

## Educator Collaboration Look-Fors

This tool outlines examples of indicators that district and school leaders can use to monitor the extent to which the district's vision for collaborative, data-driven intellectual prep is being implemented. It focuses on educator collaboration (across general education, ESL, and special education teams) that is grounded in lesson prep with high-quality instructional materials (HQIM) and student work analysis with recent and relevant student data.

The tool is not intended to be exhaustive or evaluative, but rather to offer “look-fors” that support leaders in identifying strengths and growth areas in how educator teams co-prep for access, rigor, and success in Tier I for all students. These indicators can guide observations, inform coaching conversations, and help shape system-level improvements to collaborative practices.

| CONDITION OF EFFECTIVE COLLABORATION                                                                                                         | LOOKS LIKE/ SOUNDS LIKE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | EVIDENCE |
|----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <input type="checkbox"/> Meeting Focus:<br>Grounded in HQIM, current data, and access and success for all students                           | <ul style="list-style-type: none"> <li>- Team engages in unit or lesson preparation and/or analyzing recent and relevant student work/data</li> <li>- Discussion focuses on identifying specific student strengths and learning needs.</li> <li>- Team identifies high-quality scaffolds that maintain high expectations, align with the HQIM and grade-level rigor, and make the tasks accessible based on individual student needs.</li> <li>- Conversations focus on identifying strategies for providing meaningful access to the grade-level text and scaffolds that promote student ownership of and independent success with tasks for all students.</li> </ul> |          |
| <input type="checkbox"/> Roles and Responsibilities:<br>Distributed leadership and clear facilitation to value expertise of all team members | <ul style="list-style-type: none"> <li>- Designated facilitator manages protocol, time, and focus on HQIM/student work analysis.</li> <li>- All team members contribute based on their areas of expertise (Special education, ESL, intervention, general education), with shared responsibility for decision-making.</li> <li>- Shared norms guide collaboration. Norms include respect for multiple perspectives, data-driven decision-making, and commitment to improving outcomes for all students.</li> </ul>                                                                                                                                                      |          |
| <input type="checkbox"/> Collaborative Climate: Trust, equity of voice, and risk-taking                                                      | <ul style="list-style-type: none"> <li>- All team members, regardless of role or years of experience, contribute with equity of voice, build on each other's ideas to refine instruction, and push each other's thinking.</li> <li>- Disagreements are resolved productively.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               |          |

|                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                                                                                                                                          | <ul style="list-style-type: none"> <li>- Dialogue is solution-oriented and demonstrates high-expectations: <ul style="list-style-type: none"> <li>o "How might we provide a scaffold that maintains student ownership while giving (student's name) the support they need?"</li> </ul> </li> </ul>                                                                                                                                                                                                                                         |  |
| <input type="checkbox"/> Shared Ownership and Personal Accountability: All means all                                                     | <ul style="list-style-type: none"> <li>- When discussing students with disabilities, ELs, or students receiving intervention, all team members are equally engaged in planning Tier I supports.</li> <li>- All team members are present, arrive on time, and are prepared (reference lesson materials).</li> <li>- Educators demonstrate shared responsibility for all students (not "my kids" or "your kids").</li> <li>- Clear action steps are identified, documented, implemented, and discussed at the next collaboration.</li> </ul> |  |
| <input type="checkbox"/> Structures and Processes: Intentional use of protocols and tools to improve outcomes for all students in Tier I | <ul style="list-style-type: none"> <li>- Protocols are used (lesson prep, student work analysis, etc.) with a focus on HQIM aligned tools.</li> <li>- Supports are aligned to recent student work, IEPs, 504 plans, ILPs, ILP-Ds, and/or student learning plans (SIP) through RTI2, but are provided based on current, targeted needs driven by data, not just because they "might be helpful",</li> <li>- Supports are monitored.</li> <li>- Supports address prerequisite skills.</li> </ul>                                             |  |
| <ul style="list-style-type: none"> <li>- Data-driven Prep: Grounded in recent and relevant student data</li> </ul>                       | <ul style="list-style-type: none"> <li>- Collaboration is grounded in students' assets and current data: <ul style="list-style-type: none"> <li>o "Even though (student name) is below grade level according to (recent student work), their strength in ____ can be used to support their need in ____.</li> </ul> </li> <li>- Plans include monitoring and fading of supports as students gain academic/language proficiency and independence.</li> </ul>                                                                                |  |

Troen, V., & Boles, K (2011). *The power of teacher teams: With cases, analyses, and strategies for success*. Corwin Press.

