they can do alone that which at first they could do only with help.</td>
</tr>
<tr>
<td><strong>8. Circle the Sage</strong></td>
<td>First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.</td>
</tr>
<tr>
<td><strong>9. Partners</strong></td>
<td>The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor teammates. Team reviews how well they learned and taught and how they might improve the process.</td>
</tr>
</tbody>
</table>
Credits:


Reference

Collaborative Learning

Collaborative learning is a method of teaching and learning in which students’ team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.). More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations and computer discussions (online forums, chat rooms, etc.). Methods for examining collaborative learning processes include conversation analysis and statistical discourse analysis.

Collaborative learning is heavily rooted in Vygotsky’s views that there exists an inherent social nature of learning which is shown through his theory of zone of proximal development. Often, collaborative learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Thus, collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning redefines traditional student-teacher relationship in the classroom which results in controversy over whether this paradigm is more beneficial than harmful. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities. The approach is closely related to cooperative learning.

What are the benefits of a collaborative learning?

Benefits from small-group learning in a collaborative environment include:

- **Celebration of diversity.** Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.

- **Acknowledgment of individual differences.** When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.
Interpersonal development. Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.

Actively involving students in learning. Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.

More opportunities for personal feedback. Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

**What are some critical perspectives?**

Critics of small-group learning often point to problems related to vague objectives and poor expectations for accountability. Small-group work, some claim, is an avoidance of teaching. According to these critics, dividing the class into small groups allows the teacher to escape responsibility.

Vicki Randall (1999), who has taught elementary, high-school, and college-level students, cautions against abuse and overuse of group work. According to Randall, the many benefits of cooperative learning sometimes blind us to its drawbacks. She identifies the following practices as common weaknesses:

- Making members of the group responsible for each other's learning. This can place too great a burden on some students. In mixed-ability groups, the result is often that stronger students are left to teach weaker students and do most of the work.

- Encouraging only lower-level thinking and ignoring the strategies necessary for the inclusion of critical or higher-level thought. In small groups, there is sometimes only enough time to focus on the task at its most basic level.

Some critics cite the mix of students as a source of potential difficulties, although they disagree on which types of groups are problematic. Other dissenters highlight the overuse of cooperative groups to the detriment of students who benefit more from learning alone. Yet others recommend that we negotiate more with students to determine how they learn best and apply these ideas to the way we structure classes.
General Strategies

Plan for each stage of group work.

Carefully explain to your class how the groups will operate and how students will be graded.

Give students the skills they need to succeed in groups.

Consider written contracts.

Designing Group Work

• Create group tasks that require interdependence.
• Make the group work relevant.
• Create assignments that fit the students' skills and abilities.
• Assign group tasks that allow for a fair division of labor. Set up "competitions" among groups.
• Consider offering group test taking.

Organizing Learning Groups

• Decide how the groups will be formed.
• Be conscious of group size.
• Keep groups together.
• Help groups plan how to proceed.
• Regularly check in with the groups.
• Provide mechanisms for groups to deal with uncooperative members.

Evaluating Group Work

• Ensure that individual student performance is assessed and that the groups know how their members are doing.
• Give students an opportunity to evaluate the effectiveness of their group.
• Decide how to grade members of the group.

Setting Up Study Teams

• Tell Students about the benefits of study teams.
• Explain how study teams work.
• Let students know what their responsibilities are as a study team member.
• Limit groups to no more than six students.
• Let students select their own study teams unless you have a large class.
• Use a portion of class time for arranging study groups.
• Devote a class session to study teams.

Resources

http://www.thirteen.org/edonline/concept2class/coopcollab/index_sub5.html

http://en.wikipedia.org/wiki/Collaborative_learning

http://teaching.berkeley.edu/bgd/collaborative.html
College and Career Readiness Standards (CCRS)

http://www.thecb.state.tx.us/files/dmfile/CCRS081009FINALUTRevisions.pdf

(The CCRS is 116 pages long; it will be produced as a supplement to this document)
Concept-Based Curriculum & Instruction

The world is more complex and demanding than ever and our curricular thinking must evolve to meet new needs. The Standards movement is a response to the rapid expansion of knowledge, the global marketplace, and increasing competition. Many of the performance standards issued by state, federal, and disciplinary groups have been designed to improve student performance and make educators more accountable, but the standards have missed the mark by overemphasizing content/facts.

With concept-based instruction there is an effort to move away from the emphasis on only content/facts to an extrapolation of concepts that create a lens for study. When students can get the big concepts, they become an organizing tool for lifelong learning/transferability. Therefore, big concepts should be the teacher’s lens for selecting and organizing curricular content. The VISD Curriculum is a coherent curriculum organized into units of study around concepts that give the teacher lens for study.

In any coherent curriculum there are four critical system components that need to be considered:

1. Student outcomes: what do students need to know, do, and understand to be a successful citizen?
2. Knowledge base of the disciplines: content, concepts, and understandings essential to each subject area.
3. What are the process skills that ensure performance?
4. What are the assessments for measurement of the standards-driven performance?

There are two, simultaneous goals to a coherent curriculum:

1. To ensure process and skill abilities develop through the grade levels.
2. To ensure students develop a critical fund of content knowledge and conceptual understandings.

What is a concept?

What is a concept? A concept is a mental construct. It's an organizing idea. It's an abstract to different degrees. Concepts are timeless; they never change.

Why are concepts important?

Concepts are very important when you are looking at a topic, because they serve as a conceptual lens. They allow you to rise above a topic and look at it with a different perspective.—Lynn Erickson, from an interview with Leslie J. Kiernan, 1997.
What is concept-based curriculum?

Concept-based curriculum is a three-dimensional curriculum design model that frames the factual content of subject areas with disciplinary concepts, principles, and generalizations. Concept-based curriculum is contrasted with the traditional two-dimensional model of Topic-based curriculum design.

What is the difference between two-dimensional and three-dimensional curriculum models?

<table>
<thead>
<tr>
<th>Two-Dimensional Curriculum Model</th>
<th>Three-Dimensional Curriculum Model</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus on facts and skills</td>
<td>Focus on concepts, facts and skills</td>
</tr>
<tr>
<td>Focus on KNOWING</td>
<td>Focus on DOING</td>
</tr>
<tr>
<td>Topic based</td>
<td>Allows for the transfer of knowledge</td>
</tr>
<tr>
<td>Recall of information</td>
<td>Active application of knowledge</td>
</tr>
<tr>
<td>Inability to transfer factual knowledge</td>
<td>Generalization from facts</td>
</tr>
<tr>
<td>Intellectually shallow</td>
<td>Expected to remember big picture ideas</td>
</tr>
<tr>
<td>Information in isolation</td>
<td>Fewer, more significant topics</td>
</tr>
<tr>
<td>Expected to remember knowledge, facts, skills</td>
<td>Active involvement</td>
</tr>
<tr>
<td>Focus on covering many topics “inch deep, mile wide”</td>
<td>Teach to transfer knowledge across time and discipline</td>
</tr>
<tr>
<td>Passive reception of info</td>
<td>Significant key principles</td>
</tr>
<tr>
<td>Memorization of facts</td>
<td>Textbook is resource and reference</td>
</tr>
<tr>
<td>Insignificant facts</td>
<td>Integration of disciplines</td>
</tr>
<tr>
<td>Textbook is course syllabus</td>
<td>Engages the intellect and emotions of students to a higher degree</td>
</tr>
<tr>
<td>Separation of disciplines</td>
<td><em>Develops the intellect to handle a world of increasing complexity and accelerating change.</em></td>
</tr>
<tr>
<td><em>Fails to meet the intellectual demands of the 21st century</em></td>
<td></td>
</tr>
</tbody>
</table>

Why should we use a concept-based curriculum design model?

- Develops student’s brain (brain schema) for sorting, organizing, and patterning incoming information
- Creates personal relevance as students relate new knowledge to past knowledge
- Requires students to process factual knowledge at a deeper intellectual level as they relate the facts to key concepts and principles; engages the intellect on two levels: factual and conceptual; creates an “intellectual synergy” between the lower and higher levels of thinking.
- Increases motivation for learning by inviting students to think about the facts through a personally engaging “conceptual lens;” for example, considering the facts about the Middle East crisis through the conceptual lens of perspectives or considering facts about “Our State” or “Our Nation” through the lens of identity
- Increases fluency with language as students explain and support their conceptual understanding with factual information
• Allows students to transfer knowledge and to see the patterns and connections of knowledge

Knowledge is expanding exponentially. Students must learn the skills of assessing multiple data sources and applying skills of creative, critical, and integrated thinking to assimilate, sort, and pattern information.

How Is Knowledge Structured?

<table>
<thead>
<tr>
<th>Facts</th>
<th>Concepts</th>
<th>Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrete pieces of information believed to be true May typically fall within topics</td>
<td>Ways of organizing or categorizing things that have something in common</td>
<td>Ideas and deeper understandings that give meaning to the concepts (essential understandings, generalizations, &quot;big ideas&quot;)</td>
</tr>
<tr>
<td>■ Example: Westward Movement Early American settlers migrated to the west. Many settlers traveled in wagon trains.</td>
<td>■ Example: Concept of migration is a way of viewing Westward Movement ...a way of organizing facts about the settlers’ experiences</td>
<td>■ Example: &quot;People migrate to meet a variety of needs&quot; &quot;Migration may lead to enhanced opportunity or greater freedom.&quot;</td>
</tr>
</tbody>
</table>

Resources

Lynn Erickson, from an interview with Leslie J. Kiernan, 1997.


http://daretodifferentiate.wikispaces.com/Differentiated+Instruction+%26+Understanding+by+Design

Newby, T., Neuhaus, P., Stillman, A. Executive Summary-Concept-Based Curriculum and Instruction, by H.L. Erickson.
http://www.openplanner.org/node/696

"Education is that which remains after we’ve forgotten everything we learned." B.F. Skinner
**A Differentiated Classroom**

**Differentiation** is a process through which teachers enhance learning by matching student characteristics to instruction and assessment. Differentiation allows all students to access the same classroom curriculum by providing entry points, learning tasks, and outcomes that are tailored to students’ needs. In a differentiated classroom, variance occurs in the way in which students gain access to the content being taught (Hall, Strangman, & Meyer, 2003).

Differentiating curriculum is adjusting the required program by changing the content, process, and/or product with the intent of meeting individual student’s needs. Merely providing the students with more, or less, of the same curriculum is not differentiation.

**Differentiation** is a teaching concept in which the classroom teacher plans for the diverse needs of students. The teacher must consider such differences of every student.

- learning styles, skill levels, and rates
- language proficiency
- background experiences and knowledge
- motivation
- ability to attend
- social and emotional development
- levels of abstraction
- physical needs

**Key Principles of a Differentiated Classroom**

2. The teacher understands, appreciates, and builds upon student differences.
3. Assessment and instruction are inseparable.
4. The teacher adjusts content, process, and product in response to student readiness, interests, and learning profiles.
5. All students participate in respectful work.
6. Students and teachers are collaborators in learning.
7. Goals are maximum growth and continued success.
8. Flexibility is the hallmark of a differentiated classroom.

**In a Differentiated Program:**

<table>
<thead>
<tr>
<th>Differences are studied as a basis of planning.</th>
<th>Multiple options for students are offered. Students aid in setting goals and standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student differences shape curriculum.</td>
<td>Emphasis on concepts and connections is made. Varied grading criteria are used.</td>
</tr>
<tr>
<td>Pre-assessment is typical.</td>
<td>Excellence as an individual effort is honored.</td>
</tr>
<tr>
<td>Multiple learning materials are available.</td>
<td>There is variable pacing.</td>
</tr>
</tbody>
</table>

“How to Differentiate Instruction in Mixed-Ability Classrooms” by Carol Ann Tomlinson
**TIER 1 DIFFERENTIATED INSTRUCTION**

**Dr. Carolyn Tomlinson/Diane Heathcox**

**Tiered Assignments**
Designing lessons according to the student’s ability level, according to their unique learning style (e.g., multiple intelligences). Multiple entry levels into the concept or task are provided. Tier by:

- Ability (or readiness and based on data)
- Margin of Challenge using Bloom’s Taxonomy
- Complexity of lesson
- Resources available • Outcome
- Process – similar outcomes but use different process to get there.
- Product

**Flexible Grouping**
Includes whole group, small group, individual – struggling learners need additional opportunities for intensive small group instruction to personalize learning activities according to students’ needs. This gives the teacher time to provide additional instruction or extended learning experiences to particular students or groups. Small groups assist the teacher in diagnostic for effective delivery of instruction.

- Group according to evidence of learning needs
- Based on specific needs, strengths, or preferences
- Fluid group membership
- Groups can work on different activities or at different levels

**Anchor Activities**
Activities the students do independently while the teacher is working with a small group. Anchor activities are TEKS-based and include independent reading, menu of activities, projects, computer work, etc. Stagger time expectations depending on student need. Anchor activities should:

- Relate to the curriculum (include in lesson plan)
- Focus on specific learning outcomes
- Reinforce instruction
- Provide step by step procedures
- Provide the option of being short term (one day) assignments as well as multiple-session projects
<table>
<thead>
<tr>
<th>Strategies for Differentiation</th>
<th>Primarily Used to Differentiate</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tiered Assignments</td>
<td>Readiness</td>
<td>Give assignments for various ability levels</td>
</tr>
<tr>
<td>Tiered Products</td>
<td>Readiness, Interest</td>
<td>Assessing projects for various ability levels</td>
</tr>
<tr>
<td>Drill-focused Cooperative Tasks</td>
<td>Low-end Readiness</td>
<td>Use flash cards to instruct and obtain mastery</td>
</tr>
<tr>
<td>Thought/Production Focused Cooperative Tasks</td>
<td>Interest</td>
<td>Allow higher level students to decipher through a difficult dilemma</td>
</tr>
<tr>
<td>Alternative Assessments</td>
<td>Readiness</td>
<td>Allow student to write a poem rather than take a test on the poem’s components</td>
</tr>
<tr>
<td>Graduated Rubrics</td>
<td>Readiness</td>
<td>Develop a plan with a student to reach a particular academic goal by a specified time</td>
</tr>
<tr>
<td>Choice Boards</td>
<td>Readiness, Interest</td>
<td>Give the student a choice between 3 activities</td>
</tr>
<tr>
<td>Learning Centers</td>
<td>Readiness</td>
<td>Have students do math drills at one center, graph at another, and work on an assignment at another</td>
</tr>
<tr>
<td>Anchoring</td>
<td>Readiness</td>
<td>Allow students to read, write in journals, manage a portfolio and practice while others are still working on their assignment</td>
</tr>
</tbody>
</table>
Instruction for English Language Learners

What Are the English Language Proficiency Standards (ELPS)?

ELPS are part of the state-mandated curriculum for each subject including proficiency standards and level descriptors.

The English Language Proficiency Standards (ELPS) were approved by the State Board of Education on November 16, 2007, and will replace the ESL TEKS beginning in the 2008-2009 school year, and may be found online at [http://www.tea.state.tx.us/curriculum/biling/elps.html](http://www.tea.state.tx.us/curriculum/biling/elps.html).

**ELPS**

2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

Source: TEA, Chapter 74. Curriculum Requirements

**Why the ELPs? Created by John Seidlitz**

1. English language learners benefit from content area instruction that is accommodated to their need for comprehensible input (Krashen, 1983; Echevarria, Vogt & Short, 2008).

2. English language learners benefit from academic language instruction integrated into content area instruction (August & Shanahan, 2006; Chamot & Omally, 1984; Crandall, 1987; Samway & McKeon, 2007; Snow et. al. 1989).

3. English language learners benefit from programs that hold high expectations for students for academic success (Samway & McKeon 2007).

4. Language proficiency standards provide a common framework for integrating language and content instruction for English learners (Echevarria, Vogt & Short, 2008).

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What are Krashen's hypotheses?

Krashen's theory of second language acquisition consists of six main hypotheses:

- the Acquisition-Learning Hypothesis
- the Monitor Hypothesis
- the Natural Order Hypothesis
- the Input Hypothesis
- the Affective Filter Hypothesis
- the Reading Hypothesis
<table>
<thead>
<tr>
<th><strong>Explanation of Hypothesis</strong></th>
<th><strong>Application for Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Acquisition-Learning hypothesis</strong>&lt;br&gt;According to Krashen, there are two ways of developing language ability. Acquisition involves the subconscious acceptance of knowledge where information is stored in the brain through the use of communication; this is the process used for developing native languages. Learning, on the other hand, is the conscious acceptance of knowledge ‘about’ a language (i.e. the grammar or form). Krashen states that this is often the product of formal language instruction.</td>
<td>According to this theory, the optimal way a language is learned is through natural communication. As a second language teacher, the ideal is to create a situation wherein language is used in order to fulfill authentic purposes. This is turn, will help students to ‘acquire’ the language instead of just ‘learning’ it.</td>
</tr>
<tr>
<td><strong>The Monitor hypothesis</strong>&lt;br&gt;This hypothesis further explains how acquisition and learning are used; the acquisition system, initiates an utterance and the learning system ‘monitors’ the utterance to inspect and correct errors. Krashen states that monitoring can make some contribution to the accuracy of an utterance but its use should be limited. He suggests that the ‘monitor’ can sometimes act as a barrier as it forces the learner to slow down and focus more on accuracy as opposed to fluency.</td>
<td>As an SL teacher it will always be a challenge to strike a balance between encouraging accuracy and fluency in your students. This balance will depend on numerous variables including the language level of the students, the context of language use and the personal goals of each student. This balance is also known as Communicative competency.</td>
</tr>
<tr>
<td><strong>The Natural Order hypothesis</strong>&lt;br&gt;According to Krashen, learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process. This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence.</td>
<td>According to this hypothesis, teachers should be aware that certain structures of a language are easier to acquire than others and therefore language structures should be taught in an order that is conducive to learning. Teachers should start by introducing language concepts that are relatively easy for learners to acquire and then use scaffolding to introduce more difficult concepts.</td>
</tr>
<tr>
<td><strong>The Input hypothesis</strong>&lt;br&gt;This hypothesis suggests that language acquisition occurs when learners receive messages that they can understand, a concept also known as comprehensible input. However, Krashen also suggests that this comprehensible input should be one step beyond the learner’s current language ability, represented as i + 1, in order to allow learners to continue to progress with their language development.</td>
<td>This hypothesis highlights the importance of using the Target Language in the classroom. The goal of any language program is for learners to be able to communicate effectively. By providing as much comprehensible input as possible, especially in situations when learners are not exposed to the TL outside of the classroom, the teacher is able to create a more effective opportunity for language acquisition.</td>
</tr>
<tr>
<td><strong>The Affective Filter hypothesis</strong>&lt;br&gt;According to Krashen one obstacle that manifests itself during language acquisition is the affective filter; that is a ‘screen’ that is influenced by emotional variables that can prevent learning. This hypothetical filter does not impact acquisition directly but rather prevents input from reaching the language acquisition part of the brain. According to Krashen the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress.</td>
<td>In any aspect of education it is always important to create a safe, welcoming environment in which students can learn. In language education this may be especially important since in order to take in and produce language, learners need to feel that they are able to make mistakes and take risks. This relates to directly to Krashen’s hypothesis of the affective filter.</td>
</tr>
<tr>
<td><strong>The Reading Hypothesis</strong>&lt;br&gt;This hypothesis basically states that the more we read in a SL the greater our vocabulary will be.</td>
<td>It is important to involve reading in the language classroom to increase knowledge of the language and the way it is used in real life contexts.</td>
</tr>
</tbody>
</table>

http://www2.education.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/krashen.html
All English instruction for ELLs must be: §74.4
ELPS. (b) 2

Communicated
Sequenced
Scaffolded

&

LEP Instructional Excellence Center: Project Tesoro

Second language instruction must be:

74.4 ELPS. (b) 4

Focused
Targeted
Systematic

LEP Instructional Excellence Center: Project Tesoro

ELPs Instruction is aligned with TELPAS assessment.

ELPS INSTRUCTION

TELPAS INSTRUCTION

English Language Proficiency Standards are aligned and linked with the Texas English Language Proficiency Assessment System

TELPAS measures the ELPS student expectations from the cross-curricular second language acquisition knowledge and skills and uses the ELPS proficiency level descriptors as assessment rubrics.

Student expectations focus on the what of student learning. Proficiency level descriptors focus on the how well.

Additional resource for ELPs:

Cross-Curricular Student Expectations: §74.4 ELPS. (c) 1

§74.4 ELPS. © 2 Listening

§74.4 ELPS. (c)3 Speaking

§74.4 ELPS. (c)4 Reading

74.4 ELPS. (c)5 Writing
Using TELPAS and ELPS to Inform Instruction:

<table>
<thead>
<tr>
<th>Administrators</th>
<th>To prepare for upcoming school year, use TELPAS results to evaluate whether students are making appropriate progress in learning English.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>At beginning of school year, use prior spring’s TELPAS proficiency level ratings as starting place to guide linguistically accommodated instruction.</td>
</tr>
<tr>
<td>Teachers</td>
<td>Use ELPS student expectations and PLDs to monitor progress all year and adjust linguistic accommodations accordingly</td>
</tr>
</tbody>
</table>

TEA Assessment Division 2009

What Is Sheltered Instruction?
The purpose of sheltered instruction (SI) is to deliver grade level subject matter content (Language Arts, Math, Science, Social Studies, Health, PE, and Art) in a manner that is accessible to all learners. In sheltered instruction classes, delivered by a core teacher, students receive comprehensible core content instruction throughout the day. The content is from grade level curricula taught using instructional strategies that scaffold the content learning by building background knowledge and through the use of visuals, gestures, manipulatives, paraphrasing, etc. Lessons have clear grade level, content and language objectives.

Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/Application, Lesson Delivery, Review/Assessment [http://www.pps.k12.or.us/departments/curriculum/2436.htm](http://www.pps.k12.or.us/departments/curriculum/2436.htm)

What Are the Components of Sheltered English Instruction?
While teachers of ELLs have used sheltered English instruction for many years, a consistent understanding of the components of sheltered instruction has emerged only within the past five years. In 1999 the Sheltered Instruction Observation Protocol (SIOP) was developed following intensive observation of sheltered English teaching across the United States (Echevarria, Vogt, & Short, 2004). The SIOP identifies 30 important elements of sheltered instruction under eight broad categories:

a. Preparation  
   b. Building Background  
   c. Comprehensible Input  
   d. Strategies  
   e. Interaction  
   f. Practice/Application  
   g. Lesson Delivery  
   h. Review and Assessment


Who Uses Sheltered Instruction and Where?
Sheltered instruction is used in mainstream classrooms that include a combination of ELLs and native English speakers or in classrooms with ELLs only. Sheltered classes can be team-taught by an ESL teacher and a content-area teacher or taught by a content-area specialist trained in sheltered instruction. Sheltered instruction is designed to provide second language learners with the same high quality, academically challenging content that native English speakers receive through a combination of good teaching techniques and an explicit focus on academic language development. Teachers trained in sheltered instruction implement sheltered techniques in all content areas including math, science, social studies, and English.

**Who Are ELLs (English Language Learners)?**

**English Language Learner (ELL), Definition**

The term English language learner (ELL), as used here, indicates a person who is in the process of acquiring English and has a first language other than English. Other terms commonly found in the literature include language minority students, limited English proficient (LEP), English as a second language (ESL), and culturally and linguistically diverse (CLD).

[http://www.alliance.brown.edu/tdl/ell.shtml](http://www.alliance.brown.edu/tdl/ell.shtml)

**General ELL/LEP Facts**

- Limited English proficient students (LEP) are also known as English Language Learners (ELL).
- There are 5.5 million ELL students in U.S. public schools who speak more than 400 different languages. Eighty percent of ELL students speak Spanish as their first language.
- Under Title I and Title III, NCLB provides more than $13 billion (FY 04 funding) for ELL students for English language acquisition and academic achievement.


### VISD District Totals

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<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Bilingual</td>
<td>131</td>
<td>142</td>
<td>173</td>
<td>179</td>
<td>221</td>
</tr>
<tr>
<td>ESL</td>
<td>340</td>
<td>353</td>
<td>369</td>
<td>409</td>
<td>483</td>
</tr>
</tbody>
</table>

We have 142 Bilingual students and 353 ESL students in the district. We currently have 10 full-time and 2 part-time ESL Itinerant teachers working with our ESL population, traveling to two-three campuses to serve the following languages.

