Standard I
Element B

Level 2 Practices

The Teacher:

3 ***Implements instructional strategies that include literacy.***

Literacy:

Examples of strategies that integrate literacy across content areas:

- *Vocabulary development:* Explicitly teaching the vocabulary associated with a content area builds students' reading and communication skills. The use of concept maps (such as the Frayer model—http://www.readingeducator.com/strategies/frayer.htm), creating illustration of the words, using new vocabulary in oral and written communication, and making connections to words they already know can all support students in vocabulary development.
- *Annotating text:* The skill of annotating a text supports students in comprehending a text in order to gain content information. Purposes for annotating a text:
    - Locate evidence to support a claim.
    - Identify main idea and supporting details.
    - Analyze the validity of an argument or counter-argument.
    - Determine author's purpose.
    - Identify character traits/motivations.
    - Summarize and synthesize.
    - Define key vocabulary.
    - Identify patterns and repetitions.
- *KWL charts:* Students record what they currently know about a topic, what they want to know, and what they learn. This activity can support students in developing questions that guide their learning and reading of texts. As they read, students are engaged in actively asking questions and looking for answers to their questions, which supports their comprehension and engagement with a text.
- *Writing:* Students write for a variety of purposes. An essential skill for 21st century learning is the ability to communicate one's ideas. In all content areas, students need opportunities to communicate their thinking through writing, which can include the following:
    - Brochures
    - Editorials
    - Diary entries
    - Timelines
    - Research or expository writing
    - Constructed responses to text dependent questions
    - Advertisements
- *Answering questions*: Applying strategies that support students in responding to text-dependent questions and constructed-response questions. One of the key shifts in the Colorado Academic Standards is the expectation for students to cite text-based evidence when responding to questions. Students need multiple opportunities to apply this skill across a variety of genres to be successful with this shift.
- *Visuals*: Visuals that capture the steps or key concepts of literacy skills taught can be an effective way to provide continual support for student application of these skills. As the students are provided instruction on new skills, referring to these visuals can help students make connections to previously taught skills and communicate the expectation for students to apply these to new materials and situations.

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4 ***Implements instructional strategies that include mathematical practices.***

Numeracy:

The teacher who employs instructional strategies that include numeracy:

- Identifies the specific numeracy demands of their content area.
- Provides learning experiences and opportunities that support the application of students' general mathematical knowledge and skills.
- Uses the language of numeracy in their teaching as appropriate.

Refer to this internal resource for additional information:

- Strategies for Employing Numeracy across Content Areas
  Document lists strategies for employing numeracy in all content areas.

5 ***Implements instructional strategies that include language development.***

Language:

Language development provides students with the skills they need to communicate their thinking. For students to communicate as mathematicians, scientists, historians, artists, musicians, writers, and/or authors, they need the appropriate academic language of the content as well as that of an educational setting.

> Academic language is the language used in textbooks and assessments. It is the language or vocabulary associated with concepts, skills, and content taught in classrooms. It is also the language of formal communication. For students to be able to comprehend the teacher's instruction, discuss what is being learned, communicate their ideas, read for different purposes, and write about their learning, they need to understand and be able to use academic language. (Scarcella, 2003)

Examples of academic language include these:

- *Mathematics*: equation, fraction, exponent, and monomial. Often mathematical terms have multiple meanings, which can lead to confusion in meaning (i.e., square, coordinate, degree).
- *Language arts:* theme, stanza, iambic pentameter, exposition, and denouement.
- *Educational settings:* explain, describe, justify, and determine.

Instructional strategies for academic language development:

- Identify the structure and genre of the text students will read and the vocabulary needed to comprehend it. (e.g., a lab report for chemistry requires different academic structure and language than a newspaper article for social studies or a novel for language arts).
- Provide explicit instruction and analysis of the text to support students' comprehension of the text (e.g., teaching students how to deconstruct a word problem in algebra requires different academic language than deconstructing a poem in language arts or a proof in geometry).
- Scaffold instruction on the use of academic language both orally and visually (e.g., display vocabulary that students will need to understand and use; provide graphics to support vocabulary meaning; incorporate academic language during direct instruction; provide sentence stems that include the academic language of the concept or skill being taught).
- Establish expectations for "accountable" talk students will use during student-to-student interactions and collaborative work (e.g., "Today when you explain your answers to a word problem, I expect to hear _____.").

Refer to these external resources for additional information:

- Document: Academic Vocabulary and CCSS by the Aspen Institute
  http://www.aspendrl.org/portal/browse/DocumentDetail?documentId=1416&download

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Document defines academic vocabulary, provides a checklist for selecting academic vocabulary, and discusses the connection of academic vocabulary and text dependent questions.

- Article: "Identifying Academic Language Demands in Support of the Common Core Standards" by Susan O'Hara, Robert Pritchard, and Jeff Zwiers
  http://www.ascd.org/ascd-express/vol7/717-ohara.aspx
  Article discusses the focus on academic language in the Common Core State Standards, especially as to how it needs to be a focus for instruction for ELL students.

Planning/Coaching Questions

- What connections were made between the content being taught and other content areas?
- How did you make explicit and elaborate interdisciplinary connections?
- How did you emphasize literacy connections to other subject areas?
- How did you emphasize interdisciplinary connections to math?
- How will you provide opportunities for students to apply literacy skills? How will you integrate literacy skills into lessons?
- How did you require students to apply mathematical knowledge to the content I am teaching? Which mathematical practices will be incorporated into the lesson?
- Which literacy skill(s) will need to be integrated into the lesson for students to master the learning objective?
- What instructional strategies will I use to support students in applying mathematical knowledge to the content I am teaching?
- How did you support students with language development related to the content being taught?
- How did you provide instruction that is intensive and of sufficient duration to accelerate learning?
- How did you incorporate real-world examples connected to the learning objective?

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