## ACTIVITY 2.17

### PLAN

**Materials:** highlighters  
**Suggested Pacing:** 1 50-minute class period

### TEACH

- 1 Read the Learning Targets and Preview with students.
- 2 Have students set a purpose for reading and read the About the Author paragraph. Prompt them to consider how the author's background as a journalist may have spurred him to write this text.

## ACTIVITY 2.17

## Reflecting on Marley: Textual Evidence

### Learning Strategies

Diffusing  
Marking the Text  
Graphic Organizer

### My Notes

### Learning Targets

- Identify and interpret textual evidence.
- Write a response to a prompt, using textual evidence to support a thesis.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the roles dogs play in the lives of humans.

### Preview

In this activity, you will read a memoir about a beloved family dog and write about the purpose of pets.

### Setting a Purpose for Reading

- As you read, mark the text by underlining words, phrases, and sentences that tell why Grogan loved his dog.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

### Introducing the Strategy: Diffusing

With this strategy, you use context clues to help find the meaning of unknown words. When **diffusing**, underline words that are unfamiliar. Think of two possible substitutions (synonyms) and confirm your definition. You can confirm your definition by checking reference sources such as a dictionary or a thesaurus.

### About the Author

John Grogan (1957–) is a newspaper columnist and the author of the best-selling memoir *Marley and Me*, a book based on the ideas in the article you are about to read. *Marley and Me* has been adapted into a young reader's edition, several children's books, and a major motion picture. Grogan says that he began writing in school because he "was so bad at everything else." In addition to *Marley and Me*, he has written articles for numerous magazines and newspapers.



## College and Career Readiness Standards

### Focus Standards:

- RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**RL.6.5** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

### Additional Standard Addressed:

L.6.4c, L.6.6

## Memoir

# Saying Farewell to a Faithful Pal

by John Grogan

1 In the gray of dawn, I found the shovel in the garage and walked down the hill to where the lawn meets the woods. There, beneath a wild cherry tree, I began to dig.

2 The earth was loose and blessedly unfrozen, and the work went fast. It was odd being out in the backyard without Marley, the Labrador retriever who for 13 years made it his business to be tight by my side for every excursion out the door, whether to pick a tomato, pull a weed, or fetch the mail. And now here I was alone, digging him this hole.

3 “There will never be another dog like Marley,” my father said when I told him the news, that I finally had to put the old guy down. It was as close to a compliment as our pet ever received.

4 No one ever called him a great dog—or even a good dog. He was as wild as a banshee and as strong as a bull. He crashed joyously through life with a gusto most often associated with natural disasters.

5 He’s the only dog I’ve ever known to get expelled from obedience school.

6 Marley was a chewer of couches, a slasher of screens, a slinger of drool, a tipper of trash cans. He was so big he could eat off the kitchen table with all four paws planted on the floor—and did so whenever we weren’t looking.

7 Marley shredded more mattresses and dug through more drywall than I care to remember, almost always out of sheer terror brought on by his mortal enemy, thunder.

## Cute but Dumb

8 He was a majestic animal, nearly 100 pounds of quivering muscle wrapped in a luxurious fur coat the color of straw. As for brains, let me just say he chased his tail till the day he died, apparently convinced he was on the verge of a major canine breakthrough.

9 That tail could clear a coffee table in one swipe. We lost track of the things he swallowed, including my wife’s gold necklace, which we eventually recovered, shinier than ever. We took him with us once to a chi-chi outdoor café and tied him to the heavy wrought-iron table. Big mistake. Marley spotted a cute poodle and off he **bounded**, table in tow.

10 But his heart was pure.



### KNOWLEDGE QUEST

#### Knowledge Question:

What roles do dogs play in the lives of humans?

Across Activities 2.17 and 2.18, you will read three texts about the ways dogs assist people with day-to-day tasks. While you read and build knowledge about the topic, think about your answer to the Knowledge Question.

### My Notes

## ACTIVITY 2.17 continued

3 Address the Knowledge Question. Have students work in small groups to discuss the roles dogs play in the lives of humans.

4 **FIRST READ:** Conduct the first read of the passage as a read aloud. When you reach the term “obedience school” in paragraph 5, model using the **diffusing** strategy to help you understand the meaning of this term. Guide students to underline parts of the paragraph and other surrounding text that help them understand why the author wants Marley to become more obedient.



### TEXT COMPLEXITY

**Overall:** Complex

**Lexile:** 1100L

**Qualitative:** Moderate Difficulty

**Task:** Moderate (Analyze)



### TEACHER TO TEACHER

You may want to show a clip from the film *Marley and Me* or show the movie trailer (available on YouTube) to engage the class. Also, you could make copies of the young reader’s version (*Marley: A Dog Like No Other*) available as an independent reading option for students who want to learn more.