Languages in our district include: Arabic, Cambodian(Khmer), Cantonese(Chinese), Dutch/Flemish, English, Farsi, Greek, Indonesian, Mandarin(Chinese), Pampangan, Pilipino(Tagalog), Russian, Sindhi, Spanish, Taiwanese/Formosan, Tuluau, Turkish, Urdu, Vietnamese and Yoruba.
**English Language Proficiency Standards and the 5E Model of Instruction**

## Engage

The first phase is to engage the student in the learning task. The student mentally focuses on an object, problem, situation, or event. The activities of this phase should make connections to past and future activities. The connections depend on the learning task and may be conceptual, procedural, or behavioral. Asking a question, defining a problem, finding a discrepant event, or acting out a problematic situation are all ways to engage the students and focus them on the instructional activities. The role of the teacher is to present a situation and identify the instructional task. The teacher also sets the rules and procedures for the activity.

<table>
<thead>
<tr>
<th>The Student</th>
<th>Engage Activities</th>
<th>Corresponding English Language Proficiency Standards</th>
<th>Classroom Applications for English Language Learners</th>
</tr>
</thead>
</table>
| * Asks questions such as:  
  - Why did this happen?  
  - What do I already know about this?  
  - What can I find out about this?  
  - How can this problem be solved?  
  - Shows interest in topic.  
  - Responds to questions demonstrating their own entry point of understanding.  | Initiate the learning task.  
  The activity should make connections between past and present learning experiences, and anticipate activities and organize students' thinking toward the learning outcomes of current activities.  
  - Generate interest  
  - Access prior knowledge  
  - Connect to past knowledge  
  - Set parameters of the focus  
  - Frame the idea | 1a. Use prior knowledge and experiences to understand meanings in English  
  1c. Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic and grade level vocabulary  
  2e. Use visual, contextual and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language  
  3e. Share information in cooperative learning interactions  
  3f. Ask and give information ranging using a range of high-frequency, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | Before students read a text, conduct a science experiment or compose a written response, take 7-10 minutes to elicit responses that uncover students' current knowledge about the concept/topic.  
ELs will have increased comprehension if they know something about the topic, and its key related vocabulary before reading.  
Ways to access/build background knowledge:  
- Link concepts to student backgrounds  
- Link concepts to past learning  
- Emphasize key vocabulary  
- Use pictures, real objects, maps, or personal experiences |
Explore

Once the activities have engaged students, they need time to explore their ideas. Exploration activities are designed so that all students have common, concrete experiences upon which they continue building concepts, processes, and skills. This phase should be concrete and meaningful for the students. The aim of exploration activities is to establish experiences that teachers and students can use later to formally introduce and discuss content area specific concepts, processes, or skills.

During the activity, the students have time in which they can explore objects, events, or situations. As a result of their mental and physical involvement in the activity, the students establish relationships, observe patterns, identify variables, and question events. The teacher’s role in the exploration phase is first and foremost to select activities that lead to substantive concept building. The teacher’s role, then, is that of facilitator or coach. The teacher initiates the activity and allows the students time and opportunity to investigate objects, materials, and situations based on each student’s own ideas and phenomena. If called upon, the teacher may coach or guide students as they begin constructing new explanations.

<table>
<thead>
<tr>
<th>The Student</th>
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</thead>
</table>
| • Thinks creatively within the limits of the activity.  
• Tries alternatives to solve a problem and discusses them with others.  
• Suspends judgment.  
• Conducts activities, predicts, and forms hypotheses or makes generalizations.  
• Becomes a good listener.  
• Shares ideas and suspends judgment.  
• Records observations and/or generalizations.  
• Discusses tentative alternatives. | Provide students with a common base of experiences which current concepts, processes, and skills are identified and developed.  
• Experience key concepts  
• Discover new skills  
• Probe, inquire, and question experiences  
• Examine their thinking  
• Establish relationships and understanding | 1a. Use prior knowledge and experiences to understand meanings in English  
1c. Use strategic learning strategies such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary  
2d. Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed  
2e. Use visual, contextual and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language  
2h. Understand implicit ideas and information in increasingly complex spoken language commensurate with grade level learning expectations  
3e. Share in cooperative groups  
3l. Adapt spoken language for formal and informal purposes  
4f. Use visual and contextual support to read grade appropriate content area text, enhance and confirm understanding, and use appropriate language structures, and background knowledge needed to comprehend increasingly challenging language  
4j. Show comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources and finding supporting text evidence commensurate with content area needs. | ELL need the opportunity to exhibit their current knowledge about the topic using a variety of responses that include listening, speaking, reading and writing.  
Use visuals and realia to develop student background knowledge and understanding of the concepts while generating interest and curiosity.  
ELL should be introduced to key vocabulary and given many opportunities to explore the concept and its related vocabulary before engaging in rigorous reading and writing activities.  
Use inquiry-based, tiered questions that based on students language proficiency levels.  
Make sure students have adequate wait time to formulate responses before answering questions. |
| | | | |

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Evaluate

At some point, it is important that students receive feedback on the adequacy of their explanations. Informal evaluation can occur from the beginning of the teaching sequence. The teacher can complete a formal evaluation after the elaboration phase. As a practical educational matter, teachers must assess educational outcomes. This is the phase in which teachers administer formative or summative evaluations to determine each student’s level of understanding. This also is the important opportunity for students to use the skills they have acquired and evaluate their understanding. This is also the time when the teacher determines whether students have met the performance indicators.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates an understanding or knowledge of concepts and skills.</td>
<td>Encourage students to assess their understanding and provide opportunities for teachers to evaluate student progress.</td>
<td>1a. Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.</td>
<td></td>
</tr>
<tr>
<td>• Answers open-ended questions by using observations, evidence, and previously accepted explanations.</td>
<td>• Demonstrate understanding of new concept by observation or open-ended response.</td>
<td>2a. Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade level needs.</td>
<td></td>
</tr>
<tr>
<td>• Evaluates his or her own progress and knowledge.</td>
<td>• Apply within problem situation.</td>
<td>3a. Ask and give information ranging from using a very limited bank of high-frequency, high-level, concrete vocabulary to using abstract and content-based vocabulary during extended speaking assignments.</td>
<td></td>
</tr>
<tr>
<td>• Asks related questions that would encourage future investigations.</td>
<td>• Show evidence of accomplishment.</td>
<td>3b. Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics.</td>
<td></td>
</tr>
<tr>
<td>• Provides reasonable responses and explanations to events or phenomena.</td>
<td></td>
<td>4a. Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4b. Demonstrate English comprehension an expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content are and grade-level needs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5a. Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.</td>
<td></td>
</tr>
</tbody>
</table>

Used tiered questioning to have ELL students evaluate concepts according to their language proficiency levels.

- **Beginning students**
  - “Show me the _____.”
  - “Where is the _____.”
- **Intermediate students**
  - “Explain why _____.”
  - “Why do you think _____.”
- **Advanced**
  - “Provide a summary of _____.”
  - “Describe the sequence of events.”

Design assessments that are appropriate for students levels of language proficiency.

Possible assessment options:

- **Beginner students**:
  - Draw, point, match, act out, name, list, group, label, categorize
- **Intermediate**:
  - Recall, summarize, retell, describe, define, explain, role play, restate
- **Advanced**:
  - Compare and contrast, analyze, evaluate, synthesize, debate, support, justify, defend, create
# Explain

Explanation means the act or process in which concepts, processes, or skills become plain, comprehensible, and clear. The process of explanation provides the students and teacher with a common use of terms relative to the learning experience. In this phase, the teacher directs student attention to specific aspects of the engagement and exploration experiences. First, the teacher asks the students to give their explanations. Second, the teacher introduces explanations in a *direct and formal manner.*

Explanations are ways of ordering and giving a common language for the exploratory experiences. The teacher should base the initial part of this phase on the students' explanations and clearly connect the explanations to experiences in the engagement and exploration phases of the instructional model. The key to this phase is to present concepts, processes, or skills briefly, simply, clearly, and directly, and then continue on to the next phase.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Expects possible solutions or answers to other students.</td>
<td>Focus students’ attention on a particular aspect of their engagement and exploration experiences, and provide opportunities to demonstrate their conceptual understanding, process skills, or behaviors.</td>
<td>1d. Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</td>
<td>Introduce and explicitly teach students the new vocabulary they will need for the lesson.</td>
</tr>
<tr>
<td>Listens critically to other students’ explanations.</td>
<td>This phase also provides opportunities for teachers to introduce a concept, process, or skill.</td>
<td>2a. Practice using English sound system in a new vocabulary.</td>
<td>Give ELL ample opportunity to practice pronunciation of new words.</td>
</tr>
<tr>
<td>Questions other students’ explanations.</td>
<td>Connect prior knowledge and background to new discoveries.</td>
<td>2b. Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing places, people, and objects, by re-telling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.</td>
<td>Make sure students have the opportunity to tie new vocabulary to visuals and realia provided.</td>
</tr>
<tr>
<td>Listens to and tries to comprehend explanations offered by the teacher.</td>
<td>Communicate new understandings.</td>
<td>3a. Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy.</td>
<td>Use cooperative learning strategies like Think, Pair, Share, and Numbered Heads Together to structure sharing and speaking activities so that all students have the opportunity to develop academic language.</td>
</tr>
<tr>
<td>Refers to previous activities.</td>
<td>Connect informal language to formal language.</td>
<td>3d. Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.</td>
<td>Use sentence stems, displayed visually, to give students scaffolded language supports to use to boost academic language development.</td>
</tr>
<tr>
<td>Uses recorded observations in explanations.</td>
<td></td>
<td>3e. Share information in cooperative learning interactions</td>
<td>- Why do you think...?</td>
</tr>
<tr>
<td>Uses previous observations and findings.</td>
<td></td>
<td>3f. Ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments.</td>
<td>- What inference can you make...?</td>
</tr>
<tr>
<td>Provides reasonable responses to questions.</td>
<td></td>
<td>3g. Express opinions, ideas, and feelings</td>
<td>- What is the relationship between...?</td>
</tr>
</tbody>
</table>

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Elaborate

Once the students have an explanation of their learning tasks, it is important to involve them in further experiences that apply, extend, or elaborate the concepts, processes, or skills. Some students may still have misconceptions, or they may only understand a concept in terms of the exploratory experience. Elaboration activities provide further time and experience that contribute to learning. The teacher should provide opportunities for students to practice their learning in new contexts.

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| - Applies new labels, definitions, explanations, and skills in new, but similar, situations.  
- Uses previous information to ask questions, propose solutions, make decisions, design experiments.  
- Draws reasonable conclusions from evidence.  
- Provides reasonable conclusions and solutions  
- Records observations, explanations, and solutions | Challenge and extend students' conceptual understanding and skills. Through new experiences, the students develop deeper and broader understanding, more information, and adequate skills.  
- Apply new learning to a new or similar situation  
- Extend and explain concept being explored  
- Communicate new understanding with formal language | 1e. Use and reuse new vocabulary in speaking and writing to build concept and language attainment.  
2d. Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed  
3g. Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic tasks.  
4i. Demonstrate English comprehension and expand reading skills by demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details.  
5g. Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. | Use sentence stems as a language scaffold to prompt ELL to apply the concepts and skills to new situations while boosting academic language development:  
- What ways could...?  
- Why do you think...?  
- Imagine...  
- Do you agree/disagree...?  
- Why do you think...?  
- Decide if...  
- Use a content area word wall of content area vocabulary and academic language phrases to prompt students to use terms and definitions previously acquired.  
Incorporate cooperative learning activities combined with sentence stems to structure student interaction. Students need to use the language to become fluent in the language.  
Suggested activities:  
- Think, pair, share  
- Numbered Heads Together  
- Jigsaw  
- Paraphrase Passport  
- Folded Value Lines |
<table>
<thead>
<tr>
<th>5E TRS™</th>
<th>ELPS</th>
<th>Sentence Stems:</th>
<th>Activities/Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage</td>
<td>1a. Use prior knowledge and experiences to understand meanings in English</td>
<td>All content:</td>
<td>KWL</td>
</tr>
<tr>
<td></td>
<td>1c. Use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting and reviewing to acquire basic and grade level vocabulary</td>
<td>- I know....</td>
<td>List/Sort/Label</td>
</tr>
<tr>
<td></td>
<td>2e. Use visual, contextual and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</td>
<td>- I want to know....</td>
<td>Free Write</td>
</tr>
<tr>
<td></td>
<td>3e. Share information in cooperative learning interactions</td>
<td>- I think....</td>
<td>Concept map</td>
</tr>
<tr>
<td></td>
<td>3f. Ask and give information ranging using a range of high frequency, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content based vocabulary during extended speaking assignments</td>
<td>- What interests me....</td>
<td>Analogies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I wonder why.....</td>
<td>Four Corners Vocabulary</td>
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<td></td>
<td>Math/Science</td>
<td>Vocabulary Games</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- _____ makes me wonder....</td>
<td>Scanning</td>
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<tr>
<td></td>
<td></td>
<td>- Let’s find out....</td>
<td>Graphic Organizers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- This is similar to/different from.....</td>
<td>Instructional conversation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- One possibility is.....</td>
<td>Instructional scaffolding</td>
</tr>
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<td></td>
<td></td>
<td>- My suggestion would be.....</td>
<td>Nonlinguistic representations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- I can compare this to.....</td>
<td>Think/Pair/Share</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- We can find out more about this by....</td>
<td>Anticipation chat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- We might be able to solve this problem by....</td>
<td>Self-assessment of vocabulary</td>
</tr>
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<td></td>
<td></td>
<td>- One possible explanation is.....</td>
<td>Peer reading/tutoring</td>
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<td>ELA/SS</td>
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<tr>
<td></td>
<td></td>
<td>- Let’s find out....</td>
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<td>- One thing that was happening at the same time/place was....</td>
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<td></td>
<td></td>
<td>- The details suggest that.....</td>
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<td></td>
<td></td>
<td>- We can find out more about this person/event by....</td>
<td></td>
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<td></td>
<td></td>
<td>- In this set of words I notice....</td>
<td></td>
</tr>
<tr>
<td>5E TRS™</td>
<td>ELPS</td>
<td>Sentence Stems:</td>
<td>Activities/Strategies</td>
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<tr>
<td>Explore</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1a. Use prior knowledge and experiences to understand meanings in English</td>
<td>All content:</td>
<td>Concept map</td>
</tr>
<tr>
<td></td>
<td>1c. Use strategic learning strategies such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary</td>
<td>➢ I noticed...... ➢ I predict......</td>
<td>Four corners vocabulary</td>
</tr>
<tr>
<td></td>
<td>2d. Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed</td>
<td>Math/Science</td>
<td>Word plan</td>
</tr>
<tr>
<td></td>
<td>2e. Use visual, contextual and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language</td>
<td>➢ My hypothesis is....</td>
<td>Creating analogies</td>
</tr>
<tr>
<td></td>
<td>2h. Understand implicit ideas and information in increasingly complex spoken language commensurate with grade level learning expectations</td>
<td>➢ Since I know ____, I think that ......</td>
<td>Think alouds</td>
</tr>
<tr>
<td></td>
<td>3e. Share in cooperative groups</td>
<td>➢ The diagram/graph/table shows.....</td>
<td>Think/pair/share</td>
</tr>
<tr>
<td></td>
<td>3i. Adapt spoken language for formal and informal purposes</td>
<td>➢ ____ might have caused the changes in....</td>
<td>Instructional scaffolding</td>
</tr>
<tr>
<td></td>
<td>4f. Use visual and contextual support to read grade appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language</td>
<td>➢ ____ might contain because ...... ➢ From the data we can infer.....</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>4j. Show comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources and finding supporting text evidence commensurate with content area needs.</td>
<td>➢ ____ is the length of ______...</td>
<td>Structured conversation</td>
</tr>
<tr>
<td></td>
<td>Content Objective</td>
<td>➢ My estimate is _____ because ......</td>
<td>Story telling</td>
</tr>
<tr>
<td></td>
<td>Language Objective</td>
<td>ELA/SS</td>
<td>Summarization frames</td>
</tr>
<tr>
<td></td>
<td>On board write:</td>
<td>➢ This look/seems .....</td>
<td>Radio show</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ The person/place/event can be characterized by......</td>
<td>Word/Sentence sort</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ At first... but then ______.....</td>
<td>Improve read aloud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ ____ contributed to ______ due to.....</td>
<td>Comprehension strategies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>➢ _____ best explains the change in..... ➢ Initially...... later......</td>
<td>Anticipation chat</td>
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<td></td>
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<td>Cornell notes</td>
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<td>Dramatic play</td>
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<td>Guided notes</td>
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<tr>
<td><strong>ELPS</strong></td>
<td><strong>Sentence Stems:</strong></td>
<td><strong>Activities/Strategies</strong></td>
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</tr>
<tr>
<td>Sentence Stems:</td>
<td></td>
<td>Content/Function word comparison</td>
<td></td>
</tr>
<tr>
<td><strong>Acti</strong></td>
<td><strong>tivities/Strategies</strong></td>
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<tr>
<td><strong>vities</strong></td>
<td><strong>Strategies</strong></td>
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<td></td>
</tr>
<tr>
<td><strong>5E TRS™</strong></td>
<td><strong>Content</strong>/<strong>Function</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Explain</strong></td>
<td><strong>Objective</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On board write:</td>
<td><strong>Math/Science</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>1d. Speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known).</td>
<td>List of stressed words</td>
<td></td>
</tr>
<tr>
<td>Objective &amp;</td>
<td>3a. Practice using English sound system in new vocabulary</td>
<td>Tongue twisters</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>3b. Expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication.</td>
<td>Comparisons</td>
<td></td>
</tr>
<tr>
<td>Objective</td>
<td>3c. Speak using a variety of grammatical structures, sentence lengths, sentence types and connecting words with increasing accuracy</td>
<td>Retelling</td>
<td></td>
</tr>
<tr>
<td>3d. Speak using grade-level content vocabulary in context to internalize new English words and build academic language proficiency.</td>
<td>Summarization frames</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3e. Share information in cooperative learning interactions</td>
<td>Experiments/labs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3f. Ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments</td>
<td>Story telling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3g. Express opinions, ideas and feelings</td>
<td>Structured conversations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3h. Narrate, describe and explain.</td>
<td>Creating analogies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3i. Adapt spoken language for formal and informal purposes</td>
<td>Literature circles</td>
<td></td>
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</tr>
<tr>
<td>3j. Respond orally to information from a variety of media sources.</td>
<td>Interview grids</td>
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<tr>
<td></td>
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<td>Socratic dialogue</td>
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<td></td>
<td></td>
<td>Peer reading/tutoring</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Oral language scaffolding</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td>Journals</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pairs view</td>
<td></td>
</tr>
<tr>
<td>5E TRS™</td>
<td>ELPS</td>
<td>Sentence Stems:</td>
<td>Activities/Strategies</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| **Elaborate** | 1e. Use and reuse new vocabulary in speaking and writing to build concept and language attainment | All content:  
➢ We were able to...... ➢ ____ tells me.....  
➢ ____ helps me ....  
➢ Another example might be..... | Instructional conversation  
Instructional scaffolding  
Think/pair/share  
Think alouds  
Anticipation chat  
Literature circles  
Structured conversation  
Perspective-based activities  
Comprehension strategies  
Graphic organizers  
Nonlinguistic representations  
Following reading  
Summarization frames  
Free writes  
Logs and journals  
Book reviews  
Field notes  
Draw and write  
Letters  
Unit study for ELLs  
Writing process |
|  | 2d. Monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | Math/Science  
➢ This relationship can be used to determine..  
➢ My observations lead me to conclude that...  
➢ The strategy I used to find the solution is....  
➢ The best way to describe ____ in this situation is....  
➢ Another way to solve this is .... | |
|  | 3g. Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate academic tasks. | ELA/SS  
➢ Even though it doesn’t say ____ I think ____ because.....  
➢ This information is relevant/not relevant because....  
➢ We can verify/evaluate the accuracy of our source by______..... | |
<p>|  | 4i. Demonstrate English comprehension and expand reading skills by demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details. | | |
|  | 5g Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. | | |</p>
<table>
<thead>
<tr>
<th>5E TRS™</th>
<th>ELPS</th>
<th>Sentence Stems:</th>
<th>Activities/Strategies</th>
</tr>
</thead>
</table>
| Evaluate | 1e. Internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. | All content:  
➢ I learned.....  
➢ I understand how.....  
➢ As a result.....  
Math/Science  
➢ ____ can explain _____ because.....  
➢ This answer makes sense because.....  
➢ One thing I understand better is _____ because....  
➢ Based on _____ we should.....  
➢ A reasonable conclusion we could draw if this pattern continues would be.....  
➢ The best explanation of (similarity/difference, unreliable/reliable, advantage/disadvantage) is ...... | Note taking strategies  
Literature circles  
Outlines  
Story telling  
Tiered questions  
Summarization frames  
Interview grids  
Instructional conversation  
Socratic dialog  
Think/pair/share  
Anticipation chat  
Scanning  
Graphic organizers  
Learning logs  
Nonlinguistic representations  
Book reviews  
Journals  
Writing process  
Free write  
Letters  
Unit study  
Genre analysis/imitation |
| On board write: | | | |
| Content Objective & Language Objective | | | |
| 2l. Demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade level needs. | | | |
| 3f. Ask and give information ranging from using a very limited bank of high-frequency, high need, concrete vocabulary to using abstract and content-based vocabulary during extended speaking assignments. | | | |
| 3g. Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics. | | | |
| 4j. Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs. | | | |
| 4k. Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area needs. | | | |
| 5g. Narrate, describe and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired. | | | |

Information from Resources: TRS™; Region XIII Navigating the ELPS; John Seidlitz “Sheltered Instruction Plus”

Examples when writing objectives on board:
<table>
<thead>
<tr>
<th>Social Studies</th>
<th><strong>Content Objective</strong></th>
<th><strong>ELPS</strong></th>
<th><strong>Language Objective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEKS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K.3A</td>
<td>The learner will place events in chronological order.</td>
<td>1C</td>
<td>The learner will use a timeline to learn new vocabulary about chronology.</td>
</tr>
<tr>
<td>2.7</td>
<td>We will record and graph weather information to see if there are patterns</td>
<td>2F</td>
<td>We will listen to weather reports to obtain the daily weather information.</td>
</tr>
<tr>
<td>4.D</td>
<td>I can explain the economic patterns of Native American tribes of Texas.</td>
<td>3E</td>
<td>I can share in a cooperative group what I know about Native American tribes of Texas.</td>
</tr>
<tr>
<td>7.4A</td>
<td>I will identify issues that were significant in the early Texas statehood era.</td>
<td>3G</td>
<td>I will express opinions about issues during the early Texas statehood era using the sentence stem “I think _____ was the most significant issue of the Texas statehood era because…”</td>
</tr>
<tr>
<td>WG6.A</td>
<td>We will describe the pattern, size and distribution of cities in the U.S.</td>
<td>5B</td>
<td>We will describe in writing the pattern, size and distribution of cities in the U.S.</td>
</tr>
<tr>
<td>WH4D</td>
<td>I can identify effects of the Renaissance era.</td>
<td>2D</td>
<td>I can listen to instructions and participate in a role play illustrating the effects, influences, of the Renaissance era.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science TEKS</th>
<th><strong>Content Objective</strong></th>
<th><strong>ELPS</strong></th>
<th><strong>Language Objective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEKS</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5A</td>
<td>I will classify objects by what I can observe such as size, heaviness, shape, color and texture.</td>
<td>1C</td>
<td>I can use Vocabulary Alive to learn new vocabulary to describe objects.</td>
</tr>
<tr>
<td>3.7C</td>
<td>The student will identify and compare different landforms, including mountains, hills, valleys and plains.</td>
<td>3A</td>
<td>The student will pronounce the words landforms, mountains, hills, valley and plains correctly.</td>
</tr>
<tr>
<td>5.7A</td>
<td>I will explore the processes that led to the formation of fossil fuels.</td>
<td>4F</td>
<td>I will use visual and contextual supports to read information about fossil fuel formation.</td>
</tr>
<tr>
<td>8.11D</td>
<td>I can explain how human activities affect the ocean systems.</td>
<td>4G</td>
<td>I can read and summarize newspaper articles about human affects and ocean systems.</td>
</tr>
<tr>
<td>IPC.4A</td>
<td>We will describe an objects motion.</td>
<td>5B</td>
<td>We will describe in writing an objects motion in terms of position, speed, displacement and acceleration.</td>
</tr>
<tr>
<td>Phys.6E</td>
<td>The learner will describe how the macroscopic properties of a thermodynamic system are related to the molecular level of matter.</td>
<td></td>
<td>The learner will distinguish between formal and informal English to describe how the macroscopic properties of a thermodynamic system are related to the molecular level of matter.</td>
</tr>
<tr>
<td>Math TEKS</td>
<td><strong>Content Objective</strong></td>
<td>ELPS</td>
<td><strong>Language Objective</strong></td>
</tr>
<tr>
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</tr>
<tr>
<td>1.1B</td>
<td>We will use base ten blocks to order whole numbers.</td>
<td>2C</td>
<td>We will identify sounds in the words ones and tens heard in a discussion about place value.</td>
</tr>
<tr>
<td>3.7B</td>
<td>I can identify and describe patterns in a table.</td>
<td>3E</td>
<td>I can share in a cooperative group what I know about patterns.</td>
</tr>
<tr>
<td>6.4B</td>
<td>We will generate perimeter and area formulas of rectangles by using tables of data.</td>
<td>1G</td>
<td>We will use formal/informal English to describe the difference between perimeter and area.</td>
</tr>
<tr>
<td>8.7C</td>
<td>The learner will derive the Pythagorean Theorem by using the centimeter grid paper.</td>
<td>5B</td>
<td>The learner will write using newly acquired vocabulary about right angles.</td>
</tr>
<tr>
<td>AII.5B</td>
<td>The learner will sketch graphics of conic sections.</td>
<td>1D</td>
<td>The learner will use strategies such as comparing/contrasting to discuss similarities and differences between graphs of conic sections.</td>
</tr>
<tr>
<td>P.3A</td>
<td>We will investigate trigonometric functions</td>
<td>5B</td>
<td>We will write using newly acquired vocabulary about trigonometric functions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th><strong>Content Objective</strong></th>
<th>ELPS</th>
<th><strong>Language Objective</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>K2D</td>
<td>Distinguish orally presented rhyming pairs of words from nonrhyming pairs.</td>
<td>2A</td>
<td>Distinguish sounds and intonation patterns of English with increasing ease.</td>
</tr>
<tr>
<td>1.6E</td>
<td>Alphabetize a series of words to the first or second letter and use a dictionary to find words.</td>
<td>1B</td>
<td>Monitor oral and written language production and employ self-corrective techniques or other resources.</td>
</tr>
<tr>
<td>4.21A</td>
<td>Write legibly by selective cursive script or manuscript printing as appropriate</td>
<td>5B</td>
<td>Write using newly acquired basic vocabulary and content-based grade-level vocabulary.</td>
</tr>
<tr>
<td>8.12A</td>
<td>Analyze text for missing or extraneous information in multistep directions or legends for diagrams</td>
<td>4K</td>
<td>Demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content-area and grade level needs.</td>
</tr>
<tr>
<td>10.18A</td>
<td>Use conventions of capitalization</td>
<td>5C</td>
<td>Spell familiar English works with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is required.</td>
</tr>
<tr>
<td>12.20B</td>
<td>Formulate a plan for engaging in in-depth research on a complex, multi-faceted topic.</td>
<td>1F</td>
<td>Use accessible language and learn new and essential language process.</td>
</tr>
</tbody>
</table>

Information from “Navigating the ELPS in the ________ Classroom” by John Seidlitz & Bill Perryman
## Language Objectives Aligned to Cross-Curricular Student Expectations

### Learning Strategies

<table>
<thead>
<tr>
<th>Listening</th>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Use what they know about ____ to predict the meaning of....</td>
<td>1E: Use and reuse the words/phrases _____ in a discussion/writing activity about....</td>
</tr>
<tr>
<td>1B: Check how well they are able to say.....</td>
<td>1F: Use the phrase _____ to learn the meaning of....</td>
</tr>
<tr>
<td>1C: Use ____ to learn how new vocabulary about....</td>
<td>1G: Use formal/informal English to describe....</td>
</tr>
<tr>
<td>1D: Use strategies such as ______ to discuss.... meaning of....</td>
<td>1H: Use strategies such as____ to learn the</td>
</tr>
</tbody>
</table>

### Listening

| 2A: Recognize correct pronunciation of.... | 3A: Pronounce the words _____ correctly. |
| 2B: Recognize sounds used in the words... | 3B: Use new vocabulary about ___ in stories, pictures, descriptions, and/or classroom communications. |
| 2C: Identify words and phrases heard in a discussion about.... | 3C: Speak using a variety of types of sentence stems about.... |
| 2D: Check for understanding by..../Seek help by.... | 3D: Speak using the words ____ about.... |
| 2E: Use ___(media source) to learn/review.... | 3E: Share in cooperative groups about.... |
| 2G: Describe general meaning, main points, and details heard in.... | 3F: Ask and give information using the words.... |
| 2H: Identify implicit ideas and information heard in.... | 3G: Express opinions, ideas and feelings about ____ using the words/phrases.... |
| 2I: Demonstrate listening comprehension by...... | 3H: Narrate, describe and explain..... |

### Speaking

| 3A: Pronounce the words _____ correctly. | 5A: Learn relationships between sounds and letters when writing about.... |
| 3B: Use new vocabulary about ___ in stories, pictures, descriptions, and/or classroom communications. | 5B: Write using newly acquired vocabulary about.... |
| 3C: Speak using a variety of types of sentence stems about.... | 5C: Spell English words such as.... |
| 3D: Speak using the words ___ about.... | 5D: Edit writing about.... |
| 3E: Share in cooperative groups about.... | 5E: Use simple and complex sentences to write about.... |
| 3F: Ask and give information using the words.... | 5F: Write using a variety of sentence frames and selected vocabulary about.... |
| 3G: Express opinions, ideas and feelings about ____ using the words/phrases.... | 5G: Narrate, describe, and explain in writing about.... |

### Reading

| 4A: Identify relationships between sounds and letters by.... | 4F: Use visual and contextual supports to read.... |
| 4B: Recognize directionality of English text. | 4G: Show comprehension of English text about.... 4H: Demonstrate comprehension of text read silently by.. |
| 4C: Recognize the words/phrases.... | 4I: Show comprehension of text about_____through basic reading skills such as.... |
| 4D: Use prereading supports such as ____to understand... | 4J: Show comprehension of text/graphic sources about ___through inferential skills such as.... |
| 4E: Read materials about____with support of simplified text/visuals/words banks as needed. | 4K: Show comprehension of text about ____through analytical skills such as.... |

### Writing

| 5A: Learn relationships between sounds and letters when writing about.... | 5B: Write using newly acquired vocabulary about.... |
| 5B: Write using newly acquired vocabulary about.... | 5C: Spell English words such as.... |
| 5D: Edit writing about.... | 5E: Use simple and complex sentences to write about.... |
| 5F: Write using a variety of sentence frames and selected vocabulary about.... | 5G: Narrate, describe, and explain in writing about.... |
### Guidelines for Linguistic Accommodations for Each Proficiency Level

<table>
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<tr>
<th>Sequence of Language Development</th>
<th>Communicating and Scaffolding Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Teachers...</strong></td>
<td><strong>Speaking Teachers...</strong></td>
</tr>
<tr>
<td><strong>Beginning Student</strong></td>
<td><strong>Reading Teachers...</strong></td>
</tr>
<tr>
<td>• Allow use of same language peer and native language support</td>
<td>• Provide short sentence stems and single words for practice before conversations</td>
</tr>
<tr>
<td>• Expect student to struggle to understand simple conversations</td>
<td>• Allow some nonparticipation in simple conversations</td>
</tr>
<tr>
<td>• Use gestures and movement and other linguistic support to communicate language and expectations</td>
<td>• Provide word bank of key vocabulary</td>
</tr>
<tr>
<td><strong>Intermediate Student</strong></td>
<td><strong>Reading Teachers...</strong></td>
</tr>
<tr>
<td>• Provide visuals, slower speech, verbal cues, simplified language</td>
<td>• Allow wide range of reading</td>
</tr>
<tr>
<td>• Preteach vocabulary before discussions and lectures</td>
<td>• Allow abstract grade-level reading</td>
</tr>
<tr>
<td>• Teach phrases for student to request speakers repeat, slow down, or rephrase speech</td>
<td>• comprehension and analysis with peer support</td>
</tr>
<tr>
<td><strong>Advanced Student</strong></td>
<td><strong>Writing Teachers...</strong></td>
</tr>
<tr>
<td>• Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations</td>
<td>• Provide grade-level appropriate writing tasks</td>
</tr>
<tr>
<td>• Provide opportunities for student to request clarification, repetition and rephrasing</td>
<td>• Allow abstract and technical writing with linguistic support including teacher modeling and student interaction</td>
</tr>
<tr>
<td><strong>Advanced High Student</strong></td>
<td><strong>Writing Teachers...</strong></td>
</tr>
<tr>
<td>• Allow some extra time when academic materials is complex and unfamiliar</td>
<td>• Provide complex grade-level appropriate writing tasks</td>
</tr>
<tr>
<td>• Provide visuals, verbal cues, and gestures when material is complex and unfamiliar</td>
<td>• Allow abstract and technical writing with minimal linguistic support</td>
</tr>
<tr>
<td>• Opportunities for extended discussions</td>
<td>• Use genre analysis to identify and use features of advanced English writing</td>
</tr>
<tr>
<td>• Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms</td>
<td>• Provide grade-level comprehension and analysis tasks with peer collaboration</td>
</tr>
</tbody>
</table>

*Guidelines at specific proficiency levels may be beneficial for students at all levels of proficiency depending on the context of instructional delivery, materials, and students’ background knowledge.

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### Differentiating by Language Level

**Instructional Planning Guide**

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<th>Advanced/Advanced High</th>
<th>Intermediate</th>
<th>Beginners</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visuals for academic vocabulary and concepts</td>
<td>• Visuals for academic vocabulary and concepts</td>
<td>• Visuals for classroom vocabulary and academic concepts</td>
</tr>
<tr>
<td>• Grade-level text</td>
<td>• Adapted grade level text</td>
<td>• Native language and adapted grade level text</td>
</tr>
<tr>
<td>• Complex sentence stems</td>
<td>• Sentence stems</td>
<td>• Short, simple sentence stems</td>
</tr>
<tr>
<td>• Preteaching low-frequency academic vocabulary</td>
<td>• Preteaching academic vocabulary</td>
<td>• Preteaching social and academic vocabulary</td>
</tr>
<tr>
<td>• Peer interaction</td>
<td>• Peer interaction</td>
<td>• Peer interaction (same language peer as needed)</td>
</tr>
<tr>
<td>• Verbal scaffolding as needed</td>
<td>• Verbal scaffolding</td>
<td>• Extensive verbal scaffolding</td>
</tr>
<tr>
<td>• Grade level writing tasks</td>
<td>• Adapted writing tasks with scaffolding</td>
<td>• Adapted writing tasks with drawing and scaffolding</td>
</tr>
<tr>
<td>• Gestures for memorization of academic concepts</td>
<td>• Gestures for memorization of academic concepts</td>
<td>• Gestures (basic and academic concepts)</td>
</tr>
<tr>
<td>• Modeling</td>
<td>• Modeling</td>
<td>• Modeling</td>
</tr>
<tr>
<td>• Graphic organizers</td>
<td>• Graphic organizers</td>
<td>• Graphic organizers</td>
</tr>
<tr>
<td>• Manipulatives</td>
<td>• Manipulatives</td>
<td>• Manipulatives</td>
</tr>
</tbody>
</table>

• Preteaching functional language (stems for social interaction)
• Pronunciation of social/academic language
• Slower, simplified speech
• Instruction in high frequency concrete social vocabulary
• Use of native language for key concepts
• Verbal cues
• Chunking use of information in print
• Word bank

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Internet Resources:

Navigating the ELPs Handout

http://portal.esc20.net/portal/page/portal/doclibraryroot/publicpages/ELPS/Tab/ELPS_082809(2).pdf

TEA Bilingual http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720

TEA TELPAS Proficiency Level Descriptors (Listening, Speaking, Reading, Writing)

http://www.tea.state.tx.us/student.assessment/ell/telpas/ TEA State

Assessments for ELLs http://www.tea.state.tx.us/student.assessment/ell/

Academic Vocabulary for Fifth- to Seventh-Grade English Language Learners in Texas
http://elltx.org/docs/AcademicVocabulary.pdf Texas English

Language Learners Portal http://elltx.org/index.html ELPS

http://www.englishspanishteks.net/files/Standards/ELPS/ELPS.pdf
When one considers learning styles, there are numerous models to consider. For our purposes, we will focus on learning modalities and multiple intelligences. Both have to do with how we present information for students to learn as well as how we allow students to interact with, manipulate, and present information they have learned. For both learning modalities and multiple intelligences, learners rarely exhibit a penchant for one without a strong combination of two or more. Research shows the more ways a learner can experience information (through multiple senses, formats, contexts), the more likely the learner is to retain and recall the information as well as apply it and use it for creating and evaluating in different contexts. The best rule of thumb is to provide a variety of opportunities in various styles, and at some points, learners will be within their strength areas and at others stretching into a less comfortable area.

Learning Modalities

- Visual
- Auditory
- Tactile*
- Kinesthetic*

*Often tactile and kinesthetic are combined as one.
<table>
<thead>
<tr>
<th>Learning Modality</th>
<th>Learners with a strength in this modality…</th>
<th>Challenges for these learners include…</th>
<th>Teachers can help these learners by…</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Auditory</strong></td>
<td>• Remember by talking out loud.</td>
<td>• Solitary classroom work.</td>
<td>• Using audio tapes and videos, storytelling, songs, jazz chants, memorization and drills.</td>
</tr>
<tr>
<td></td>
<td>• Like to have things explained orally and may have trouble with written instructions.</td>
<td>• An instructor who does not permit questions from students or engage the class in question and answer sessions.</td>
<td>• Allowing learners to work in pairs and small groups regularly.</td>
</tr>
<tr>
<td></td>
<td>• May talk to themselves when learning something new.</td>
<td>• A lack of dialogue or classroom discussion to review course material. Ample time for discussion, questions, answers, debate and verbal activities are required to engage and support an auditory learner.</td>
<td>• Allowing opportunities for oral processing (thinkpair-share).</td>
</tr>
<tr>
<td></td>
<td>• Need to sit where they can hear.</td>
<td>• Instructions, timelines, due dates that are not shared/discussed orally.</td>
<td>• Verbally explaining to the students what they will be learning at the beginning of each class.</td>
</tr>
<tr>
<td></td>
<td>• Do not have to look at the teacher to hear what is being said.</td>
<td>• Using strategies like Literature Circles, Say Something, and Question Matrix.</td>
<td>• Providing an opportunity for review using a variety of methods including question and answer sessions, discussions, debates, and group presentations.</td>
</tr>
<tr>
<td></td>
<td>• Focus on tone, pitch, speed of speech.</td>
<td>• Easily remember visual details and prefer to see what they are learning.</td>
<td>• Presenting lectures that contain a variety of real life stories, anecdotes, or examples.</td>
</tr>
<tr>
<td></td>
<td>• Benefit from reading aloud and being read to.</td>
<td>• Prefer to follow along while being read to.</td>
<td>• Using many visuals in the classroom. For example, wall displays posters, flash cards, graphic organizers, etc.</td>
</tr>
<tr>
<td></td>
<td>• Use rhythm and sound as memory aids.</td>
<td>• Think in pictures.</td>
<td>• Including one or two visual learning aids such as a chart, graph or a video clip in lectures.</td>
</tr>
<tr>
<td><strong>Visual</strong></td>
<td>• Easily remember visual details and prefer to see what they are learning.</td>
<td>• Information presented in the form of a lecture or through verbal discussion without the use of supplemental diagrams or illustrations.</td>
<td>• Including visual representations of information, such as Thinking Maps, Lotus Diagrams, Fishbones.</td>
</tr>
<tr>
<td></td>
<td>• Prefer to write down instructions and may have trouble following lectures.</td>
<td>• Excessive background noise including student side chatter, music and outside noise can quickly distract a visual learner.</td>
<td>• Including graphic format for notetaking such as graphic organizer or Cornell notes structure.</td>
</tr>
<tr>
<td></td>
<td>• Need to sit where they can see the teacher’s body language and facial expressions and where external visual distractions are minimized.</td>
<td>• An assigned task without specific instructions to view can be stressful and confusing to a visual learner.</td>
<td>• Using color-coded materials such as colored paper, ink, and folders.</td>
</tr>
<tr>
<td></td>
<td>• Prefer to follow along while being read to.</td>
<td>• Using color-coded materials such as colored paper, ink, and folders.</td>
<td>• Supplementing verbal instructions with an additional handout or diagram.</td>
</tr>
<tr>
<td></td>
<td>• Think in pictures.</td>
<td>• Supplementing verbal instructions with an additional handout or diagram.</td>
<td>• Providing demonstrations or videos that show the learner how to complete a required task or assignment.</td>
</tr>
<tr>
<td></td>
<td>• Benefit from diagrams, illustrations, videos.</td>
<td>• Including graphic format for notetaking such as graphic organizer or Cornell notes structure.</td>
<td>• Incorporating colorful and tangible learning activities that include the use of flashcards, puzzles or posters.</td>
</tr>
<tr>
<td>Learning Modality</td>
<td>Learners with a strength in this modality…</td>
<td>Challenges for these learners include…</td>
<td>Teachers can help these learners by…</td>
</tr>
<tr>
<td>------------------</td>
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</tr>
</tbody>
</table>
| **Tactile**      | • Prefer to learn by handling or touching things.  
• Need to write, take notes, or doodle while listening.  
• Learn well in hands-on activities like projects and demonstrations. | • Lecture style classes without the opportunity for questions or discussion or any extended period without movement or state change.  
• Instructors who do not permit or encourage students to stand or stretch during a particularly long presentation or lecture style class.  
• Trying to learn a skill or task without the opportunity to practice.  
• Lengthy reading assignments without a break for processing. | • Using during-listening and reading activities. For example, ask students to fill in a table while listening to a talk or to label a diagram while reading. Strategies that require interaction with the information in smaller chunks, such as Get the GIST, Say Something, or Question Matrix work well.  
• Using physical activities, competitions, board games, role plays, etc.  
• Interspersing activities which require students to sit quietly with activities that allow them to move around and be active. Even something simple like turning your chair to face your partner allows an opportunity for movement.  
• Providing plenty of time for students to practice what is being taught.  
• Allowing 5 minutes of practice or group discussion after 20 minutes (or less) of lecture time before continuing to lecture. This will allow learners to move around and practice or discuss what they have learned.  
• Having hands-on materials available for the learner to engage themselves in the learning process during class sessions.  
• Providing highlighters, flashcards, markers and paper so the students will become physically engaged in the learning process.  
• Including note taking and drawing diagrams during lectures to involve movement and encourage learners to recall and retain information that is being taught.  
• Engaging the class in role plays, group presentations, Socratic seminars, Vote with Your Feet or Philosophical Chairs, class discussions, and debates.  
• Incorporate Drama for Schools activities. |
| **Kinesthetic**  | • Prefer activities that allow them to do what they are learning.  
• Need opportunities for activity.  
• Thrive in lab situations.  
• Have difficulty sitting still for long periods.  
• Use movement as a memory aid. | | |
Multiple Intelligences

Multiple Intelligence (MI) theory is based upon the work of Howard Gardner. MI impacts the way people know, understand, and learn information. Learners retain new information best when experienced through a variety of the intelligences.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Children who are highly…</strong></td>
<td><strong>Think…</strong></td>
<td><strong>Love…</strong></td>
</tr>
<tr>
<td><strong>Verbal-Linguistic</strong></td>
<td>In words</td>
<td>Reading, writing, telling stories, playing word games</td>
</tr>
<tr>
<td><strong>Logical-Mathematical</strong></td>
<td>By reasoning</td>
<td>Experimenting, questioning, figuring out logical puzzles, calculating</td>
</tr>
<tr>
<td><strong>Visual-Spatial</strong></td>
<td>In images and pictures</td>
<td>Designing, drawing, visualizing, doodling</td>
</tr>
<tr>
<td><strong>Bodily-Kinesthetic</strong></td>
<td>Through somatic sensations</td>
<td>Dancing, running, jumping, building, touching, gesturing</td>
</tr>
<tr>
<td><strong>Musical-Rhythmic</strong></td>
<td>Via rhythms and melodies</td>
<td>Singing, whistling, humming, tapping feet and hands, listening</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>By bouncing ideas off other people</td>
<td>Leading, organizing relating, manipulating, mediating, partying</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>In relation to their needs, feelings, and goals</td>
<td>Setting goals, meditating, dreaming, planning, reflecting</td>
</tr>
<tr>
<td><strong>Naturalist</strong></td>
<td>Through nature and natural forms</td>
<td>Playing with pets, gardening, raising animals, investigating nature, caring for planet earth</td>
</tr>
</tbody>
</table>
Key Points in Multiple Intelligence Theory:
- Each person possesses all eight intelligences.
- Most people can develop each intelligence to an adequate level of competency.
- Intelligences usually work together in complex ways.
- There are many ways to be intelligent within each category.

Planning for Multiple Intelligences:
1. Focus on a specific objective or topic.
2. Ask key MI questions. See the graphic below.
3. Consider the possibilities. Review the questions and think about which methods and materials would be most appropriate.
5. Select appropriate activities.
6. Set up a sequential plan.
7. Implement the plan.
MI Lesson-planning Questions

Objective:

Logical-Mathematical
How can I bring in numbers, calculations, logic, classifications, or critical thinking skills?

Visual-Spatial
How can I use visual aids, visualization, color, art, or metaphor?

Musical-Rhythmic
How can I bring in music or environmental sounds or set key points in a rhythmic or melodic framework?

Bodily-Kinesthetic
How can I involve the whole body or use hands-on experiences?

Interpersonal
How can I engage students in peer sharing, cooperative learning, or large-group simulation?

Intrapersonal
How can I evoke personal feelings or memories or give students choices?

Naturalist
How can I incorporate living things, natural phenomena, or ecological awareness?

Verbal-Linguistic
How can I use the spoken or written word?

A Closer Look at MI for Teachers

Verbal-Linguistic
Exemplified by John F. Kennedy, William F. Buckley, Toni Morrison, Amy Tan

To stimulate verbal-linguistic intelligence:
• Generate a list of people who exhibit this intelligence, historical or contemporary, or literary characters, family, or friends.
• Rewrite the ending of a book or novel or add an epilogue.
• Write a response to a newspaper editorial.
• Summarize an article or annotate a book.
• Make an oral presentation to a group.
• Keep a diary.

Classroom activities:
• Think-pair-share
• Oral reports/speeches
• Choral readings
• Dramatizations and role plays
• Speeches and debates
• Three-step interviews
• Logs and journals
• Socratic seminars/debates
• Reciprocal teaching

Products:
• Debates
• Reports
• Poetry books
• Storybooks
• Case studies
• Speeches
• Pamphlets
• Brochures

Musical-Rhythmic
Exemplified by Mozart, Paul Simon, Madonna, Linda Rondstadt, Mahalia Jackson

To stimulate musical-rhythmic intelligence:
• Tell a story in song
• Use a familiar tune and create a song about your pet, hobby, vacation, etc.
• Listen to different kinds of music and see how you react or adjust your mood
• Add appropriate music as you tell a story or dramatize an event

Classroom activities:
• Rap/songs
• Rhythms and rhymes
• Movement and exploration
• Mood music and instrumental
• Echo clapping
• Choral reading
• Mnemonics
• Sounds in nature

Products:
• Commercials
• Scores (original)
• Songs or raps
• Background music t drama
• Performances

Logical-Mathematical
Exemplified by Albert Einstein, Carl Sagan, Stephen Hawking, Benjamin Banneker

To stimulate logical-mathematical intelligence:
• Outline the procedures for a task in a linear, sequential manner
Create an argument defending the idea that some people might find controversial.