5 Pause at strategic points to pose questions to help students think about what is happening in the story. After reading paragraph 9, pause and ask students: *What do we know about Marley so far?*

**bounded:** leaped or jumped with great energy

## Scaffolding the Text-Dependent Questions

1. How do the first two sentences of the memoir contribute to the text? What is the effect of these sentences on the reader? What time of day is it? What is the author doing? How do these details affect you? **RL.6.5**

2. How does the author structure positive and negative details to show how Marley was both challenging and good for his family? List specific details and explain how their order

in the story affects the reader’s opinion. Look at each paragraph in the text in order, starting with paragraph 3. Place a mark beside each paragraph that shows a negative detail about Marley. Place a different mark beside each paragraph that shows a positive detail. Which type of paragraph is more common? Are the details grouped in a particular way? Why might the author have done this? **RL.6.5, RL.6.6**

## ACTIVITY 2.17 continued

**6** After reading paragraph 12, pause again and ask students: *What new information did we learn about Marley that might change a reader's impression of him?*

**7** After you've read the text for the first time, guide the class in a discussion about the memoir genre and what the text revealed about Marley. Use the Knowledge Quest questions as a starting point. Make sure students are confident in their responses before moving on to the text-dependent questions.

**8 Vocabulary Development:** When you revisit the text, discuss the instruction in the Word Connections feature on Roots and Affixes. Then write these words on the board: *miscalculate, misfit, mishap, misled, misunderstand*. Ask partners to use their knowledge of roots and affixes to help them define each of the words. Then have them check their ideas against a dictionary.

## 2.17

### WORD CONNECTIONS

#### Roots and Affixes

The prefix *mis-* is from Old English and means "bad" or "wrong." This prefix is commonly used in English (*mistake, miscarriage, mischievous*) to indicate that something is incorrect or not as desired or planned.

### My Notes

**despite:** in spite of  
**optimism:** seeing the positive in all things  
**lug:** an awkward, clumsy fellow  
**devotion:** dedication

**11** When I brought my wife home from the doctor after our first pregnancy ended in a miscarriage, that wild beast gently rested his blocky head in her lap and just whimpered. And when babies finally arrived, he somehow understood they were something special and let them climb all over him, tugging his ears and pulling out little fistfuls of fur. One day when a stranger tried to hold one of the children, our jolly giant showed a ferocity we never imagined was inside him.

**12** As the years passed, Marley mellowed, and sleeping became his favorite pastime. By the end, his hearing was shot, his teeth were gone, his hips so riddled with arthritis he barely could stand. **Despite** the infirmities, he greeted each day with the mischievous glee that was his hallmark. Just days before his death, I caught him with his head stuck in the garbage pail.

### Life Lessons Learned

**13** A person can learn a lot from a dog, even a loopy one like ours.

**14** Marley taught me about living each day with unbridled exuberance and joy, about seizing the moment and following your heart. He taught me to appreciate the simple things—a walk in the woods, a fresh snowfall, a nap in a shaft of winter sunlight. And as he grew old and achy, he taught me about **optimism** in the face of adversity.

**15** Mostly, he taught me about friendship and selflessness and, above all else, unwavering loyalty.

**16** When his time came last week, I knelt beside him on the floor of the animal hospital, rubbing his gray snout as the veterinarian discussed cremation with me. No, I told her, I would be taking him home with me.

**17** The next morning, our family would stand over the hole I had dug and say goodbye. The kids would tuck drawings in beside him. My wife would speak for us all when she'd say: "God, I'm going to miss that big, dumb **lug**."

**18** But now I had a few minutes with him before the doctor returned. I thought back over his 13 years—the destroyed furniture and goofy antics; the sloppy kisses and utter **devotion**. All in all, not a bad run.

**19** I didn't want him to leave this world believing all his bad press. I rested my forehead against his and said: "Marley, you are a great dog."

### Knowledge Quest

- What emotions did you feel while reading the memoir?
- What details about Marley stand out to you?

### Scaffolding the Text-Dependent Questions

**3.** In paragraph 8, the author describes a time when Marley thought he was "on the verge of a major canine breakthrough." What does *canine* mean? Use a dictionary to find out. Then give some examples of canine qualities

**Marley possessed that made him a good companion to his owner.** What do you know about canine behavior? How is Marley like other animals in the canine family? **L.6.4c, L.6.6**

### Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
  - Write any additional questions you have about the memoir in your Reader/Writer Notebook.
- How do the first two sentences of the memoir contribute to the text? What is the effect of these sentences on the reader?