Keep track of your day by logging your time on productive task, level of energy or fatigue, and things that stimulate or cause frustration.

Sequence and dovetail tasks to organize our activities to be more efficient.

Classroom activities:
- Advance organizers
- Graphic organizers
- Logic puzzles/games
- Timelines
- Mental math
- Experimental/problem solving
- Debates
- Critical thinking
- Interpret charts, graphs, and grids
- Data and statistics

Products:
- Action plans
- Demonstrations
- Problem solving
- Mapping
- Designing • Essays
- Schedules

Visual-Spatial
Exemplified by Leonardo da Vinci, Frank Lloyd Wright, Frida Kahlo

To stimulate visual-spatial intelligence:
- Picture the setting and the characteristics in detail in your mind’s eye as you read
- Use photography to express yourself
- Visualize and experience or event-how it will unfold, what it will look like if you are successful, and/or what it will look like if you achieve your goals.

Classroom activities:
- Mind maps and graphics
- Video, CD-ROM, DVD
- Geometry
- Overheads
- Art activities
- Bulletin boards, charts, and posters
- Murals and storyboarding
- Models

Products:
- Art portfolios
- Art pieces
- Murals
- Illustrations
- Animations
- Model or dioramas
- Advertisements
- Mobiles

Bodily-Kinesthetic
Exemplified by Marcel Marceau, Michael Jordan, Kristi Yamaguchi

To stimulate bodily-kinesthetic intelligence:
- Use body movement or physical motion to learn concepts or ideas.
- Observe yourself on video-note your body language.
- Try a new sport, dance, or exercise program.
- Use your body to depict your thoughts.

Classroom activities:
- Role play/drama
- Dance/movement
- Lip sync, skits, charades, mime
- Construct and build models
- Math manipulatives and experiments
• Gestures and body language
• Physical activity and sports
• Activity centers

**Products:**
• Role plays
• Aerobics
• Dances
• Mimes
• Vignettes
• Dramatizations

**Naturalists**
Exemplified by John Charles Darwin, David Suzuki, Linnaeus, George Washington Carver

To stimulate naturalist intelligence:
• Take nature walks and spend time in the outdoors.
• Go camping, canoeing, and backpacking.
• Spend time at the zoo or the aquarium.
• Observe the passing seasons and note the behavior of birds and animals.

**Classroom activities:**
• Growing plants/gardening/nature study
• Collecting and classifying
• Creating charts and graphs
• Maintaining terrariums and aquariums
• Constructing ecosystems
• Creating displays
• Recording observations and experiments
• Logging weather and related elements

**Products:**
• Models
• Flowcharts
• Documentaries
• Investigations
• Exhibitions
• Experiments

• Photo-essays

**Intrapersonal**
Exemplified by Buddha, Steven Covey, Cesar Chavez

To stimulate intrapersonal intelligence:
• Stand outside yourself and listen, observe, and feel you.
• Become aware of your moods—what makes you happy, sad, angry, or frustrated?
• Reflect on how you solve problems and deal with crises.
• Keep a log or journal.

**Classroom activities:**
• Metacognition/diaries
• Poetry/reflection
• Logs/journals
• Goal setting
• Positive affirmations/self-expression
• Autobiographies
• Independent study/choice

**Products:**
• Logs and journals
• Diaries
• Autobiographies
• Resumes
• Portfolios

**Interpersonal**
Exemplified by Princess Diana, Oprah Winfrey, Martin Luther King, Jr.

To stimulate interpersonal intelligence:
• Try different situations in which interdependence with other people is required for success; for example, working
in cooperative groups or collaborating with others on a project.

• Practice different ways to communicate with someone else; for example, use facial expressions, body posture, gestures, and sounds.
• Test your assumptions about body language, both your own and other people’s.

**Classroom activities:**

• Think-pair-share
• Interviews
• Cooperative/interactive structures
• Shared dialog and debates
• Class meetings
• Reciprocal teaching
• Peer tutoring Study buddies
• Use email

**Products:**

• Jigsaw and strategies used in project work
• Work in any area with a collaborative focus
• Interview and biographical opportunities
Lesson Closure

“Closure helps kids know what they learned, why they learned it, and how it can be useful.”

CLOSURE is what the instructor does to facilitate wrap up at the end of the lesson; it is a quick review, to remind students what it was that they have learned (or should have learned) and allows the teacher to see where the students are to assist in planning for the next lesson.

A closure activity supports the review and reflection of skills and concepts taught and applied during the instructional period. Closures are brief and focus on the relevance of the skill/concept to the student’s growth in learning and help the learner place the information in a context. Closure comes in the form of information from students about what they learned during the class; for example, a restatement of the instructional purpose. This information then provides a knowledge of the results for the teacher, i.e., did you teach what you intended to teach and have the students learned what you intended to have them learn?

Activities may include, but are not limited to the following:

- Sharing of student work
- Discussing new ideas pertaining to the skill/concept
- Summarize key concepts and/or vocabulary
- Make predictions about future related learning
- Drawing conclusions
- Link to past and future learning
- Addressing higher-order thinking questions
- Connecting skills/concepts to the real world
- Reflecting on guiding questions and enduring understandings

The intellectual work should be done by the students – not the instructor summarizing for the students and telling them what they learned.

Closure is an opportunity for formative assessment and helps the instructor decide:

1. if additional practice is needed
2. whether you need to reteach
3. whether you can move on to the next part of the lesson

Closure serves as an opportunity to cement learning for the students and as formative assessment for the teachers. It is not enough to ask, “Are there any questions?” Closure is often overlooked or neglected due to lack of time or replaced with assigning homework, but it is a necessary component of an effective lesson plan. Research shows that when closure is weak or nonexistent, students are robbed of the most important part of the lesson—the time when they have the opportunity to think about what they learned and to discuss it” (Wolf & Supon, 1994, p. 3, http://www.eric.ed.gov/PDFS/ED368694.pdf)
### 40 Ways to Leave a Lesson

<table>
<thead>
<tr>
<th>Title</th>
<th>Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cornell Notes</td>
<td>Notes can be used in a variety of ways. Completing the summary, checking with a partner for completeness, comparing to teacher’s idea of what the key ideas were. <a href="http://coe.jmu.edu/learningtoolbox/cornellnotes.html">http://coe.jmu.edu/learningtoolbox/cornellnotes.html</a></td>
</tr>
<tr>
<td>Journal Entry</td>
<td>Each day students write about 2 things they learned (use of a journal could incorporate most of these other closure examples) <a href="http://content.scholastic.com/browse/article.jsp?id=3583">http://content.scholastic.com/browse/article.jsp?id=3583</a></td>
</tr>
<tr>
<td>Exit Pass (Ticket to Roll)</td>
<td>Student must answer in writing questions or reflect in some way about the learning before being allowed to leave the room. Math example – work a question from the material covered during the lesson, use as formative assessment for the following day, sort into piles: got it/ didn’t get it or minor errors / conceptual errors</td>
</tr>
</tbody>
</table>
| Examples               | ☺ I really understood this idea...  
☺ I have a few questions about... before I can say I understand  
☺ I don’t even know where to start on ...  
❗ I am excited about...  
!: I’d like to learn more about...  
❓ A question I have is...  
♦ This point is really clear.  
■ One thing that squares with things I already know is...  
♣ An idea that is still going around in my head is... |
<p>| You’re stuck here until... | This is a variation of the exit pass and great for a 9030 second gap before dismissal. Depending on time, have students discuss the day’s vocabulary and then they have to define one word in their own words, to you, before they go out the door. If they are having difficulty, have them step to the side and listen to several other students and then try again. This should be framed in good humor, not in a punitive way. |
| Whip Around            | Students quickly and verbally share one thing they learned in the class today. You can have them toss a ball from one to another or just have volunteers. (Caveat – you have to have a safe trusting environment. I have seen this done where kids chose others based on their perception that the student won’t have anything to say.) |
| 3-2-1                  | 3 things they learned, 2 things they have a question about, 1 thing they want the instructor to know – sticky notes, index cards, whatever |
| Fishbowl               | Student writes one question they have about the topic of this lesson. This can be something for which they know the answer or for which they want an answer. Form an inner and outer circle. Share question with the person in front of you see if they know the answer, switch who is asking question, if time rotate to a new partner |
| Summary Paragraph      | What was learned today – be specific with examples.                                                                                     |
| Explain a Procedure    | Write to an absent student and explain how to...                                                                                          |
| Here’s How...          | Students write a detailed explanation of a procedure with an example to demonstrate their understanding of the concept. They then give their partner the unworked example and the detailed instructions and have the partner work the example from the directions. Then they peer edit the procedures for clarity. |
| Cliff Notes, Jr.       | Students prepare a “cheat sheet” that would be useful for having during a quiz over the day’s topic.                                         |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>Synopsis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three W’s</td>
<td>Students discuss or write <strong>What</strong> did we learn today? <strong>So What?</strong> (relevancy, importance, usefulness) <strong>Now What?</strong> (how does this fit into what we are learning, does it affect our thinking, can we predict where we are going)</td>
</tr>
<tr>
<td>Pair/Share</td>
<td>Tell the person next to you 2 (3,4,5,...) things you have learned today, then the groups report out. Variation is to have students Think/Write/Pair/Share</td>
</tr>
<tr>
<td>Gallery Walk</td>
<td>Students create graphic representations of their learning and post them. Students can either share out the posters or students can move from station to station – writing questions or comments, noting similarities and differences, reflect on what they might do differently if they were to repeat the process.</td>
</tr>
<tr>
<td>Choose from the Daily Dozen</td>
<td>Student choose two questions from a generic list to respond to about the day’s lesson.</td>
</tr>
<tr>
<td>Quiz</td>
<td>Could be daily or intermittent. 24 questions to show what they learned. Small individual whiteboards work well for a formative assessment and reduces the paperwork. Don’t forget to ask conceptual questions!</td>
</tr>
<tr>
<td>Thumbs Up/Thumbs Down</td>
<td>Pose some questions that can be answered thumbs up/down/ sideways, ask for explanation of the decisions.</td>
</tr>
<tr>
<td>Quick doodles</td>
<td>Doodle / draw two or three concepts presented in the lesson may include words or numbers.</td>
</tr>
<tr>
<td>Key Ideas</td>
<td>Students list the key ideas from the lesson and why they were important.</td>
</tr>
<tr>
<td>“What am I?” (riddles for key terms)</td>
<td>Have students construct clues (riddles) about the key terms and quiz partners or the room</td>
</tr>
<tr>
<td>Jeopardy</td>
<td>Teacher gives answer. Students create the question. This works well with dry erase boards. <a href="http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm">http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm</a></td>
</tr>
<tr>
<td>Be Alex Trebek</td>
<td>Student poses answer/question to group about lesson –responses should come from other students, not the teacher</td>
</tr>
<tr>
<td>Be the Teacher</td>
<td>Students present three key ideas they think everyone should have learned. Could be done with a group or individually –responses can be either oral or written.</td>
</tr>
<tr>
<td>The Five W’s</td>
<td>Students explain the who, what, where, when, why and how of the lesson.</td>
</tr>
<tr>
<td>Credit Cards</td>
<td>Students are given an index card and required to state the lesson’s objective and if they feel that objective was met. Credit given for participating.</td>
</tr>
<tr>
<td>Postcard</td>
<td>Students are given an index card and they write a postcard to their parents explaining the day’s lesson.</td>
</tr>
<tr>
<td>Pros and Cons</td>
<td>Students list pros and cons of the issue discussed in class (might be a challenge in a math class.)</td>
</tr>
<tr>
<td>So What’s Up With ....?</td>
<td>Students raise questions about something they either were unsure about or need clarification. Can be done orally or written.</td>
</tr>
<tr>
<td>Quiz Master</td>
<td>Students prepare a short quiz (+ 5 questions with answers) At least 2 of the questions must start How...? or Why...?</td>
</tr>
<tr>
<td>I Care Why?</td>
<td>Students explain relevancy of the concept to their life or how they might use it.</td>
</tr>
<tr>
<td>It Fits Where?</td>
<td>Students create a “timeline” of the concepts taught (sequence the concepts) or explain a connection to something else they know.</td>
</tr>
<tr>
<td>Title</td>
<td>Synopsis</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Element of Surprise</td>
<td>Students receive an envelope containing a card with a word or phrase selected by the teacher. Students discuss the concept and list the content specific vocabulary necessary to discuss it.</td>
</tr>
<tr>
<td>Numbered Heads Together</td>
<td>Students in groups of up to five are numbered sequentially. As a group they create a list of 35 things learned in the lesson and then the teacher calls one number from each group to report to the class something they learned.</td>
</tr>
<tr>
<td>We Learned What?</td>
<td>Students write open ended questions on index cards. Two students are selected to come forward. The first student draws a question card and poses the question to the class. After the class discusses the question and answers with their partner the second student draws a student name card to respond to the question. (These questions could also be used to launch the next day’s lesson.)</td>
</tr>
<tr>
<td>We’re Going Where?</td>
<td>Students predict the topic of tomorrow’s lesson – be sure to refer to the predictions the next day as either an opener or in closure.</td>
</tr>
<tr>
<td>It Looks Like This</td>
<td>An actual object or model that directly relates to the lesson is shown and students explain how it connects to the day’s concept.</td>
</tr>
<tr>
<td>Sell It to Us</td>
<td>Write a jingle that explains the main idea of the lesson.</td>
</tr>
<tr>
<td>Commercial</td>
<td>Students write a 1-2 minute commercial to use at home when asked, “What happened in ______ class today?”</td>
</tr>
<tr>
<td>4 Box Synectics</td>
<td>Synectics connect unrelated ideas through metaphor. Students have a sheet with four boxes. In each box is a stem. Solving equations is like eating an orange because…” “Solving equations is like driving a car because…”</td>
</tr>
</tbody>
</table>

Adapted from Ann Sipe, Grandview School District, Grandview, WA
VISED’s Comprehensive Literacy Plan

VISED Comprehensive Literacy Framework

English / Language Arts and Reading
- Reading "Learning to Read"
- Writing "Learning to Write"
- Word Study / Vocabulary

Literacy Across All Contents
- Reading "Reading to Learn"
- Writing "Writing to Learn"
- Academic Vocabulary Development
### Direct Instruction in Reading, English

<table>
<thead>
<tr>
<th>Learning to Read</th>
<th>Learning to Write</th>
<th>Word Study / Vocabulary Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is it?</strong>  Teachers use a variety of strategies and quality literature to assist students in deriving meaning from print.</td>
<td><strong>What is it?</strong> Teachers utilize a variety of writing strategies to assist students in formulating and organizing their own thoughts and creating a written record using the conventions of writing.</td>
<td><strong>What is it?</strong> Teachers provide explicit instruction in word study including phonemic awareness, phonics, word recognition and vocabulary development strategies.</td>
</tr>
<tr>
<td><strong>How?</strong> Modeled Reading, Shared Reading, Guided Reading, Independent Reading, Word Study</td>
<td><strong>How?</strong> Modeled/Shared Writing, Guided Writing, Independent Writing</td>
<td><strong>How?</strong> Intentional, systematic word study instruction; Marzano’s Steps to Vocabulary Development</td>
</tr>
<tr>
<td><strong>Learners have opportunities to:</strong></td>
<td><strong>Learners have opportunities to:</strong></td>
<td><strong>Learners have opportunities through Word Study to</strong></td>
</tr>
<tr>
<td>• hear quality literature read aloud daily</td>
<td>• study models of writing</td>
<td>• understand that there are systematic relationships between letters and sounds</td>
</tr>
<tr>
<td>• understand how phonemes, or speech sounds, are connected to print</td>
<td>• utilize the writing process</td>
<td>• recognize that written words are composed of letter patterns that represent the sounds of spoken words, and</td>
</tr>
<tr>
<td>• decode unfamiliar words</td>
<td>• participate in collaborative writing</td>
<td>• develop and maintain a motivation to read</td>
</tr>
<tr>
<td>• practice accurate and fluent reading</td>
<td>• learn and apply language conventions to become effective communicators</td>
<td>• appreciate oral and printed language</td>
</tr>
<tr>
<td>• build background information and vocabulary to foster comprehension</td>
<td>• use writing as a tool to demonstrate learning</td>
<td>• write and connect writing to spelling and reading</td>
</tr>
<tr>
<td>• develop appropriate active strategies to construct meaning from a wide variety of texts</td>
<td></td>
<td>• develop and comprehend new vocabulary through direct vocabulary instruction and reading</td>
</tr>
<tr>
<td>• develop and maintain a motivation to read</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Literacy across ALL Content Areas

### Reading to Learn

- **What is it?** Teachers across all contents and grade levels plan a role in teaching students to use reading skills and strategies to learn the content and become independent readers and learners.

- **How?** Teachers provide instruction that familiarizes students with structures of expository texts, promotes content area vocabulary, promotes word identification skills, builds fluency, and teaches students how, why, when and where to use specific comprehension strategies.

- **Learners have opportunities to:**
  - identify similarities and differences
  - summarize and take notes
  - utilize nonlinguistic representations to demonstrate knowledge
  - generate and test hypothesis
  - use cues, questions and advanced graphic organizers to demonstrate comprehension

### Writing to Learn

- **What is it?** Teachers of all contents and all grade levels have the responsibility to develop proficient writers. Fully proficient writers can adapt to different contexts, formation and purposes for writing.

- **How?** Teachers provide daily opportunities for students to apply content area knowledge through the creation of written products such as journals, logs, reports, technical writing, research, etc.

- **Learners have opportunities to:**
  - use narrative writing to tell a real or imaginary story or recreate a series of events
  - use persuasive writing to convince the reader to accept a belief, position or opinion or to convince the reader to take a specified action
  - use descriptive writing to create a verbal portrait or to show the reader through words what an experience, event, person or place is like
  - use expository writing to inform the reader, to explain factual information to the reader or to tell the reader how to do something

### Academic Vocabulary Development

- **What is it?** Teachers ensure that students are exposed to specific academic terms and phrases across grade levels to form a strong common foundation for all students.

- **How?** Teachers provide intentional well planned instruction in academic vocabulary development using strategies such as those outlined in Marzano’s Steps to Vocabulary Development.

- **Learners have opportunities to:**
  - describe, explain and give examples of newly introduced vocabulary
  - restate the description, explanation or example in their own words
  - construct pictures, symbols, or graphics to represent terms
  - discuss vocabulary with peers
  - engage in meaningful activities to enhance understanding of terms
  - practice and apply knowledge in everyday situations
Balanced Literacy Framework

Balanced Literacy is a framework for instructional planning and implementation, across all content areas. It involves the use of observation and assessment to make instructional decisions; includes classroom delivery that moves through whole group, small group, and independent learning to build student competence and independence; and incorporates a balance of quality fiction and nonfiction materials to support instruction and learning.

TEKS Resource System™ (TRS™) exemplar lessons for English Language Arts and Reading provide a balanced approach to literacy learning by using multiple aspects of instruction. Daily Lessons emphasize Word Study, Shared Reading, Independent Reading and Writing with an integration of speaking and listening to allow the development and practice of processes needed in academia and personal worlds. Shared, interactive, guided and independent practice is provided in the instructional routines through explicit, reciprocal and responsive instruction. Writing is used as a tool to interpret and comprehend text; and reading is used as a tool to examine the author’s craft and use of conventions for writing. Instruction is further balanced by the use of teacher-selected and student-selected literature and writing topics based on students’ individual interests and abilities.
Reading: “Learning to Read”

**Modeled Reading (Read Alouds):** The teacher reads aloud while modeling comprehension and thinking strategies. This strategy allows the teacher to demonstrate how to approach and think about what you are reading.

Looks Like: Teacher reading to a group of children

The teacher reads aloud to students to convey reading for enjoyment, to demonstrate appropriate fluency and expression and to model thinking/comprehension strategies. Books are selected based on the needs and interests of the class, and a variety of genres, including non-fiction and multicultural literature should be included. Often, the teacher will reread specific selections to highlight features of the text and text structures. **Reading aloud to children is the single most influential factor in young children's success in learning to read.**

Modeled reading:

- Promotes a love of reading and stimulates the imagination
- Models print concepts and develops an awareness for of story and text structure
- Demonstrates reading for a variety of purposes
- Develops knowledge of written language syntax
- Increases vocabulary and promotes oral language development
- Creates a community of readers through a shared literacy experience
- Exposes children to complex ideas
- Provides links to other reading and writing activities
- Provides modeling of the ongoing thinking done by a reader and writer
- Models fluent reading
- Encourages active listening
- Invites responses and reflection

**Tips:**

- Use an interesting selection of books.
- Change vocal tones and volume of voice as reading.
- Check your audience frequently to be sure they are actively engaged.
- Use this time as an opportunity to model ongoing thinking in order to stimulate student posed questions.
- Make modeled reading part of your daily routine.
- Modeled reading can occur during reading, writing and in content area instruction.
Shared Reading: The teacher and the student(s) read a text together.
Looks like: Reading with and by children

During shared reading, the teacher models fluency and expression and invites the children to join in the reading experience. Students are supported in their approximations as they consider themselves members of the literate community. A variety of materials are appropriate for shared reading including narrative and informational text, technical pieces, big books, songs, rhymes and poetry, charts and graphs, anthology stories and student generated texts.

Shared Reading:
• Allows the teacher to model reading strategies
• Allows the teacher to model thinking aloud
• Allows children to behave as readers and participate in an enjoyable, purposeful setting as members of a supportive literacy group
• Provides children an opportunity to try out and apply strategies and skills
• Develops a sense of story or content
• Teaches students strategies for decoding unknown words and for constructing meaning from text
• Develops fluency, phrasing and reading strategies
• Increases comprehension
• Allows students to see themselves as readers
• Provides a safe, non-threatening environment in which readers can practice new and familiar reading strategies
• Builds a set of familiar texts children can use for independent reading
• Creates resources for word study and writing ideas
• Builds a set of familiar texts teachers can use for scaffolding

Tips:
• Make texts clearly visible to all readers (multiple copies, overheads, charts or big books).
• To heighten children’s interests, invite guest readers, such as older students or parents.
• Show the children your own love and enthusiasm for reading.
• Read a variety of authors and genres.

Guided Reading: Students read a selection at their instructional level.
Looks like: Children are reading with teacher support and instruction; small reading groups

During guided reading, the teacher works with small groups of students who exhibit similar reading strategies, interests or needs. Texts are carefully selected based on the needs of the group as assessed by the teacher through instruments such as running records, reading inventories, literacy standards, and teacher observations. Guided reading begins with a carefully chosen text introduced to the students,
providing the necessary support for the children to read the text independently. The text introduction allows children to focus on meaning and enables them to problem-solve with the support of the teacher. The teacher listens, observes and interacts with the children as they read and then chooses teaching points to return to after the text has been read. The teacher works with the children to guide them in the refinement of their strategy usage. The goal of guided reading is to help the children develop reading strategies which will enable them to become independent readers.

Guided Reading:
• Promotes reading strategies and offers students an opportunities to practice their skills
• Increased comprehension
• Encourages independent reading
• Allows the teacher to monitor individual student’s progress and to prompt students to apply their knowledge of reading when difficulties arise
• Develops students’ confidence as they actively engage in reading appropriately chosen texts
• Challenges children to actively process print independently
• Personalizes the reading process
• Allows children to have fluid movement in the flexible group setting • Exposes children to a wide variety of genres and text formats

Tips:
• Keep the groups small (4-6 students).
• Use a variety of materials, appropriately leveled.
• Keep the groups flexible.
• Use this as literacy station time. Teach and practice what the rest of the class is expected to be doing while you meet with a guided reading group.

Independent Reading: Children read independently or with a buddy.

Looks Like: Reading by children

During independent reading, the teacher provides time and opportunity for children to read independently or with a buddy. Children are in charge and choose their own reading material. The teacher’s role shifts to providing appropriate materials, observing, responding and conferencing with individual readers. The children read a variety of materials, familiar books, magazines, charts, class books, poems, notes and songs. Independent reading is critical to the goal of creating life-long readers.

Independent reading:
• Promotes reading fluency through repeated reading
• Provides an opportunity for students to practice using reading strategies
• Challenges students to problem-solve independently
• Increases sight word recognition and vocabulary
• Provides children with an opportunity to support each other when reading together
• Enhances confidence through successful reading practice
• Supports writing development
• Promotes reading for enjoyment and information

Tips:
• Start your independent reading time slowly. Begin with a few minutes and gradually add time until you have reached the desired time allotment.
• Provide a multitude of reading materials.
• Model what is and is not reading.
• Schedule independent reading at a consistent time.
• Some teachers choose to play quiet music.
• Build in a sharing time and allow students to keep a log of the books they read.
• Respect this time. Students and teacher should be engaged in the literacy work.

Note: Independent reading may occur simultaneously with guided reading, conferencing or taking informal assessment.
Text Comprehension

Text comprehension can be improved by instruction that helps readers use specific comprehension strategies.

Text comprehension is important because comprehension is the reason for reading.

Text comprehension is purposeful and active.

Text comprehension can be developed by teaching comprehension strategies.

Text comprehension strategies can be taught through explicit instruction, through cooperative learning and by helping readers use strategies flexibly and in combination.

<table>
<thead>
<tr>
<th>The following strategies have a firm scientific basis for improving text comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monitoring Comprehension</strong>—Teach students to:</td>
</tr>
<tr>
<td>• be aware of what they do understand,</td>
</tr>
<tr>
<td>• identify what they do not understand, and</td>
</tr>
<tr>
<td>• use appropriate “fix-up” strategies to resolve problems in comprehension.</td>
</tr>
</tbody>
</table>

| Graphic Organizers & Semantic Organizers can be used with all types of texts. Graphic and semantic organizers can: |
| • help students focus on text structure as they read; |
| • provide students with tools they can use to examine and visually represent relationships in a text and |
| • help students write well-organized summaries of a text. |

| Answering questions appear to be effective for improving learning from reading because they: |
| • give students a purpose for reading; |
| • focus students’ attention on what they are to learn; |
| • help students to think actively as they read; |
| • encourage students to monitor their comprehension; and |
| • help students to review content and relate what they have learned to what they already know. |

| Generating questions—Teaching students to ask their own questions improves their active processing of text and their comprehension. |

| Recognizing Story Structure—Refers to the way the content and events of a story are organized into a plot. Students who can recognize story structure have a greater appreciation, understanding, and memory for stories. Students often learn to recognize story structure through the use of story maps. |

| Summarizing—Instruction in summarizing helps students: |
| • identify or generate main ideas; |
| • connect the main or central ideas; |
| • eliminate redundant and unnecessary information; and |
| • remember what they read. |
Balanced Literacy – Learning to Write

**Modeled Writing**

The teacher models writing for student while verbalizing thinking (and reasoning) beginning with how to record print and moving to more sophisticated decisions about word choice, genre, content, varying purposes, audience, etc.

**Shared Writing**

The teacher uses language experience and interactive writing to transcribe a negotiated message – letting the students record purposeful portions of the text. Texts should reflect varying genres, content, purpose, audience etc.

**Guided Writing**

Guided writing practice takes the form of conferencing with one student at a time; however, small group work can also be beneficial during this time. As in the mini lesson a conference should last only a few minutes and have just one teaching point. The goal in all guided practice is to improve the writer – using the current text as a case study for generative learning.

**Independent Writing**

Students need daily opportunities to write about self-selected topics within the various genres as they compose, revise and edit writing in order to attempt new skills and strategies. On occasion they should write to a prompt as preparation for standardized assessments.
The Writing Process

**PREWRITING**

Refers to all the thinking and planning before writing
- What is the purpose for Writing?
- How will I gather information?
- In what for shall I write?
- How shall I organize information?
- What is my audience?
- What is my plan?
- Who is my audience?
- Who can I talk to about my ideas

**DRAFTING**

Refers to getting all your ideas down on paper
- What is my topic or controlling idea?
- What details or examples will develop my topic?
- What words should I choose to develop my topic?
- In what order should I Write my ideas?
- Remember, writers often write more than one draft.

**REVISING**

Refers to changing and improving your writing
- What do I need to add, cut, or change?
- What reaction do others have to my piece?
- Are my ideas clear?
- Do I have plenty of details, descriptions or examples?
- Do I have sentence variety and good word choice?
- Do my ideas flow smoothly to the conclusion or ending?

**EDITING**

Refers to proofreading and making final changes to catch and correct any errors
- Did I capitalize and put punctuation marks where needed?
- Did I spell words correctly?
- Have I followed rules of grammar?
- Is my handwriting readable?
- Does my paper look neat?

**PUBLISHING**

Refers to sharing your writing with others
- Is my final copy ready to be shared with others?
- How and where shall I publish my work?
- Do I need Illustrations, charts, or other visuals?
Eleven Elements of Effective Writing Instruction

**Writing Strategies**, students learn strategies for planning, revising, and editing their compositions.

**Summarization**, students learn explicit and systematic methods on how to summarize texts.

**Collaborative Writing**, teachers use instructional arrangements in which students work together to plan, draft, revise, and edit their compositions.

**Specific Product Goals**, teachers assign students specific, reachable goals for the writing they are to complete.

**Technology**, students are provided the use of computers and other technology resources as instructional supports for writing assignments.

**Sentence Combining**, students learn multiple ways to construct more complex, sophisticated sentences.

**Prewriting**, the teacher engages students in activities designed to help them generate or organize ideas and content for a particular writing task.

**Inquiry Activities**, the teacher engages students in analyzing immediate, concrete data to help them develop ideas and content for particular writing task.

**Process Writing Approach**, the teacher interweaves a number of writing instructional activities in a workshop environment that stresses extended writing opportunities, writing for authentic audiences, personalized instruction, and cycles of writing.

**Study of Models**, the teacher provides students with opportunities to read, analyze, and emulate models of good writing.

**Writing for Content Learning**, the teacher uses writing as a tool for learning in all content areas.
# Writing Benchmarks

## Why Do We Write?

<table>
<thead>
<tr>
<th>Genre of Writing</th>
<th>Purpose of Writing</th>
<th>Examples</th>
</tr>
</thead>
</table>
| **Narrative**    | - To tell a real or imaginary story To recreate a series of events | - Personal stories  
- Fictional stories  
- Poetry  
- Ballads  
- Personal letters |
| **Persuasive**   | - To convince the reader to accept a belief, position or opinion To convince the reader to take a specified action | - Editorials  
- Letters to the editor  
- Reviews  
- Position papers |
| **Descriptive**  | - To create a verbal portrait  
- To show the reader through words what an experience, event, person or place is like | - Character sketches  
- Descriptive paragraphs  
- Descriptions of people, places, and/or things  
- Poetry |
| **Expository**   | - To inform the reader  
- To explain factual information to the reader  
- To tell the reader how to do something | - Research reports  
- How-to-instructions  
- Directions  
- Newspaper articles  
- Essays |

## State-Assessed Writing

### 4th Grade Writing Prompts:
- Personal Narrative
- Expository

**Types of Selections:**
- Fiction
- Expository
- Literary Nonfiction
- Persuasive

### 7th Grade Writing Prompts:
- Personal Narrative with Extension
- Expository

**Types of Selections:**
- Fiction
- Expository
- Literary Nonfiction
- Persuasive

### English I and II Writing Prompts:
- English I – Literary and expository
- English II – Expository and persuasive
Five Components of Literacy

The five components of literacy are:

• Phonemic Awareness
• Phonics
• Word Study
• Vocabulary
• Comprehension

Phonemic awareness - is the ability to hear, identify, and manipulate individual sounds—phones—into spoken words.

Phonemic awareness is important because
• it improves student’s word reading and reading comprehension.
• it helps students learn to spell.

Phonemic awareness can be developed through a number of activities, including asking children to
• identify phonemes,
• categorize phonemes,
• blend phonemes to form words,
• segment words into phonemes,
• delete or add phonemes to form new words, and
• substitute phonemes to make new words.

Phonemic awareness instruction is most effective
• when students are taught to manipulate phonemes by using the letters of the alphabet.
• when instruction focuses on only one or two rather than several types of phoneme manipulation.

Common Phonemic Awareness Terms

Phoneme manipulation
When students work with phonemes in words, they are manipulating the phonemes. Types of phoneme manipulation include blending phonemes to make words, segmenting words into phonemes, deleting phonemes from words, adding phonemes to words, or substituting one phoneme for another to make a new word.
**Blending**
When students combine individual phonemes to form words, they are blending the phonemes. They also are blending when they combine onsets and rimes to make syllables and combine syllables to make words.

**Segmenting (segmentation)**
When students break words into their individual phonemes, they are segmenting the words. They are also segmenting when they break words into syllables and syllables into onsets and rimes.

**Phonics instruction** helps children learn the relationships between the letters of written language and the sounds of spoken language.

**Phonics instruction is important because**
- it leads to an understanding of the alphabetic principle—the systematic and predictable relationships between written letters and spoken sounds.

**Phonics instruction is effective when it is**
- **systematic**—a plan of instruction that includes a carefully selected set of letter-sound relationships organized into a logical sequence.
- **explicit**—precise directions for the teaching of these relationships.

**Effective phonics instruction provides**
- ample opportunities for students to apply what they are learning about letters and sounds to the reading of words, sentences, and stories.

**Systematic and explicit phonics instruction**
- significantly improves student’s word recognition, spelling, and reading comprehension.
- is most effective when it begins in kindergarten or first grade.

**APPROACHES TO PHONICS INSTRUCTION**

*The distinctions between approaches are not absolute, and some programs of instruction combine approaches.*

**Synthetic phonics** Students learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.

**Analytic phonics** Students learn to analyze letter-sound relationships in previously learned words. They do not pronounce sounds in isolation.

**Analogy-based phonics** Students learn to use parts of word families they know to identify words they don’t know that have similar parts.

**Phonics through spelling** Students learn to segment words into phonemes and to make words by writing letters for phonemes.
Embedded phonics Students are taught letter-sound relationships during the reading of connected text. (Since Students encounter different letter-sound relationships as they read, this approach is not systematic or explicit.)

Onset-rime phonics instruction Students learn to identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime).

Definitions of terms

Alphabetic Knowledge is knowledge of the shapes and names of letters of the alphabet.

The Alphabetic Principle is an understanding that there is a systematic relationship between the sounds of spoken English and the letters and letter patterns of written English.

Decoding is an understanding of how to read each letter or letter pattern in a word to determine the word’s meaning.

A grapheme is the smallest part of written language that represents a phoneme in the spelling of a word. A grapheme may be just one letter, such as b, d, f, p, s; or several letters, such as ch, sh, th, -ck, ea, -igh.

Irregular/High-Frequency Words is recognition of words that appear often in printed English, but are not readily decodable in the early stages of reading instruction.

Reading Practice with Decodable Texts is the application of information about sound-letter relationships to the reading of readily decodable texts.

A phoneme is the smallest part of spoken language that makes a difference in the meaning of words. English has about 41 phonemes. A few words, such as a or oh, have only one phoneme. Most words, however, have more than one phoneme: The word if has two phonemes (/i/ /f/); check has three phonemes (/ch/ /e/ /k/), and stop has four phonemes (/s/ /t/ /o/ /p/). Sometimes one phoneme is represented by more than one letter.

Phonics is the understanding that there is a predictable relationship between phonemes (the sounds of spoken language) and graphemes (the letters and spellings that represent those sounds in written language).

Phonological awareness is a broad term that includes phonemic awareness. In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.

Print Awareness is an awareness of the forms and functions of printed language.

Onsets and rimes are parts of spoken language that are smaller than syllables but larger than phonemes. An onset is the initial consonant(s) sound of a syllable (the onset of bag is b-; of swim, sw-). A rime is the part of a syllable that contains the vowel and all that follows it (the rime of bag is -ag; of swim, -im).

Spelling and Writing is an understanding how to translate sound-letter relationships and spelling patterns into written communication.
A syllable is a word part that contains a vowel or, in spoken language, a vowel sound (e-vent; news-paper; ver-y).

**Vocabulary - refers to the words that must be known to communicate effectively.**

**Four Types of Vocabulary**
- **Listening vocabulary**—the words we need to know to understand what we hear.
- **Speaking vocabulary**—the words we use when we speak.
- **Reading vocabulary**—the words we need to know to understand what we read.
- **Writing vocabulary**—the words we use in writing

**Vocabulary is important because:**
- beginning readers use their oral vocabulary to make sense of the words they see in print.
- readers must know what most of the words mean before they can understand what they are reading.

**Vocabulary can be developed**
- **indirectly,** when students engage daily in oral language, listen to adults read to them, and read extensively on their own.
- **directly,** when students are *explicitly* taught both individual words and word-learning strategies.

**Word-Learning Strategies**
Of course, it is not possible for teachers to provide specific instruction for all the words their students do not know. Therefore, students also need to be able to determine the meaning of words that are new to them but not taught directly to them. They need to develop effective word-learning strategies, such as:
- how to use *dictionaries and other reference aids* to learn word meanings and to deepen knowledge of word meanings;
- how to use information about *word parts* to figure out the meanings of words in text; and
- how to use *context clues* to determine word meanings.

**Definitional instruction:**
- **Teach synonyms.** Often a synonym is all students need to understand a new word in context.
• **Teach antonyms.** Not all words have antonyms, but thinking about antonyms requires students to identify the crucial aspects of a word. For example, the word chaos implies an abyss, a void, or clutter, but its antonym, narrows the focus to the “clutter” part of the word’s meaning.

• **Rewrite definitions.** Dictionary definitions can often confuse or mislead students. Asking students to restate a dictionary definition in their own words can be more effective than requiring them to remember the exact wording of the definition.

• **Provide example sentences.** A good way to ascertain whether students understand a word’s definition is to have them provide example sentences in which they use the word. They may draw these examples from personal experiences (“Mom’s kitchen is chaos”) or from textbooks (“After the great flood of 1937, there was chaos all over the Tennessee Valley”).

• **Provide non-examples.** Another way to find out if students truly understand the meaning of a new word is to have them supply words that are not examples of the word’s meaning. For example, point out to them that cry is not an example of the word guffaw, then ask them to think of other non-examples of the word (bawl, sniffle, whine, whimper). Coming up with non-examples requires students to think about the critical attributes of a word, much like providing antonyms.

• **Discuss the difference between the new word and related words.** A discussion of the word debris, defined as “trash,” “garbage,” or “waste,” might include a discussion of the differences between debris and trash, garbage, and waste. For example, debris might be the result of some sort of accident or disaster, whereas trash might include anything. Garbage generally refers to organic material, such as food leftovers, and waste implies something left over, rather than something resulting from a disaster. Such a thorough discussion encourages students to focus on the meanings of words.

**Word Part Instruction:**

• **Teach the most commonly used or important elements.** Accompany this instruction with the teaching and modeling of a general strategy for breaking words into parts. **20 prefixes account for 97% of our English words that have prefixes.** If you covered the most frequent 6 suffixes, you would be covering a large number of them. **60% of all English words have Latin or Greek origins.**
## The Most Frequent Affixes in Printed School English

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>% of all prefixed words</th>
<th>SUFIX</th>
<th>% of all suffixed words</th>
</tr>
</thead>
<tbody>
<tr>
<td>un</td>
<td>26</td>
<td>s, es</td>
<td>31</td>
</tr>
<tr>
<td>re</td>
<td>14</td>
<td>ed</td>
<td>20</td>
</tr>
<tr>
<td>in, im, il, ir (not)</td>
<td>11</td>
<td>ing</td>
<td>14</td>
</tr>
<tr>
<td>dis</td>
<td>7</td>
<td>ly</td>
<td>7</td>
</tr>
<tr>
<td>en, em</td>
<td>4</td>
<td>er, or (agent)</td>
<td>4</td>
</tr>
<tr>
<td>non (-ation, -ition)</td>
<td>4</td>
<td>ion, tion</td>
<td>2</td>
</tr>
<tr>
<td>in, im (in)</td>
<td>4</td>
<td>able, ible</td>
<td>1</td>
</tr>
<tr>
<td>over</td>
<td>3</td>
<td>al, ial</td>
<td>1</td>
</tr>
<tr>
<td>mis</td>
<td>3</td>
<td>y</td>
<td>1</td>
</tr>
<tr>
<td>sub</td>
<td>3</td>
<td>ness</td>
<td>1</td>
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<tr>
<td>pre</td>
<td>3</td>
<td>ity, ty</td>
<td>1</td>
</tr>
<tr>
<td>inter</td>
<td>3</td>
<td>ment</td>
<td>1</td>
</tr>
<tr>
<td>fore</td>
<td>3</td>
<td>ic</td>
<td>1</td>
</tr>
<tr>
<td>de</td>
<td>2</td>
<td>ous, eous, ious</td>
<td>1</td>
</tr>
<tr>
<td>trans</td>
<td>2</td>
<td>en</td>
<td>1</td>
</tr>
<tr>
<td>super</td>
<td>1</td>
<td>er (comparative)</td>
<td>1</td>
</tr>
<tr>
<td>semi</td>
<td>1</td>
<td>ive, ative, tive</td>
<td>1</td>
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<tr>
<td>anti</td>
<td>1</td>
<td>ful</td>
<td>1</td>
</tr>
<tr>
<td>mid</td>
<td>1</td>
<td>less</td>
<td>1</td>
</tr>
<tr>
<td>under (too little)</td>
<td>1</td>
<td>est</td>
<td>1</td>
</tr>
<tr>
<td>ALL OTHERS</td>
<td>3</td>
<td>ALL OTHERS</td>
<td>7</td>
</tr>
</tbody>
</table>
The Most Frequent Root Words in Printed School English

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Origin</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>aud</td>
<td>hear</td>
<td>Latin</td>
<td>auditorium, audition</td>
</tr>
<tr>
<td>astro</td>
<td>star</td>
<td>Greek</td>
<td>astrology, astronaut</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>Greek</td>
<td>biology</td>
</tr>
<tr>
<td>dict</td>
<td>speak, tell</td>
<td>Latin</td>
<td>predict, dictate</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td>Greek</td>
<td>geology, hypogeal</td>
</tr>
<tr>
<td>meter</td>
<td>measure</td>
<td>Greek</td>
<td>thermometer</td>
</tr>
<tr>
<td>min</td>
<td>little, small</td>
<td>Latin</td>
<td>minimum</td>
</tr>
<tr>
<td>mit, mis</td>
<td>send</td>
<td>Latin</td>
<td>mission, transmit, remit</td>
</tr>
<tr>
<td>ped</td>
<td>foot</td>
<td>Latin</td>
<td>pedestrian, pedal</td>
</tr>
<tr>
<td>phon</td>
<td>sound</td>
<td>Greek</td>
<td>phonograph, phoneme</td>
</tr>
<tr>
<td>port</td>
<td>carry</td>
<td>Latin</td>
<td>transport, import</td>
</tr>
<tr>
<td>scrib, script</td>
<td>write</td>
<td>Latin</td>
<td>scribble, manuscript</td>
</tr>
<tr>
<td>spect</td>
<td>see</td>
<td>Latin</td>
<td>inspect, spectator</td>
</tr>
<tr>
<td>struct</td>
<td>build, form</td>
<td>Latin</td>
<td>instruct, destruction</td>
</tr>
</tbody>
</table>

- To teach roots, you might also find it useful to use a word-part web, such as the following one for the Greek root photo. Such webs introduce students to many new words as well as teach a few key words. Discussing derivatives as part of the introduction of a new word, with or without a web, is useful and motivational. Including words in the discussion and web that are relatively infrequent (such as geocentric or geode) can make target words (such as geology) more memorable for students.
• Teach students to combine word-part information with information from the sentence context.
Contextual Instruction:

• **Have students create sentences that contain the new word.** Encourage students to create sentences that show a clear understanding of the meaning of the word—not just “I like chaos.” More acceptable sentences are those that include the definition, such as, “Chaos is when everything is in disorder.” Even more acceptable are sentences that extend the definition, such as, “The scene was complete chaos—desks were turned over, paint was splashed on the floor, and the trashcan was upside down.” Of course, to write sentences containing a new word, students need examples of how it is used correctly. Definitions, even those that give brief examples, rarely provide enough information to guarantee that students have a real sense of how words are used. One way to scaffold students’ use of new words is to have them complete sentence stems containing the word, e.g., “John thought it would pacify the teacher if...”

• **Use more than one new word in a sentence.** Asking students to use more than one new word in each sentence they create can force them to look for relations among words.

• **Discuss the meaning of the same word in different sentences.** Many words have multiple meanings, which depend on the context in which the words appear. To prevent students from limiting word meanings to one particular context, have them use a new word in several different and varied sentences. For the word chaos, their sentences might include topics such as chaos in classroom behavior, chaos as clutter and mess, chaos in personal relations, and so forth.

• **Create a scenario.** Invite students to make up a story in which a new word features prominently. If students are too young for this activity, have them draw a picture story for a new word.

• **Create silly questions.** You might have students pair new words and use each pair to make a silly question. For the words actuary, hermit, philanthropist, and villain, their questions might include, “Can an actuary be a hermit?” “Can an actuary be a philanthropist?” “Can a philanthropist be a hermit?” “Can a philanthropist be a villain?”
Academic Vocabulary Development

Although most word knowledge is gained through wide reading, explicit instruction of specific words and their meanings can contribute greatly to vocabulary development. Districts that embrace a comprehensive academic vocabulary program as outlined by Marzano and Pickering is one sure, strong way to improve students’ academic performance and narrow the achievement gap.

VISD is currently building academic vocabulary across all content areas.
Word Walls

Word walls are to “do,” not to “display”; to be “used,” not just “viewed”; to “do” not to “have.”

- Provide opportunities for students to look for and make connections between and among words. (Rasinski & Padak, 2001, p. 76)
- Have students read words for practice.
- Encourage students to use as reference for spelling.
- Play guessing games with the words. Give clues about words. Give a series of clues to help students narrow the choices. Let students take turns being the ones to give clues. Examples of clues:
  - The word I’m thinking of has two vowels and two consonants.
  - The word I’m thinking of could be used in this sentence...
  - Find a word on the wall that is an adjective.
  - The word I’m thinking of means... o Find two words on the wall that are synonyms. o Find a word on the wall that has three syllables.
  - Find a word that is made of two words put together.
  - The word I’m thinking of has a suffix that makes it past tense.
- Use words for sorting and categorizing.

Word wall interaction provides multiple exposures to words to further cement learning.

Word walls are built in collaboration, not isolation. Build word walls with students not for students. If you build the word wall, it is yours.

Word walls are dynamic, not static.

Most word walls are temporary, not permanent.

Use words in context when possible, not in isolation. Teaching in isolation is not as effective as providing contexts and connections.

Typically, words should remain in the same spot once they are taught for students to reliably locate them. (Fisher & Frey, 2004, p. 126)

Tips Adapted from Cunningham and Allington (2011):
- Be selective and “stingy” about which words to include. Add words gradually.
- Wall should be accessible by everyone (large enough print, visible location). Interact with the words.
Types of Word Walls

- Name Walls
- Content Area Walls
- Sight Word Walls
- High-Frequency Walls
- Writing Walls
- Spelling Walls

Students should have mini-word walls—portable versions they keep for themselves. Mini-word walls can travel to home, library, or other classrooms for easy reference. Mini-word wall books can be easily made with a page for words of each letter of the alphabet. When a word is added to the word wall, it is also added to the students’ own mini-word walls.

Word Walls Resources

Web sites:

- http://olc.spsd.sk.ca/de/pd/instr/stratts/wordwall/
- http://www.theschoolbell.com/Links/word_walls/words.html
- http://www.santarosa.k12.fl.us/reading/wordwall.htm

Books:

- Classrooms That Work: They Can All Read and Write (Cunningham & Allington)
- From Phonics to Fluency: Effective Teaching of Decoding and Reading Fluency in the Elementary School (Rasinski & Padak)
- Improving Adolescent Literacy: Strategies at Work (Fisher & Frey)
- Making Your Word Wall More Interactive, 1-3 (Callella)
- Reading, Writing, and Word Walls: Strategies to Boost Literacy Skills in All Learners, K-2 (Campbell-Rush)
- Spaces and Places: Designing Classrooms for Literacy (Diller)
- Teaching Reading and Writing with Word Walls: Easy Lessons and Fresh Ideas for Creating Interactive Word Walls That Build Literacy Skills, K-3 (Wagstaff)
- When Kids Can’t Read: What Teachers Can Do (Beers)
- Word Walls Activities, K-3 (Campbell & Halderman)
- Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (Bear, Invernizzi, Templeton, and Johnston)

Articles:

- “Boost Learning with Word Walls” (Gruber)
- “Questions and Answers: Building of Word Walls” (Brabham & Villame)
- “Interactive Word Walls: More Than Just Reading the Writing on the Walls” (Harmon, Wood, Hedrick, Vintinner, Willeford)
“Out of the Room and into the Hall: Making Content Word Walls Work” (Yates, Cuthrell, Rose)
“Word Walls That Work” (Wagstaff)
“Word Wall Activity List” (Olson)
“Building the Word Wall” (Sigmon)
“Word Walls” (Mirowski)
<table>
<thead>
<tr>
<th>1. Describe</th>
<th>Provide a description, explanation, or explanation of the new term</th>
</tr>
</thead>
</table>
| **Possible Restatement Structures**
| - Vocab. Journals  |
| - Vocab. Notecards kept in a file box |
| - 6-step notebook |
| - Word Walls (at all grade levels) |
| - Anchor Charts |
| **To Assist Strugglers (Low Readiness)**
| - Teacher provides additional descriptions, examples or explanations |
| - Allow student to partner with another student for a Think-Pair-Share activity |
| - Ask student to go on to Step 3 (illustrate) and come back to step 2 if they are struggling |

<table>
<thead>
<tr>
<th>2. Restate</th>
<th>Ask students to restate the description, explanation, or example in their own words</th>
</tr>
</thead>
</table>
| **Possible Restatement Structures**
| - Word Art |
| - Collage |
| - Magazine pictures |
| - Trace a picture |
| - Trace a map |
| **Students may draw:**
| - A symbol |
| - An example |
| - A graphic |
| - Dramatization using cartoon bubbles |
| - The actual thing |

<table>
<thead>
<tr>
<th>3. Illustrate</th>
<th>Ask students to construct a picture, symbol, or graphic representing the term</th>
</tr>
</thead>
</table>
| **Possible Illustrations**
| - Free Sketch (preferred method) |
| - Word Art |
| - Collage |
| - Magazine pictures |
| - Trace a picture |
| - Trace a map |
| **Frayer Model** |
| **Compare/contrast terms** (Thinking Maps® Double Bubble Map or Venn Diagram) |
| **Brainstorm synonyms and/or antonyms** (Thinking Maps® Circle Map) |
| **Creating Analogies with the terms** (Thinking Maps® Bridge Map) |
| **Classify / Categorize words** (word card sort, Thinking Maps® Tree Map, or a table/matrix) |
| **Examine cause/effect thinking** (Thinking Maps® Multi-flow Map; cause/effect graphic organizer) |
| **Describe a term in detail with adjectives** (Thinking Maps® Bubble Map) |
| **Break the word apart visually and/or physically into prefix/root/suffix** (Thinking Maps® Brace Map; cut word apart physically) |
| **Additional graphic or pictures** |
| **List related words** |
| **Write brief cautions or reminders** |
| **List commonly confused words** |
| **Translate into another language if appropriate** |
| **Use the terms in Sentence Frames** |
| **Use the terms in writing assignments or experiment summaries** |
| **Use a technology application to enhance word meaning** (WORDLE, PowerPoint slide, Podcast, video clip, etc.) |

<table>
<thead>
<tr>
<th>4. Activities</th>
<th>Engage student periodically in activities that help them add to their knowledge of the terms in their notebooks/journals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frayer Model</strong></td>
<td></td>
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<tr>
<td><strong>Compare/contrast terms</strong> (Thinking Maps® Double Bubble Map or Venn Diagram)</td>
<td></td>
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<td><strong>Creating Analogies with the terms</strong> (Thinking Maps® Bridge Map)</td>
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<td><strong>Break the word apart visually and/or physically into prefix/root/suffix</strong> (Thinking Maps® Brace Map; cut word apart physically)</td>
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<tr>
<td><strong>Additional graphic or pictures</strong></td>
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<td><strong>List related words</strong></td>
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<td><strong>Write brief cautions or reminders</strong></td>
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<td><strong>List commonly confused words</strong></td>
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<td><strong>Translate into another language if appropriate</strong></td>
<td></td>
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<tr>
<td><strong>Use the terms in Sentence Frames</strong></td>
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<td><strong>Use the terms in writing assignments or experiment summaries</strong></td>
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<tr>
<td><strong>Use a technology application to enhance word meaning</strong> (WORDLE, PowerPoint slide, Podcast, video clip, etc.)</td>
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<thead>
<tr>
<th>5. Talk</th>
<th>Periodically ask students to discuss terms with one another</th>
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<tbody>
<tr>
<td><strong>Think-Pair-Share</strong></td>
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<td><strong>Four Corners</strong></td>
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<td><strong>Give One – Get One</strong></td>
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<td><strong>Inside-Outside Circle</strong></td>
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<td><strong>Make an Appointment</strong></td>
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<td><strong>Mix-Freeze-Group</strong></td>
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<tr>
<td><strong>Mix-n-Match</strong></td>
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<tr>
<td><strong>Quiz-Quiz-Trade</strong></td>
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<tr>
<td><strong>Rotating Review Showdown</strong></td>
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<tr>
<td><strong>Talking Chips</strong></td>
<td></td>
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<tr>
<td><strong>Team-Pair-Solo</strong></td>
<td></td>
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<tr>
<td><strong>Who am I?</strong></td>
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</tbody>
</table>

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<thead>
<tr>
<th>6. Games</th>
<th>Involve students periodically in games that allow them to play with terms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Talk a Mile a Minute</strong></td>
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<tr>
<td><strong>Vocabulary Pyramid</strong></td>
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</tr>
<tr>
<td><strong>What’s the Question?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Charades</strong></td>
<td></td>
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<tr>
<td><strong>Pictionary</strong></td>
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</tbody>
</table>

**FREE PowerPoint Game Templates:** [http://jc-schools.net/tutorials/PT-games/]
Mission Statement:
Each VISD teacher of mathematics will create a classroom environment in which students will make sense of mathematics and acquire confidence in using it. Through the VISD Mathematics Program, students will understand mathematics and be able to use it in purposeful ways.

As educators in VISD, we believe in a guaranteed and viable mathematics curriculum which is vertically and horizontally aligned PK – 12 and is implemented with fidelity across the district.

We are committed to:
- utilizing a curriculum which supports learning through exploration and solving real-world problems and allows students to construct meaning and make sense of learning mathematics.
- challenging our students to communicate their processes for solving math problems using correct academic vocabulary and to make connections that allow them to own and value learning mathematics.
- engaging students using resources, tools, and technology to solve mathematically rich, real-world problems that meet the needs of a diverse population of learners.
- developing *numeracy in students through a deep understanding of mathematical relationships to empower them to interact with numbers flexibly, accurately and efficiently.

*The components of numeracy include flexibility, automaticity**, creativity, sophistication, efficiency, accuracy and mental, alternative and traditional algorithms (horizontal and vertical).

**Automaticity is the ability to do things without occupying the mind with the low-level details required, allowing it to become an automatic response pattern or habit. It is usually the result of learning, repetition, and practice.
Executive Summary:

The Victoria Independent School District’s (VISD) goal is to ensure that every student has access to a guaranteed and viable curriculum. In order to ensure that every child is provided this guarantee, Victoria ISD and the Curriculum, Instruction and Accountability Department created a guidebook based on the premises of research-based best practice used to deliver math instruction and aligned to the district’s curriculum.

Victoria Independent School District is required to use the Texas Essential Knowledge and Skills (TEKS) as the standards that drive instruction. The TEKS Resource Curriculum Management System is the resource that VISD teachers are required to use for the core content areas (English Language Arts, Mathematics, Science, and Social Studies) which includes TEKS Verification Documents, the Instructional Focus Documents (IFD), Year at a Glance (YAG), and Vertical Alignment Documents (VAD) aligned to units of study, and assessments for each unit of study.

Using all four operations with whole numbers constitutes three STAAR Readiness Standards 3.3B, 3.4B, and 3.4C. Learning and applying multiplication facts is STAAR Supporting Standard 3.4A. These standards are important building blocks to the conceptual understanding of the Grade 3 Texas Response to Curriculum Focal Points (TxRCFP): Developing an understanding of multiplication and division, and Continuing Experiences.

In addition, the NCTM states that, “students exhibit computational fluency when they demonstrate flexibility in the computational methods they choose, understand and can explain these methods, and produce accurate answers efficiently” (2000, p. 152).

The VISD Math Curriculum Expectations:

- All students are taught various computational strategies and models as identified by the district curriculum (YAGs, IFDs, VADs, and district guidance documents) which will allow them to develop flexibility so that the student looks at the numbers first and then decides on a strategy that is fitting and efficient.
- Learning and applying multiplication facts with automaticity* are important building blocks to the conceptual understanding of multiplication and division. VISD students are expected to develop automaticity of math facts.

*Automaticity is usually the result of learning, repetition, and practice. The main process by which we develop automaticity is called overlearning (also called overtraining). Overlearning is a pedagogical concept according to which newly acquired skills should be practiced well beyond the point of initial mastery, leading to automaticity. If, on the contrary, the skill is not automatized, it will be disrupted by concurrent processing of a second skill because two skills are then competing for limited attentional resources.
Research background:

According to the National Council of Teachers of Mathematics (NCTM), “Students at all levels should have the opportunity to model a wide variety of phenomena mathematically in ways that are appropriate to their level. Also, The National Research Council states that, “A variety of instructional approaches (using physical materials, special counting activities, and mental computation) are effective in helping students learn multi-digit arithmetic by focusing on the base-ten structure and encouraging students to use algorithms that they understand” (2001, p. 7).

According to research by Catherine Twomey Fosnot and Marten Dolk, “Algorithms - a structured series of procedures that can be used across problems, regardless of the numbers - do have an important place in mathematics. After students have a deep understanding of number relationships and operations and have developed a repertoire of computation strategies, they may find it interesting to investigate why the traditional computation algorithms work. Exploring strategies that can be used with larger, messy numbers when a calculator is not handy is an interesting inquiry - one in which the traditional algorithms can be employed. In these inquiries algorithms can surface as a formal, generalized procedure. An alternative approach when the numbers are not nice. Often algorithms come up in classroom discussions, too, because parents have taught them to their children and children attempt to use them without understanding why they work. Exploring them and figuring out why they work may deepen children's understanding. Using algorithms, the same series of steps with all problems, is antithetical to calculating with number sense. Calculating with number sense means that one should look at the numbers first and then decide on a strategy that is fitting and efficient “ (2001, p. 102).

According to research by Van de Walle & Lovin, “When students engage in well-chosen problem-based tasks and focus on the solution methods, what results is new understanding of the mathematics embedded. Most, if not all, important mathematics concepts and procedures can best be taught through problem solving” (2006, p. 11).


Fosnot, Catherine Twomey and Dolk, Maarten (2001), *Young Mathematicians at Work: Constructing Multiplication and Divisions*, Portsmouth, NH: Heinemann.
VISD Components of Effective Math Instruction

### 30 min. Refinement and Practice

Teachers carefully choose from this list daily and weekly. Teachers should choose a balanced selection of these short activities so that all are addressed. This part of the lesson should be varied and aligned to class needs, time of year, and math concepts being taught (unit or activities).

All these activities should focus on:
- Promoting efficiency
- Practice concepts
- Review skills acquire in previous lessons
- Address misconceptions, confusions, and/or misunderstandings

Note: The 30 minutes for these activities may happen all at one time or can be spread throughout the day depending on grade level and class schedule.

<table>
<thead>
<tr>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Automaticity of Facts</strong></td>
<td>Heinemann - Mastering the Basic Math Facts in</td>
</tr>
<tr>
<td></td>
<td>Multiplication and Division</td>
</tr>
<tr>
<td></td>
<td>Heinemann - Mastering the Basic Math Facts in</td>
</tr>
<tr>
<td></td>
<td>Addition and Subtraction</td>
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<tr>
<td></td>
<td>Campus Selected Resources: Origo, etc...</td>
</tr>
<tr>
<td><strong>Efficient Computation Skills</strong></td>
<td>VISD District Math Guidance: Math Computation</td>
</tr>
<tr>
<td></td>
<td>Strategies and Models</td>
</tr>
<tr>
<td></td>
<td>TRS Resources: IFDs and VADs</td>
</tr>
<tr>
<td></td>
<td>Pearson Adoption</td>
</tr>
<tr>
<td></td>
<td>Campus Selected Resources: Fosnot’s problem</td>
</tr>
<tr>
<td></td>
<td>strings</td>
</tr>
</tbody>
</table>

- Rapid recall of or ability to generate facts within 3-5 seconds
- Student are provided a variety of opportunities to develop automaticity of facts through activities that build relationships, flexibility, and sophistication in students’ thinking such as games, mini-lessons, problem strings, quick images, identifying patterns etc.

- Developing efficiency of computational skills
- “Procedural fluency refers to knowledge of procedures, knowledge of when and how to use them appropriately, and skill in performing them flexibly, accurately, and efficiently”. (National Research Council)
- Students need to see that procedures can be developed that will solve entire classes of problems, not just individual problems included in the hierarchy of VISD computational strategies.
- Use of problem strings as a purposefully designed sequence of related problems that helps students mentally construct
Table 1: Numerical Relationships and Nudges

<table>
<thead>
<tr>
<th>Meaningful Problem Solving</th>
<th>Year Long: Pearson Lone STAAR Rigorous Problem Solving Pearson Adoption Campus Selected Resources for second semester: STAAR Test Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Challenge students to think deeply about the problems they are solving and ask them to explain their solutions</td>
<td></td>
</tr>
<tr>
<td>Challenging and perplexing problems using real world examples</td>
<td></td>
</tr>
<tr>
<td>Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying their reasoning, and evaluating the problem solving process.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Vocabulary</th>
<th>CCRH TRS IFD / Pearson Adoption/TEA Interactive Glossary Campus Selected Resources: Marzano’s Building Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students are provided with a variety of opportunities to communicate their mathematical ideas using academic vocabulary</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-requisite Knowledge/Skills</th>
<th>Campus Selected Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite knowledge and skills that may impact student success within the lesson.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>60 min.</th>
<th>Conceptual Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Major Concepts</td>
<td></td>
</tr>
<tr>
<td>• Conceptual Understanding</td>
<td></td>
</tr>
<tr>
<td>• Inquiry based</td>
<td></td>
</tr>
<tr>
<td>• Activity where students construct meaning and deep understanding</td>
<td></td>
</tr>
</tbody>
</table>

Once the activity is introduced and students are working on the activity, the teacher should be assessing individual students, working with small groups or individuals to facilitate questioning for deeper understanding and nudge students to higher levels of sophistication and efficiency.

“Ask don’t tell”

Possible questioning:
• Can I help you by modeling your thinking?
- Can you show me with a model (array, number line, equation, ratio table)?
- How do you know?
- What do you know about this problem?
- How can we start?
- Is there something we did yesterday that can help you with this problem?
- Can you explain what your partner said?
- Will this always work? Why? Or How?
- Can you explain your steps to your partner?
- Can you restate what so and so said?
- Is this similar to another problem we did?
- Is there a way you can organize this so we can keep track of what you’re doing?
- Do you see any patterns?
- What if we changed……..?
- Is there another way to solve this?

**Conceptual Development**

- TEKS specificity as bundled in CSCOPE IFD/YAG
- Effective questioning: posing challenging, perplexing, and interesting questions.
- Project a positive attitude about mathematics and students’ ability to do mathematics
- Students are actively engaged in learning
- Students are provided with a variety of opportunities to communicate their mathematical ideas
- Students are using manipulatives and other tools
- Students are sharing their mathematical ideas while working in pair or groups.
- Procedural fluency and conceptual understanding weave together to develop mathematical proficiency.
- Tier 1 small group differentiated learning stations

- VISD District Math Guidance
- TRS Resources: IFDs, YAGs, Assessments, VADs, TEKS verification Matrix; Enhanced TEKS Clarification
- CCRH
- VISD’s Backwards Design
- Manipulatives as required by the TEKS
- Pearson adoption Envisions

- Campus Selected Resources: DLM, Investigations, Fosnot Resources, Super Source, Hands on Standards, Origo Think Tanks, Navigation Series (NCTM), Dana Center, Teaching Student-Centered Mathematics (Van de Walle), Think Through Math, Big Box of Facts
## Lesson-Planning Questions

**The Highly Engaged Classroom** © 2011 Marzano Research Laboratory • marzanoresearch.com

### Daily Strategies

<table>
<thead>
<tr>
<th>Pacing</th>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have appropriate routines in place for the administrative tasks I will be using today?</td>
<td></td>
</tr>
<tr>
<td>Am I aware of the transitions between activities I will use today and the plan for how to address those transitions?</td>
<td></td>
</tr>
<tr>
<td>Do I have activities planned for students who finish their seatwork early?</td>
<td></td>
</tr>
<tr>
<td>What will I do to remain aware of moving too slowly or too quickly when presenting new content?</td>
<td></td>
</tr>
</tbody>
</table>

### Intensity and Enthusiasm

<table>
<thead>
<tr>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which aspects of the content addressed today am I particularly enthused about?</td>
</tr>
<tr>
<td>How will I demonstrate my enthusiasm?</td>
</tr>
<tr>
<td>• Personal stories</td>
</tr>
<tr>
<td>• Verbal and nonverbal signals</td>
</tr>
<tr>
<td>• Reviving the zest for teaching</td>
</tr>
</tbody>
</table>

### Teacher-Student and Peer Relationships

<table>
<thead>
<tr>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can I do today to ensure fair and equitable treatment for all students?</td>
</tr>
<tr>
<td>• Ensure students are not teased or bullied</td>
</tr>
<tr>
<td>• Establish expectations for fair and equitable treatment</td>
</tr>
<tr>
<td>Are there ways of showing interest in and affection for students that I will use in class today?</td>
</tr>
<tr>
<td>• Simple courtesies</td>
</tr>
<tr>
<td>• Using physical contact and physical gestures</td>
</tr>
<tr>
<td>• Attending to students’ needs and concerns</td>
</tr>
<tr>
<td>How can I gather positive information to use in building relationships?</td>
</tr>
<tr>
<td>• Structured opportunities to highlight students’ interests and accomplishments</td>
</tr>
<tr>
<td>• Parents and guardians</td>
</tr>
<tr>
<td>• Fellow teachers</td>
</tr>
</tbody>
</table>

### Verbal Feedback

<table>
<thead>
<tr>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>During what activities today could I provide praise and feedback to students?</td>
</tr>
<tr>
<td>What are some phrases I should avoid when providing praise and feedback?</td>
</tr>
<tr>
<td>What are some phrases I should use when providing praise and feedback?</td>
</tr>
<tr>
<td>Opportunistic Strategies</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Physical Movement</strong></td>
</tr>
<tr>
<td>What opportunities are there today to introduce physical movement?</td>
</tr>
<tr>
<td>What techniques will best fit into today’s lesson?</td>
</tr>
<tr>
<td>• Movement to lift energy</td>
</tr>
<tr>
<td>• Movement that further understanding of content</td>
</tr>
<tr>
<td>• Movement for the whole class or school</td>
</tr>
<tr>
<td><strong>Humor</strong></td>
</tr>
<tr>
<td>Can I incorporate humor into any of the addressed content?</td>
</tr>
<tr>
<td>What strategies will I use?</td>
</tr>
<tr>
<td>• Self-directed humor</td>
</tr>
<tr>
<td>• Funny headlines or quotes</td>
</tr>
<tr>
<td>• Movie clips and media entertainment</td>
</tr>
<tr>
<td>• A class symbol for humor</td>
</tr>
<tr>
<td><strong>Games and Inconsequential Competition</strong></td>
</tr>
<tr>
<td>Is there content I can effectively review using games?</td>
</tr>
<tr>
<td>What types of games best fit this content?</td>
</tr>
<tr>
<td><strong>Friendly Controversy</strong></td>
</tr>
<tr>
<td>Could I incorporate friendly controversy into any of the addressed content?</td>
</tr>
<tr>
<td>What strategy will I use to stimulate friendly controversy?</td>
</tr>
<tr>
<td>• Class vote</td>
</tr>
<tr>
<td>• Debate model</td>
</tr>
<tr>
<td>• Town hall meeting</td>
</tr>
<tr>
<td>• Legal model</td>
</tr>
<tr>
<td>• Perspective analysis</td>
</tr>
<tr>
<td><strong>Unusual Information</strong></td>
</tr>
<tr>
<td>Could I incorporate unusual information into any of the addressed content?</td>
</tr>
<tr>
<td>How will I use unusual information?</td>
</tr>
<tr>
<td>• To introduce a lesson</td>
</tr>
<tr>
<td>• To allow students to research and collect interesting facts</td>
</tr>
<tr>
<td>• By inviting guest speakers</td>
</tr>
<tr>
<td>Questions and Response Rates</td>
</tr>
<tr>
<td>------------------------------</td>
</tr>
<tr>
<td>What content should I ask questions about?</td>
</tr>
</tbody>
</table>
| What techniques should I use to increase the effectiveness of my questions?  
  • Call on students randomly  
  • Use paired response  
  • Use wait time  
  • Use response chaining  
  • Invite choral response  
  • Use simultaneous individual response | |

<table>
<thead>
<tr>
<th>Students’ Lives</th>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Could I incorporate comparisons to students’ lives in any of the addressed content?</td>
<td></td>
</tr>
</tbody>
</table>
| What categories will I use for the comparisons?  
  • Physical characteristics  
  • Processes  
  • Sequences of events  
  • Cause-and-effect relationships  
  • Psychological characteristics  
  • Fame or notoriety  
  • Analogies | |

<table>
<thead>
<tr>
<th>Students’ Life Ambitions</th>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there specific units or courses I can use personal projects in?</td>
<td></td>
</tr>
<tr>
<td>How long will the projects last?</td>
<td></td>
</tr>
<tr>
<td>How much time will I spend each week on the projects?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Application of Knowledge</th>
<th>What Will I Do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the content being addressed lend itself to authentic applications to real-world issues?</td>
<td></td>
</tr>
<tr>
<td>Is there a problem that can be solved or studied using the content?</td>
<td></td>
</tr>
<tr>
<td>Is there a decision that can be made or studied using the content?</td>
<td></td>
</tr>
<tr>
<td>Is there a hypothesis that can be tested or studied using the content?</td>
<td></td>
</tr>
<tr>
<td>Is there an issue that can be investigated using the content?</td>
<td></td>
</tr>
<tr>
<td>Am I allowing students to make choices using cognitively complex processes?</td>
<td></td>
</tr>
<tr>
<td>What choices of response formats could I offer to students?</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>How might I provide choice in learning goals?</td>
<td></td>
</tr>
<tr>
<td>How will I provide choice in behavior?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Progress</strong></th>
<th><strong>What Will I Do?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can students track their progress over time on any of the addressed content?</td>
<td></td>
</tr>
<tr>
<td>How will I design the scale students will use to track their progress?</td>
<td></td>
</tr>
<tr>
<td>How will I facilitate students’ setting of personal goals and development of strategies to attain these goals?</td>
<td></td>
</tr>
<tr>
<td>How will I design the scale students will use to track their effort?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Examples of Self-Efficacy</strong></th>
<th><strong>What Will I Do?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Can I teach efficacy through any content that has been covered or will be covered?</td>
<td></td>
</tr>
<tr>
<td>What sources will I use to teach efficacy?</td>
<td></td>
</tr>
<tr>
<td>How will I make the distinction between the growth theory and fixed theory?</td>
<td></td>
</tr>
<tr>
<td>How will I facilitate students identifying their own perspective?</td>
<td></td>
</tr>
<tr>
<td>How will I keep the conversation about the two perspectives going in class?</td>
<td></td>
</tr>
</tbody>
</table>
Instructional Strategies Resources
Circle Maps
Comparing Terms

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Similarity Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Difference Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: Fill in the blanks with appropriate terms and explanations.*
**Frayer Model – Modified**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Examples</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Frayer Model – Modified**

Use to capture initial understanding and multiple exposures

- Picture
- Tested Example
- Term
- Rigor – Discussion Point
- Activity
Reflecting on What I Learned
New Vocabulary I learned:
1. 
2. 
3. 

What are two key items I learned in this unit? 

List one relationship between perimeter and area that you have learned.

Outside Your Classroom
Where will you see perimeter, area, and measurement outside the classroom?
What would you think about when creating a tree house? Explain.
What if you charged to rake leaves based on the perimeter of a yard or the area of a yard? When would you choose perimeter? Area?
Classroom Instruction That Works

Instructional Strategies That Affect Student Achievement

I. Creating the Environment for Learning
   1. Setting objectives and providing feedback
   2. Reinforcing effort and providing recognition
   3. Cooperative learning

II. Helping Students Develop Understanding
   4. Questions, cues, and advance organizers
   5. Nonlinguistic representations
   6. Summarizing and note taking
   7. Homework and practice

III. Helping Students Extend and Apply Knowledge
   8. Identifying similarities and differences
   9. Generating and testing a hypotheses

High Yield Instructional Strategy Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentile Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying similarities and differences</td>
<td>45</td>
</tr>
<tr>
<td>Summarizing and note taking</td>
<td>34</td>
</tr>
<tr>
<td>Nonlinguistic representations</td>
<td>27</td>
</tr>
<tr>
<td>Cooperative learning</td>
<td>27</td>
</tr>
</tbody>
</table>


Please refer to these publications for an in-depth examination of these strategies.
Strategy: Identifying Similarities and Differences

- Explicit guidance in identifying similarities and differences increases students’ understanding of and ability to use knowledge
- Independently identifying similarities and differences enhances students’ understanding of and ability to use knowledge
- Graphic or symbolic representation of similarities and differences enhances students understanding of and ability to use knowledge
- Identification of similarities and differences can be accomplished in a variety of ways:
  - Comparing
  - Classifying
  - Creating metaphors
  - Creating analogies

--Marzano et al., pp. 15-16

Examples:

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Items to be COMPARED</th>
<th>Similarities (SIM)</th>
<th>Differences (DIFF)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Item 1</td>
<td>Item 2</td>
<td>SIM</td>
</tr>
<tr>
<td>Characteristic #1</td>
<td></td>
<td></td>
<td>SIM</td>
</tr>
<tr>
<td>Characteristic #2</td>
<td></td>
<td></td>
<td>SIM</td>
</tr>
<tr>
<td>Characteristic #3</td>
<td></td>
<td></td>
<td>SIM</td>
</tr>
<tr>
<td>Characteristic #4</td>
<td></td>
<td></td>
<td>SIM</td>
</tr>
</tbody>
</table>


Strategy:

Summarizing and Note Taking

3 Generalizations about Summarizing:
- To effectively summarize: delete, substitute, keep some information
- To do this, you must analyze information deeply
- Being cognizant of the explicit structure of information is beneficial

Classroom Application:
- “Rule-based Strategy”
- Summary Frames
- Reciprocal Teaching

4 Generalizations about Note Taking:
- Verbatim note taking is ineffective.
- Notes are a work in progress.
- Notes should be used as a study guide for tests.
- The more notes that are taken, the better.

Classroom Application:
- Teacher-Prepared Notes
- Formal and Informal Outlines
- Web notes
- Cornell Notes ○ Resources located on Intranet – Advanced Academics – Avid Resources

--Marzano et al, pp. 49-48

The Narrative Frame

1. Who are the main characters and what distinguishes them from others?

2. When and where did the story take place? What were the circumstances?

3. What prompted the action in the story?

4. How did the characters express their feeling?

5. What did the main characters decide to do? Did they set a goal, and, if so, what was it?

6. How did the main characters try to accomplish their goals?

7. What were the consequences?
Nonlinguistic Representations

2 Generalizations:

- A variety of activities produce nonlinguistic representations

Classroom Application:

- Graphic organizers o Descriptive pattern o Time-sequence patterns o Process/cause-effect patterns o Episode patterns o Generalization/principle patterns o Concept patterns

- Other nonlinguistic representations o Making physical models o Generating mental pictures o Drawing pictures and pictographs o Engaging in kinesthetic activity

Cooperative Learning

Five defining elements of cooperative learning:

- Positive interdependence (a sense of sink or swim)
- Face-to face promotive interaction (helping each other learn, applauding success and efforts)
- Individual and group accountability (each of us has to contribute to the group achieving its goals)
- Interpersonal and small group skills (communication, trust, leadership, decision making, and conflict resolution)
- Group processing (reflecting on how well the team is functioning and how to function even better)

3 Generalizations:

- Homogenous groups should be used sparingly
- Keep cooperative groups small in size (teams of three)
- Don’t overuse cooperative learning

Classroom Application:

- Use a variety of criteria to group students
- Informal, Formal, and Base Groups
- Manage group size
- Combine cooperative learning with other classroom structures

--Marzano et al, pp. 73-83

--Johnson and Johnson, 1999 --Marzano et al., pp. 85-86

--Marzano et al., p. 85-86
Reinforcing Effort and Providing Recognition

2 Generalizations about Reinforcing Effort

- Not everyone believes in the importance of effort
- Beliefs about effort can be changed

Classroom Application:

- Explicitly teach and exemplify connection between effort and achievement
- Keep track of effort and achievement

3 Generalizations about Recognition:

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

Classroom Application:

- Personalizing Recognition
- Pause, Prompt, and Praise
- Concrete Symbols of Recognition

--Marzano et al, pp. 50-59

Homework and Practice

4 Generalizations about Homework:

- Amount of homework should vary between grade levels
- Minimal parental involvement
- Identify and articulate the purpose of homework
- Comment on homework

Classroom Application:

- Establish a homework policy
- Design assignments so that they articulate purpose and outcome
- Vary feedback

2 Generalizations about Practice:

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

Classroom Application:

- Chart Accuracy and Speed
- Focus on specific elements of a complex skill or process
- Plan time for students to increase their conceptual understanding of a skill or process

--Marzano et al, pp. 61-71
Setting Objectives and Providing Feedback

3 Generalizations about goal setting:
- Instructional goals narrow what students focus on
- Instructional goals should not be too specific
- Encourage students to personalize the teacher’s goals

Classroom Application:
- Have specific but flexible goals
- Contracts

4 Generalizations about providing feedback:
- Feedback should be “corrective” in nature
- Feedback should be timely
- Feedback should be specific to a criterion
- Students can effectively provide some of their own feedback

Classroom Application:
- Criterion-Referenced Feedback
- Feedback for specific types of knowledge and skills
- Student-led feedback

--Marzano et al., pp. 92-102

Generating and Testing Hypotheses

2 Generalizations:
- Hypothesis generation and testing can be approached in a more inductive or deductive manner
- Teachers should ask students to clearly explain their hypotheses and their conclusions

Classroom Application: • Use a variety of structured tasks:
  o System analysis
  o Problem solving
  o Historical investigation
  o Invention
  o Experimental
  o Inquiry
  o Decision making
  • Ask students to explain their thinking as they generate and test their hypotheses
Cues, Questions, and Advance Organizers

4 Generalizations about cues and questions:

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

Classroom Applications:

- Explicit cues
- Questions that elicit inferences
- Analytic questions

4 Generalizations about advance organizers:

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

Classroom Applications:

- Expository Advance Organizers
- Narrative Advance Organizers
- Skimming
- Graphic Advance Organizers

--Marzano et al., pp. 111-120
Response to Intervention

Laws Supporting Response to Intervention (RtI)
Both the No Child Left Behind Act (NCLB 2001) and the Individuals with Disabilities Education Improvement Act (IDEA 2004) focus on the quality of instruction that students receive in the general education setting. NCLB and IDEA require the use of research-based instruction and interventions. RtI focuses on effective academic and behavioral programs that result in improved student performance.

Using data-based interventions and interventions based on scientific research to determine eligibility for learning disabilities is stressed in IDEA 2004. With an RtI approach, general education teachers assume increased responsibility for delivering high-quality instruction to early-identified struggling students. The diverse needs of these students must be addressed through a tiered problem-solving system of timely interventions that increase in intensity and duration. RtI promotes the unity of general education and special education to create a seamless system.

Defining “Response to Intervention”
Response to Intervention, or RtI, is the practice of meeting the academic and behavioral needs of all students through a problem-solving process with three key elements:

- High-quality instruction and research-based tiered interventions aligned with individual student need
- Frequent monitoring of student progress to enable results-based academic and/or behavioral decisions
- Use of student response data in making important educational decisions (such as those regarding placement, intervention, curriculum, and instructional goals and methodologies)

The instructional approaches within the general education setting should result in academic and/or behavioral progress for the majority of the students (80%). The primary focus of Rti is early intervention to prevent long-term academic failure. Struggling students are identified using data-based progress monitoring and are provided intensive instruction. The use of a scientifically validated curriculum, as well as instructional methods expected in an RtI model, leads to school improvement. Support services require collaboration among campus personnel such as counselors, interventionists, special education teachers, and dyslexia teachers.
The Major Components of RtI

Data-based decision making—Critical educational decisions are based on assessment results. Data are carefully analyzed to determine why academic or behavioral problems exist.

Universal screening—Universal screenings are assessments administered to all students to determine as early as possible which students are at risk of not meeting academic benchmarks. These screenings are administered three times per year in order to meet early intervention needs of all students.

Tiered model of delivery—The RtI process incorporates a tiered model of delivery of instruction. The tiers reflect increasing intensification of interventions to meet the individual needs of students.

Progress monitoring—The monitoring of student progress is a research-based practice that produces data about student growth over time. Progress monitoring is used to determine the effectiveness of instruction and/or interventions.

Fidelity of implementation—Fidelity of implementation is achieved when the delivery of instruction, assessments, and progress monitoring is carried out as it was designed to be.

Characteristics of RtI

• RtI meets the goals of the No Child Left Behind Act by helping with early identification of struggling learners and by providing immediate intervention using scientific, research-based instruction and teaching methods in order to improve educational outcomes.
• RtI is a preventive approach used to intervene early when students show signs of not meeting grade-level standards.
• RtI generates high-quality instruction and interventions matched to student needs.
• RtI uses the student’s learning rate and level of performance to make educational decisions.
• RtI can be used to make referral decisions for students who do not respond to intensive intervention (Tier 3) in the general education setting.
• RtI provides data that can be used in the identification of students with specific learning disabilities, as opposed to the traditional discrepancy model used to determine eligibility for special education services.
• RtI meets the educational needs of all students by providing direct, focused instruction to address specific academic and/or behavioral needs.
Tier Definitions for RtI

**Tier 1:**

Tier 1 is the foundation of the RtI instructional model. In this tier, all students receive high-quality, research-based instruction in the general education setting. Teachers deliver high-quality core class instruction that is aligned with state standards and in which 80% or more of the students are successful.

Teachers will differentiate instruction in grade-level classes for 9 weeks and will monitor the progress of all students via documentation of universal screening and individual student results on state assessments, curriculum-based assessments, district benchmark assessments, daily assignments, and teacher-made assessments.

**What critical areas need to be addressed in Tier 1 classroom interventions?**

The Individuals with Disabilities Improvement Act of 2004 (IDEA) and the No Child Left Behind Act of 2001 (NCLB) advocate the use of interventions and instruction based on scientific research. Both acts require effective reading and mathematics instruction that results in improved student performance and a reduction in the number of students needing special education services. Essential components for reading are phonemic awareness, vocabulary development, reading comprehension, phonics instruction, and fluency, and those for mathematics are mathematics calculation and problem solving.

**Tier 2:**

The RtI campus team may increase support to Tier 2 for students who are not making progress at Tier 1, about 10% of all students. Students are identified for individualized small-group instruction delivered by teachers and/or interventionists, in addition to core class instruction. This intensified level of intervention includes research-based programs, strategies, and procedures designed to supplement and enhance Tier 1 activities.

**Tier 3:**

Students who have not responded adequately to interventions in Tiers 1 and 2 and are performing significantly below grade level will move to Tier 3 and receive intensified, comprehensive intervention in addition to their grade-level instruction. Tier 3 typically addresses the needs of approximately 2% of all students. Tier 3 intervention is designed to be 6-12 weeks.

**Tier 4:**

Tier 4 is the most intensive tier of instruction for students identified as eligible for special education. Students at this level receive specially designed instruction as determined by the ARD committee. Tier 4 typically addresses the needs of approximately 8% of all students.
# Foundational General Education Best Practices for Tier I Differentiated Instruction

**VISD District Curriculum and Differentiated Instruction**

- Marzano's Classroom Instruction that Works
- Marzano & Pickering – Academic Vocabulary
- Eric Jensen: Brain-based strategies
- Differentiate: content, process, product, and environment – Carol Ann Tomlinson

| Differentiated Instruction Management Strategies: |
| Tiered Instruction, Flexible Grouping, Anchor Activities |
| Concept Based Instruction |
| 5E Model |
| ELPS |
| Quality Tools |
| Costa’s Level of Inquiry |

<p>| Revised Bloom's Questioning Levels |
| Literacy across the Contents |
| Components of balanced literacy |
| Sheltered Instruction |
| 6+1 Traits of Writing |
| Formative Assessment Strategies |</p>
<table>
<thead>
<tr>
<th>Lesson Plan Element</th>
<th>Excellent (4 points)</th>
<th>Accomplished (3 points)</th>
<th>Satisfactory (2 points)</th>
<th>Beginning (1 point)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with state standards</strong></td>
<td>Lesson supports core curriculum, aligned to state standards. Benchmarks are stated and appropriately used to guide lesson plan development.</td>
<td>Lesson provides connections to core curriculum, referenced to state standards. Benchmarks are stated and connected to lesson plan development.</td>
<td>Lesson appears to relate to core curriculum and state standards, but alignment is not explicit. Benchmarks are stated but not explicitly connected to lesson plan development.</td>
<td>Lesson does not provide connection to core curriculum or state standards. Benchmark information is absent.</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional goals and objectives</strong></td>
<td>Goals and objectives are stated clearly and aligned to standards incorporating concepts, principles, and cognitive skills within the area of study. Lesson plan provides a list of student outcomes at end of lesson. Learners can determine what they should know and be able to do as a result of instruction.</td>
<td>Goals and objectives are stated. Objectives are listed and reference standards. Learners are able to determine what they should know and be able to do as a result of instruction.</td>
<td>Goals and objectives are provided but are not clear and might not be realistic, given the lesson content. Objectives do not sufficiently address benchmarks.</td>
<td>Objectives are not listed, are unclear, and do not align with state standards or benchmarks.</td>
<td></td>
</tr>
<tr>
<td><strong>Instructional strategies</strong></td>
<td>Differentiated instructional strategies are stated clearly and aligned with evidence-based practices. Lesson procedures are complete, deep, and flexible. Lesson offers extensions for higher-level learning, and adaptations are evident for students with special needs. Plan identifies potential barriers to lesson and offers alternative instructional strategies.</td>
<td>Most strategies are appropriate to learning and are evidence based. Lesson procedures are complete but lack depth in details for adapting lesson for students for higher level learning. Plan is not complete in adaptations for students with special needs. Lesson is not clear on addressing potential barrier, nor does it offer alternative strategies.</td>
<td>Some strategies are appropriated and have evidence-based support. Procedure lacks depth and does not offer strategies for adaptations to students with higher-order learning or special needs. Teacher may need to seek out resources for completion of lesson.</td>
<td>Instructional strategies are missing or are not appropriate to lesson content. Lesson appears incomplete. Teacher role is not clearly defined. Teacher will need to invest significant time and effort in order to implement lesson.</td>
<td></td>
</tr>
<tr>
<td><strong>Learning tasks</strong></td>
<td>Tasks are listed that are aligned with goals and objectives of lesson. Task concepts are engaging in reasoning, Most tasks are aligned with goal and objectives. Most tasks are engaging in reasoning, reflection,</td>
<td>Tasks are somewhat aligned to goals and objectives. The tasks engage students in the application of</td>
<td>Tasks listed are tangentially related to goals and objectives. Tasks require only limited practice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan Element</td>
<td>Excellent (4 points)</td>
<td>Accomplished (3 points)</td>
<td>Satisfactory (2 points)</td>
<td>Beginning (1 point)</td>
<td>Score</td>
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<tr>
<td>reflection, analysis, and synthesis of learning and evaluation</td>
<td>analysis and synthesis of learning require students to investigate</td>
<td>previously learned material using multiple representations, but students are not required to make connections among them.</td>
<td></td>
<td>Student task completion relies on recall and identification only of previously learned information.</td>
<td></td>
</tr>
<tr>
<td>of information. Students create their own product/process. Tasks build on previously learned information and require student to build on that knowledge. Authentic learning experiences are provided.</td>
<td>and create their own product/process. Most tasks build on previously learned information.</td>
<td></td>
<td></td>
<td>The structure of the tasks listed does not encourage intrinsic motivation.</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>All needed materials are listed. Necessary supplies are readily accessible through technology or teacher resources center.</td>
<td>Plan has a materials list but is missing some details. Most supplies appear to be available through technology or teacher resource center.</td>
<td>Plan has a materials list, but important details may be missing such as quantity and type of materials. Tangential connections to technology resources are listed.</td>
<td>Items essential for plan implementation are not evident or listed. Details are omitted and little information is available regarding access to technology or teacher resources.</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>Assessments are aligned with benchmarks and lesson objectives. Strategies are described in detail for data collection. Rubrics for scoring are included. Design of assessment is for progress monitoring, feedback, and differentiation of content.</td>
<td>Some assessments are aligned with benchmarks and lesson objectives. Design of assessment is diagnostic and evaluative, with some reference to progress monitoring.</td>
<td>Assessments appear related to benchmarks and lesson objectives. Assessment information is vague and may or may not be designed to drive instruction.</td>
<td>There is no evidence of assessment connected to benchmarks or lesson objectives. Reference to assessment relies solely on paper-and-pencil tasks or outcomes.</td>
<td></td>
</tr>
<tr>
<td>Use of technology</td>
<td>Plan provides information for access to real-world situations through video, audio, graphics. Multisensory applications are represented and provide multiple opportunities for skill building. Selection and application of technology are appropriate to learning environment and outcomes.</td>
<td>Plan provides for use of technology to enable students to be meaningfully involved in real-world applications using video, audio, graphics. Lesson’s use of technology encourages student involvement in use of technology and is appropriate.</td>
<td>Plan lists technology but is not focused and does not drive student involvement to affect learning outcomes.</td>
<td>Plan lists technology that is not appropriate to learning outcomes or environment. The technology treats students as passive recipients of information and is not clearly designed.</td>
<td></td>
</tr>
<tr>
<td>Total points per column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Rubric for RtI Team Documentation of Tier 1 Lesson Plan Review**


*Note: If score is below 23, team will problem-solve to determine which supports are needed and how the lesson plan needs to be redesigned to align at-risk learners with access to curriculum and instruction.*
Section 504 Program Overview

Section 504 of the Rehabilitation Act (§504) is a federal civil rights law that protects individuals of all ages with disabilities (including school-aged children) and individuals regarded as disabled or with a history of disabilities from discrimination in programs and activities that receive federal funds. §504 provides students with disabilities “equal access” to an education, school programs and school-sponsored activities. Students with disabilities:

• receive their education in the same classes and buildings as they would if not disabled, with supports and services, where necessary;
• receive the same curriculum as their non-disabled peers, with accommodations and modifications, where necessary, to address their needs; and
• have the same opportunities to participate in all school-related activities, including extracurricular activities and sports programs.

Section 504 Eligibility

Any student who has, has a record of having, or is regarded as having a physical or mental impairment which substantially limits one or more major life activities (e.g. walking, seeing, hearing, speaking, breathing, learning, reading, thinking, concentrating, communicating, caring for one’s self, performing manual tasks, working, eating, sleeping, standing, lifting, bending, etc.) is eligible for services under Section 504. The diagnosis of an impairment, in and of itself, is not enough to qualify an individual under Section 504. There must be an analysis of whether the impairment substantially limits a major life activity.

Section 504 requires that the disability “substantially limits one or more major life activity” for the student to be eligible and mitigating measures should be ignored except for ordinary eyeglasses and contact lenses. Possible mitigating measures to consider include: medication, medical supplies, equipment, low-vision devices, hearing aids or implants, prosthetics, mobility devices, use of assistive technology, auxiliary aids/services, learned behavioral or adaptive neurological modifications.

The major life activity affected need not be related to learning to come under the protection of Section 504. In other words, the student’s educational performance need not necessarily be adversely affected to be protected by Section 504. "Substantially limits" is not defined in the federal regulations. However, in a letter from the Office for Civil Rights (OCR), it states, "this is a determination to be made by each local school district and depends on the nature and severity of the person’s disabling condition."

Accommodations

Accommodations involve the adaptation of a policy, program or service to enable a student with a disability under §504 to participate fully and derive benefits (e.g. alternate format, extended time, scribe, etc.). To determine if an accommodation is necessary, the §504 Committee must find an identifiable relationship between the accommodation requested and the individual’s disability. An accommodation is only appropriate, when necessary, to accommodate the individual’s disability and “balance the playing field,” and may be considered discriminatory if it affords the student an “unfair advantage.” Often confused with curriculum/test/program modifications, an accommodation simply alters the manner of presentation or response BUT does not change the content of the curriculum/test/program. §504 students may use accommodations but not modifications.
Section 504 Individual Accommodation Plan (IAP)**

EACH TEACHER/EMPLOYEE WHO SERVICES THIS STUDENT SHALL REVIEW AND IMPLEMENT THESE ACCOMMODATIONS UNDER THE SUPERVISION OF THE CAMPUS ADMINISTRATOR OR CAMPUS 504 COORDINATOR. INDIVIDUAL NEEDS SHOULD GUIDE ACCOMMODATION SELECTION. FOR QUESTIONS OR CONCERNS ABOUT THESE ACCOMMODATIONS, CONTACT ____________________________________________ (CAMPUS 504 COORDINATOR).

<table>
<thead>
<tr>
<th>Presentation Modes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty following verbal directions; Needs written backup</td>
</tr>
<tr>
<td>Inattentive/off-task; Needs verbal or non-verbal cues to gain attention</td>
</tr>
<tr>
<td>Student repeats directions back to the teacher</td>
</tr>
<tr>
<td>Understands best with use of visual aids/manipulatives/graphic organizer</td>
</tr>
<tr>
<td>Difficulty following multiple directions-needs them broken down in smaller steps</td>
</tr>
<tr>
<td>Use of colored paper or overlay (color? ______________)</td>
</tr>
<tr>
<td>Works well with peer assistance/tutoring</td>
</tr>
<tr>
<td>Provide a detailed, incremental timeline or syllabus for long-term assignments</td>
</tr>
<tr>
<td>Needs reading assistance from teacher or may visit Content Mastery for support</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Response Modes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty keeping up with note-taking; May need copy of teacher’s notes</td>
</tr>
<tr>
<td>Needs add’l time to complete assignments (Amt. ___)</td>
</tr>
<tr>
<td>Shortened assignments but without TEKS deletions (Amt. ___)</td>
</tr>
<tr>
<td>Does best with projects instead of with paper/pen activities</td>
</tr>
<tr>
<td>Writing is extremely labored or illegible; Use of computer for word processing may be an option</td>
</tr>
<tr>
<td>Frequent checking for understanding</td>
</tr>
<tr>
<td>Difficulty spelling in context or memorizing words for test; Use of spelling aids</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization and Attention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works best when in close proximity to teacher</td>
</tr>
<tr>
<td>Utilization of a study guide/test review enhances test performance</td>
</tr>
<tr>
<td>Consistent use of assignment notebook to improve study skills</td>
</tr>
<tr>
<td>Use of audible novels/textbooks helps to keep up with reading materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Classroom Testing Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>(used routinely/consistently in class; may/may not be TAKS, STAAR allowable)—ATTACH APPROPRIATE DOCUMENTATION TO JUSTIFY NEED FOR/USE OF SELECTED TESTING ACCOMMODATIONS.</td>
</tr>
<tr>
<td>Individual or small-group administration</td>
</tr>
<tr>
<td>Reminders/cues to stay on task (verbal, visual, tactile, auditory, more- or less- frequent reminders of time left to test)</td>
</tr>
<tr>
<td>Amplification device (speakers, FM system)</td>
</tr>
<tr>
<td>Projection device (document camera, CCTV Closed Circuit TV)</td>
</tr>
<tr>
<td>Manipulating test materials (circle those which are needed): turning test booklet pages, positioning the ruler, using the mouse to navigate an online administration, operating technology</td>
</tr>
<tr>
<td>Oral/signed test administration</td>
</tr>
<tr>
<td>Spelling assistance (word bank, word list, tech. voc., etc.)</td>
</tr>
<tr>
<td>Math manipulatives (NOT ALLOWED ON STAAR FOR 504 STUDENTS)</td>
</tr>
<tr>
<td>Calculation devices (calculator, abacus)</td>
</tr>
<tr>
<td>Basic transcribing needed due to difficulty with scantron use or writing legibility</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Supplemental Aids (NOT ALLOWED ON STAAR FOR 504 STUDENTS)</td>
</tr>
<tr>
<td>Needs add’l time to complete tests (Amt. ____</td>
</tr>
<tr>
<td>Test using large print</td>
</tr>
<tr>
<td>Dictionary/thesaurus usage</td>
</tr>
<tr>
<td>Alternate Response Options (circle those which are needed): oral; shortened/reduced test length w/out TEKS deletions; test format change--i.e. short answer or multiple choice v. essay</td>
</tr>
<tr>
<td>Other (circle those which are needed): preferential seating, read aloud to self, scratch paper, minimize distractions, colored overlays, magnifying devices, blank place markers/index cards/adhesive notes, highlighters/colored pencils</td>
</tr>
</tbody>
</table>
STAAR Overview

STAAR, State of Texas Assessment of Academic Readiness, is the state’s student testing program. Over the course of their public school career, students will be tested in the core subject areas – reading, writing, mathematics, science, and social studies. The number of tests taken each year will vary from two to four, depending on the grade level.

Elementary & Middle School STAAR Assessments

The STAAR tests for elementary and middle school grades will cover:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Writing</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5th</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>6th</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7th</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th</td>
<td>✔</td>
<td></td>
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</tbody>
</table>

*** Standards for performance categories will not be determined until January 2013 for grades 3-8.

High School STAAR End-of-Course Assessments

At the high school level, 12 EOC (End-of-Course) assessments are:

<table>
<thead>
<tr>
<th>High School COURSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>Algebra I</td>
</tr>
</tbody>
</table>

**If a student is enrolled in grade 8 or below and is taking a course for which there is a STAAR EOC assessment, that student will be required to take the applicable STAAR EOC assessment.

EOC, End-of-Course Assessments, will only assess the Texas Essential Knowledge and Skills for a given course. The questions on the EOC will be deep and complex.

- In reading, greater emphasis will be given to critical analysis rather than to literal understanding.
- In writing, students will be required to write two essays instead of one. And, English EOC assessments will be administered over two days.
- In science and math, the number of open-ended questions (griddable) questions will increase to allow students to derive an answer independently.
The State of Texas Assessments of Academic Readiness (STAAR) Assessment Model

The state assessments will continue to be based on the Texas Essential Knowledge and Skills (TEKS), the standards designed to prepare students to succeed in college and careers and to compete globally. However, consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner, the Texas Education Agency (TEA) is implementing a new assessment model for the STAAR tests for elementary, middle, and high school.

The majority of the new STAAR assessments will test content students studied that year, as opposed to testing content studied over multiple years. Doing so will strengthen the alignment between what is taught and what is tested for a given course of study. While STAAR mathematics, reading, writing, and social studies assessments in grades 3–8 will continue to address only those TEKS taught in the given subject and grade, the content of other STAAR assessments will change in the following ways.

- Although the new science assessments for grades 5 and 8 will continue to address TEKS from multiple grade levels, these tests will focus on the science TEKS for those respective grades. The science assessments at these two grades will emphasize the 5th and 8th grade curriculum standards that best prepare students for the next grade or course; in addition, these assessments will include curriculum standards from two lower grades (i.e., grades 3 and 4 or grades 6 and 7) that support students’ success on future science assessments. In contrast, the current Texas Assessment of Knowledge and Skills (TAKS) assessments uniformly address TEKS from multiple grade levels without any specific emphasis.

- The new end-of-course assessments will address only the TEKS for a given course, as opposed to the high school level TAKS assessments, which address TEKS from multiple courses.

By focusing on the TEKS that are most critical to assess, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, TEA has identified for each grade or course a set of knowledge and skills drawn from the TEKS eligible to be assessed and emphasized this set of knowledge and skills, called readiness standards, on the assessments. The remaining knowledge and skills are considered supporting standards and will be assessed, though not emphasized.

Readiness standards have the following characteristics.

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics.

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
Although reinforced in the current grade or course, they may be emphasized in a previous year.

- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

**Example**

![Pie charts showing the distribution of content standards](image)

TEA is also implementing a number of changes that should serve to test knowledge and skills in a deeper way.

- Tests will contain a greater number of items that have a higher cognitive complexity level.
- Items will be developed to more closely match the cognitive complexity level evident in the TEKS.
- In reading, greater emphasis will be given to critical analysis than to literal understanding.
- In writing, students will be required to write two essays rather than one.
- In social studies, science, and mathematics, process skills will be assessed in context, not in isolation, which will allow for a more integrated and authentic assessment of these content areas.
- In science and mathematics, the number of open-ended (griddable) items will increase to allow students more opportunity to derive an answer independently.
Types of Classroom Assessments

The best type of assessment occurs when a balance assessment process is used. According to Stiggins et al. (2004, p. 25), “a balanced assessment system takes advantage of assessment of learning and assessment for learning; each can make essential contributions. When both are present in the system, assessment becomes more than just an index of school success. The integration of both assessment for learning (formative) and assessment of learning (summative) is essential. If the teacher embeds the language of the standards in all his or her formative and summative assessments, students know the expectations for quality work on both teacher-made assessment and high-stakes standardized tests.

<table>
<thead>
<tr>
<th>Formative Assessment Process</th>
<th>Summative Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment for Learning</strong></td>
<td><strong>Assessment of Learning</strong></td>
</tr>
<tr>
<td><strong>Purpose:</strong> Provide ongoing feedback to improve learning</td>
<td><strong>Purpose:</strong> Evaluate final efforts to prove learning</td>
</tr>
<tr>
<td><strong>Timing:</strong> During the learning segment</td>
<td><strong>Timing:</strong> At the end of the learning segment</td>
</tr>
<tr>
<td>Informal teacher questions</td>
<td>Formal oral interview</td>
</tr>
<tr>
<td>Conversation with student</td>
<td>Conference with student</td>
</tr>
<tr>
<td>Informal observation</td>
<td>Formal observation</td>
</tr>
<tr>
<td>Rough drafts of written work</td>
<td>Final copy of written work</td>
</tr>
<tr>
<td>Learning log (in progress)</td>
<td>Final learning log entries</td>
</tr>
<tr>
<td>Reflective journal (multiple drafts)</td>
<td>Final journal entries</td>
</tr>
<tr>
<td>Mathematics problem solving steps</td>
<td>Mathematics final solution</td>
</tr>
<tr>
<td>Practice science experiment</td>
<td>Final science experiment</td>
</tr>
<tr>
<td>Rehearsal of presentation</td>
<td>Final presentation</td>
</tr>
<tr>
<td>Working portfolio</td>
<td>Showcase portfolio</td>
</tr>
<tr>
<td>Practice checklist for do-overs</td>
<td>Final checklist</td>
</tr>
<tr>
<td>Practice rubrics (analytical)</td>
<td>Final rubrics (analytical and holistic)</td>
</tr>
<tr>
<td>Homework, quizzes</td>
<td>Teacher-made tests</td>
</tr>
<tr>
<td>Benchmark/interim tests</td>
<td>High-stakes standardized tests</td>
</tr>
</tbody>
</table>

Note: The language of the standards is embedded in all formative and summative assessments.

According to Robert Marzano, there are three types of assessments a teacher might use in the classroom: obtrusive assessments, unobtrusive assessment, and student-generated assessments. Each can and should be used in a comprehensive system of formative assessment.

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<thead>
<tr>
<th>Types of Classroom Assessment</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obtrusive</strong></td>
<td>Obtrusive assessment interrupts the normal flow of activity in the classroom. Instruction does not occur during obtrusive assessments. Instead, instruction stops while students “take the assessment” (hence the term obtrusive).</td>
</tr>
</tbody>
</table>
Unobtrusive

In contrast to obtrusive assessments, unobtrusive assessments do not interrupt the flow of instruction. In fact, students might not even be aware that they are being assessed during an unobtrusive assessment.

Student generated

Student-generated assessments are probably the most underutilized form of classroom assessment. As the name implies, a defining feature of student generated assessments is that students generate ideas about the manner in which they will demonstrate their current status on a given topic.

Uses of Classroom Assessment

| Formative Scores | Formative assessment is a planned process involving a number of different activities. |
| Summative Scores | A summative assessment is employed at the end of an instructional episode and used in judging the outcome of student development. |
| Instructional Feedback | Instructional feedback is not part of a formal tracking process and is not recorded, but serves to inform the teacher about how both the class and specific students are progressing. |

Formative Assessment

Formative assessment is to be interpreted as all of those activities undertaken by teachers and/or by students which provide information to be used as feedback to modify teaching and learning activities in which they engage.

Defining Features

- Formative assessment is a planned process involving a number of different activities
- Formative assessment is not a test
- Formative assessment is not just used by teachers but by both teachers and students
- Formative assessment takes place during instruction
- Formative assessment provides assessment-based feedback to teachers and students
- Formative assessment feedback provides an opportunity to help students and teachers make adjustments to improve student achievement

Often, formative assessment leads to some type of corrective intervention. According to Bloom and his colleagues (Bloom, Hastings, & Madaus, 1971, as cited in Guskey 2007/2008), formative progress checks must help teachers to identify each student’s individual learning difficulties and to offer specific remediation strategies to correct the problems.

The goal of differentiated instruction and response to intervention (RTI) is to offer a repertoire of teaching and assessment strategies to meet the needs of all students. Guskey (2007/2008, p. 30) notes “the best corrective activities involve a change in format, organization, or method of presentation” and should “engage students differently in learning.” The following table lists various instructional interventions teachers can use to remediate...
students who experience difficulties during the formative assessment progress checks. The formative assessments highlight a student’s difficulties, but the next step is to find multiple strategies to solve the problems.

<table>
<thead>
<tr>
<th>Re-teaching</th>
<th>Cooperative Groups</th>
<th>Individual Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>Expert jigsaw (each member becomes an expert in one area and teaches the others)</td>
<td>Individual tutoring</td>
</tr>
<tr>
<td>Graphs</td>
<td>Simulation games</td>
<td>Study guides</td>
</tr>
<tr>
<td>Graphic organizers</td>
<td>Learning centers</td>
<td>Workbooks</td>
</tr>
<tr>
<td>Videos/DVDEs/films</td>
<td>Peer tutoring</td>
<td>Alternative textbooks (trade books,</td>
</tr>
<tr>
<td>Role playing</td>
<td>Projects</td>
<td>big books</td>
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<tr>
<td>Mock trial</td>
<td>Performances</td>
<td>Computer programs</td>
</tr>
<tr>
<td>Demonstration</td>
<td></td>
<td>Learning kits (manipulatives)</td>
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<tr>
<td>Exemplars</td>
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</tr>
</tbody>
</table>


**Summative Assessment**

A summative assessment occurs when teachers evaluate a final product. A summative score should be the most reasonable representation of a student’s final status at a particular point in time. This could be a unit test or a compilation of scores to compute a grade.

The purpose of summative assessment is to provide the last opportunity for students to demonstrate their ability to meet standards within a specified learning period. After this final assessment has been administered, teachers synthesize all the formative and summative assessment data they have collected, evaluate the students’ work using school or district guidelines, and assign a final grade based upon students’ mastery of learning goals.

A summative assessment usually takes place at the end of a chapter, a unit of study, a benchmark period, a quarter, a course, a semester, or an academic year. Summative assessments report the students’ final results to the students themselves, their parents, and the administration, as well as the school district, the state, and the national government. These final results become the data that are used for many purposes, including the promotion and retention of students and the evaluation of individual schools and districts.

**Common Assessments**

Common assessments are formative or summative assessments that are designed by a grade-level, departmental, or vertical team, or by a district, for the purpose of assessing multiple groups of students throughout a school or district. They are usually created by teams of teachers who teach the same class or grade level. Often, they are used as school-level assessments to provide evidence to teacher leaders, curriculum personnel, and administrators that students throughout the school are meeting the standards. The data from the assessments help educators know what is working and what needs more work (Stiggins & DuFour, 2009). Common assessments are often created across a school district to ensure consistency and equity. Stiggins and DuFour (2009) refer to “institutional-level assessments” — common assessments that serve summative purposes to find out if schools and districts are as effective as they should be.
Common formative assessments require teachers to meet and agree on what they plan to teach, what they plan to assess, and how they plan to assess it. Often times these types of meetings are referred to as a planned professional learning community (PLC) activity. According to Young (2009, p. 135), common formative assessments demand discussion about the best ways to help students learn the agreed-upon outcomes. They require consensus regarding the best way for student to demonstrate their learning.” Common assessments show teachers where they have to make adjustments in their teaching to meet the diverse needs of their students. They also ensure some consistency across all subject areas and grade levels.

<table>
<thead>
<tr>
<th><strong>Formative and Summative Scores</strong></th>
<th><strong>Instructional Feedback</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative and summative scores can be derived from a variety of types of assessments that include obtrusive assessments, unobtrusive assessments, and student generated assessments.</td>
<td>Instructional feedback can be derived from a variety of types of assessments that include obtrusive assessments, unobtrusive assessments, and student generated assessments.</td>
</tr>
<tr>
<td>Assessments are scored.</td>
<td>Assessments may or may not be scored.</td>
</tr>
<tr>
<td>Scores are recorded and used to track student progress.</td>
<td>Because assessments are not recorded, they are not part of the formative tracking of students over time, but they do serve to inform the teacher about how both the class and specific students are progressing.</td>
</tr>
<tr>
<td>Formative scores are used to generate a summative score.</td>
<td>Instructional feedback is not a formal part of the design of summative scores, but it may help teachers determine the most appropriate summative score for specific students.</td>
</tr>
</tbody>
</table>


**Resources:**
Understanding by Design - Jay McTighe and Grant Wiggins

Understanding by Design — a framework for designing curriculum, assessments, and instruction explores questions like: What is teaching for understanding? How can you unpack content standards to identify the important big ideas that you want students to understand? How do you know that students truly understand and can apply their understanding in a meaningful way? How can you design courses and units to emphasize understanding rather than coverage? What instructional practices are both engaging and effective for developing student understanding?

Good Design = "Backward" Design

Teaching is a means to an end, and planning precedes teaching. The most successful teaching begins, therefore, with clarity about desired learning outcomes and about the evidence that will show that learning has occurred. Understanding by Design supports this view through a three-stage "backward-design" process used to plan curriculum units that include desired understandings and performance tasks that require transfer. Specific lessons are then developed in the context of a more comprehensive unit design.

Although not a novel idea, backward design as we frame it results in more clearly defined and wisely blended short-term and long-term goals, more appropriate assessments, and more purposeful teaching than typical planning. This is particularly so if you acknowledge that a primary goal of education is effective transfer of learning. The key to UbD is to understand that, just like the coach or trainer, we must design backward from complex long-term performance where content is used, not from discrete topics or skills where content need only be recalled. Such performance lies at the heart of genuine expertise.

In other words, we want understanding by design as opposed to understanding by good fortune; that is, we don’t want to just throw content and activities at the wall and hope something sticks. We need to think of unit design work as the intellectual equivalent of a GPS device in our car: by identifying a specific learning destination first, we are able to see the instructional path most likely to get us there.

This concept initially seems obvious. It turns out, however, to challenge many of our deepest habits as planners and teachers. Why? Because although we can easily say what we think should be taught and how we propose to teach it, the challenge we are proposing is different and more difficult. We don’t start with content; we start with what students are expected to be able to do with content. What would real use of the content look like? What should students ultimately be able to say and do with content if they "get it"? And if that’s what real learning looks like, what should be taught—and how—to make it most likely that the teaching leads to fluent, flexible, and lasting learning?

We trust you see that these are more difficult questions than initial impressions may have suggested. Note especially that this way of thinking backward from the desired changes in the student requires
that we carefully think through what will count as evidence of real learning if we want to ensure that real learning is achieved and not just hoped for. Here, then, is a brief summary of the three stages of backward design used in UbD.

**Note:** There is no required sequence to the design process – designers can enter at any point. However, all of the design elements should be considered.
Stage 1—Identify Desired Results

What should students be able to do, on their own (transfer)?
- What meanings should students make to arrive at important understandings?
- What essential questions will students keep considering?
- What knowledge and skill will students acquire?
- What established goals/standards are targeted?
- What do Content Standards imply for learning goals – i.e. what should students know and be able to do given the content targeted?
- What big ideas should anchor and organize the content, framed as Essential Questions? What do common/predictable misunderstandings suggest about what the desired understanding ought to be?
Stage 2—Determine Acceptable Evidence

- What performances and products will reveal evidence of meaning-making and transfer?
- What evidence must be collected and assessed, given the Desired Results of Stage 1?
- What criteria should be used to assess work related to the Desired Results, not just the particulars of the task?
- What important transfer tasks should anchor the assessment since transfer is the essence of understanding?
- What additional evidence will be collected for all Stage 1 desired results?
- Are the assessments aligned to all Stage 1 elements?

Consider evidence of the understanding(s), knowledge and skills identified in Stage 1.

Identify the OTHER EVIDENCE that will be needed.

Use the 6 Facets to identify needed evidence of understanding.

Identify appropriate criteria and use them to develop the scoring RUBRIC(s).

Use the G.R.A.S.P.S elements to design authentic PERFORMANCE TASKS.

Test your ideas against the Stage 2 Design Standards and revise as needed.
Stage 3—Plan Learning Experiences and Instruction Accordingly

What activities, experiences, and lessons will lead to achievement of the desired results and success at the assessments?

- What can I do to make the work maximally engaging and effective?
- How will the learning plan help students achieve transfer, and meaning and acquisition, with increasing independence?
- If the “content” is the answer, then what were the original questions?
- What content should we cover? What content needs to be “uncovered”?
- How will progress be monitored?
- When should I teach, when should I coach, and when should I facilitate student “discovery”?
- What should I do if they already know/can do? What should I do if they don’t?
- In order to truly meet the standard, what should they be able to do independently (transfer)? What should I be doing to make them more independent and able to transfer?

Consider what needs to be "uncovered" vs. covered.

Test your proposed learning plan against WHERE-TO and for alignment with Stages 1 & 2 and adjust as needed.

Use diagnostic and formative assessments to monitor and adjust.

Use the six facets to generate new ideas for learning.

Frame the learning via questions.
**Acronyms, Initializations and Abbreviations Found in This Document**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5E</td>
<td>Model of Instruction—Engage, Explore, Explain, Elaborate, Evaluate</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act or Average Daily Attendance</td>
</tr>
<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
</tr>
<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
</tr>
<tr>
<td>AP</td>
<td>Advanced Placement</td>
</tr>
<tr>
<td>AT</td>
<td>Assistive Technology</td>
</tr>
<tr>
<td>AVID</td>
<td>Advancement Via Individual Determination</td>
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<tr>
<td>BICS</td>
<td>Basic Interpersonal Communication Skills</td>
</tr>
<tr>
<td>BOY</td>
<td>Beginning of the year (typically referring to assessment point)</td>
</tr>
<tr>
<td>CALP</td>
<td>Cognitive Academic Language Proficiency</td>
</tr>
<tr>
<td>CCRS</td>
<td>College and Career Readiness Standards</td>
</tr>
<tr>
<td>CCTV</td>
<td>Closed-Circuit Television</td>
</tr>
<tr>
<td>CIA</td>
<td>Curriculum Instruction and Accountability</td>
</tr>
<tr>
<td>CTE</td>
<td>Career and Technical Education</td>
</tr>
<tr>
<td>CTI</td>
<td>Career and Technology Institute</td>
</tr>
<tr>
<td>ELAR</td>
<td>English Language Arts and Reading</td>
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<tr>
<td>ELL</td>
<td>English Language Learner</td>
</tr>
<tr>
<td>ELPS</td>
<td>English Language Proficiency Standards</td>
</tr>
<tr>
<td>EOC</td>
<td>End of Course</td>
</tr>
<tr>
<td>EOY</td>
<td>End of the year (typically referring to assessment point)</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>FAPE</td>
<td>Free Appropriate Public Education</td>
</tr>
</tbody>
</table>
H ....................................................................................... High (with regard to reading groups)
HOSTS ........................................................................... Helping One Student to Succeed
HOTS .............................................................................. Higher Order Thinking Skills
HSTW ............................................................................. High Schools That Work
IAP .................................................................................... Individualized Accommodation Plan
IDEA .................................................................................. Individuals with Disabilities Education Act
IEP ..................................................................................... Individualized Education Program/Plan
IFD ..................................................................................... Instructional Focus Document
IPC .................................................................................... Integrated Physics and Chemistry
KWL .................................................................................. Know, Want to Know, Learned
L ....................................................................................... Low (with regard to reading groups)
LEP ..................................................................................... Limited English Proficient
LOTS ...................................................................................... Lower Order Thinking Skills
MH ..................................................................................... Medium High (with regard to reading groups)
MI ..................................................................................... Multiple Intelligences
ML ..................................................................................... Medium Low (with regard to reading groups)
MMGW ................................................................................ Making Middle Grades Work
MOY .................................................................................. Middle of the year (typically referring to assessment point)
NCEO .............................................................................. National Center on Educational Outcomes
NCLB .................................................................................... No Child Left Behind
NCTAF ............................................................................ National Commission on Teaching and America’s Future
NICHCY ............................................................................ National Information Center for Children and Youth
OCR...................................................................................... Office of Civil Rights
OTA ..................................................................................... Optional Test Administration
PBIS ................................................................................... Positive Behavior Intervention Support
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>PDSA</td>
<td>Plan, Do, Study, Act</td>
</tr>
<tr>
<td>PLC</td>
<td>Professional Learning Community</td>
</tr>
<tr>
<td>PreAP</td>
<td>Pre-Advanced</td>
</tr>
<tr>
<td>Placement R</td>
<td>Readiness (with regard to TEKS)</td>
</tr>
<tr>
<td>RBT</td>
<td>Revised Bloom’s Taxonomy</td>
</tr>
<tr>
<td>RIE</td>
<td>Routinely, Independently, Effectively</td>
</tr>
<tr>
<td>RtI</td>
<td>Response to Intervention</td>
</tr>
<tr>
<td>S</td>
<td>Supporting (with regard to TEKS)</td>
</tr>
<tr>
<td>SBEC</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>SIOP</td>
<td>Sheltered Instruction Observation Protocol</td>
</tr>
<tr>
<td>SLAR</td>
<td>Spanish Language Arts and Reading</td>
</tr>
<tr>
<td>SPED</td>
<td>Special Education</td>
</tr>
<tr>
<td>SS</td>
<td>Social Studies</td>
</tr>
<tr>
<td>STAAR</td>
<td>State of Texas Assessments of Academic Readiness</td>
</tr>
<tr>
<td>TAKS</td>
<td>Texas Assessment of Knowledge and Skills</td>
</tr>
<tr>
<td>TEA</td>
<td>Texas Education Agency</td>
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<tr>
<td>TEKS</td>
<td>Texas Essential Knowledge and Skills</td>
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<tr>
<td>TELPAS</td>
<td>Texas English Language Proficiency Assessment System</td>
</tr>
<tr>
<td>THECB</td>
<td>Texas Higher Education Coordinating Board</td>
</tr>
<tr>
<td>TPSP</td>
<td>Texas Performance Standards Project</td>
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<tr>
<td>TRS™</td>
<td>TEKS Resource System™ (formerly known as CSCOPE)</td>
</tr>
<tr>
<td>UbD</td>
<td>Understanding by Design</td>
</tr>
<tr>
<td>VAD</td>
<td>Vertical Alignment Document</td>
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<tr>
<td>VISD</td>
<td>Victoria Independent School District</td>
</tr>
<tr>
<td>WG</td>
<td>World Geography</td>
</tr>
<tr>
<td>WH</td>
<td>World History</td>
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</tbody>
</table>
YAG .......................................................................................................................................................... Year-at-a-Glance