The first two sentences explain the setting, which sets the tone for the memoir. The tone seems dark because the author is digging in the gray of dawn. The sentences also make the reader wonder why the author is digging and what will happen next.

- How does the author structure positive and negative details to show how Marley was both challenging and good for his family? List specific details and explain how their order in the story affects the reader's opinion.

The author implies that Marley didn't get many compliments. Paragraphs 4–9 tell how wild Marley was, including the detail about him destroying things. Paragraphs 10 and 11 show that Marley was also loyal and joyful. The author put the positive details after the negative ones to make the point that Marley's negative traits were worth it because of the positive traits.

- KQ** In paragraph 8, the author describes a time when Marley thought he was “on the verge of a major canine breakthrough.” What does *canine* mean? Use a dictionary to find out. Then give some examples of canine qualities Marley possessed that made him a good companion to his owner.

The word *canine* means “belonging to the family Canidae, or the family of dogs, wolves, jackals, and foxes.” Canine qualities that made Marley a good companion to his owner include his pure heart, protectiveness, exuberance, and loyalty.

- What was the author's purpose for writing the memoir? How is the author's purpose conveyed in the text?

The author wrote the memoir as a tribute to his dog Marley. The author gives details about how Marley was actually a good dog even though he was clumsy and destructive.

### 9 RETURNING TO THE TEXT:

Guide students to return to the text to respond to the text-dependent questions. Have students work in small groups to reread the text and respond to the questions. Remind them to use text evidence in their responses.

**10** Move from group to group and listen as students answer the text-dependent questions. If they have difficulty, scaffold the questions by rephrasing them or breaking them down into smaller parts. See the Scaffolding the Text-Dependent Questions boxes for suggestions.

### Scaffolding the Text-Dependent Questions

**4. What was the author's purpose for writing the memoir? How is the author's purpose conveyed in the text?** Notice that Grogan starts the memoir with the burial of Marley and then tells stories about Marley's long life. What are his final words to Marley? **RL.6.3**

**5. What are things the text shows that people can learn from dogs? What does the author learn from Marley?** What are some words the author uses to describe Marley's values and approach to life and friendship? What personality traits did Marley show through the way he behaved with the author and his family? **RL.6.1**

## ACTIVITY 2.17 continued

**11** Students will prepare for the writing prompt by copying into the **graphic organizer** the textual evidence they highlighted as they read the text. The summaries they generate should be concise, accurate, and legible.

**12** Read and discuss the writing prompt. Remind students to include commentary and explanations of the textual evidence they use in their response.

### LEVELED DIFFERENTIATED INSTRUCTION

Students may need support with organizing their evidence for their writing. Have students complete the **Key Ideas and Details** graphic organizer.

**Developing** After students have completed their graphic organizers, ask them basic questions about why informative writing is organized in this way.

**Expanding** After students have completed their graphic organizers, ask them to explain why informative writing is organized in this way.

**Bridging** After students have completed their graphic organizers, ask them to present an argument about why informative writing should be organized in this way.

**13** Use the Independent Reading Link to help students form connections with texts and themes they have identified in class reading.

### ASSESS

Check the writing prompt responses for the elements of an effective informative essay and the effective integration of textual evidence.

### ADAPT

If students need help finding and citing textual evidence, narrow their search to a single paragraph and have them identify one piece of textual evidence. Then have them explain how that piece of textual evidence supports the thesis.

## 2.17

5. **KQ** What are things the text shows that people can learn from dogs? What does the author learn from Marley?

The text shows how people can learn from dogs to seize the moment, follow their heart, and appreciate the simple things. Also, the author learns these specific things from Marley: friendship, selflessness, and loyalty.

### Working from the Text

6. Find sentences from the story that show why Grogan loved his dog. Copy them into the Textual Evidence column of the following graphic organizer along with your thoughts on what these sentences tell about Grogan's feelings. Then use the notes in your graphic organizer to help you write a summary of the story that is logically organized, clear, and true to the meaning of the story.

| Textual Evidence                                                            | Importance: What does the evidence tell you about Grogan's feelings for his dog? |
|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| "Marley taught me about living each day with unbridled exuberance and joy." | Grogan values the energetic exuberance of his wildly uncontrollable pet.         |
|                                                                             |                                                                                  |
|                                                                             |                                                                                  |



### INDEPENDENT READING LINK

#### Read and Discuss

How is the value of human and animal interaction demonstrated in the book you are reading on your own? Are the themes present in your independent reading similar to those present in "Saying Farewell to a Faithful Pal"? With a small group, discuss various animal-related themes found in your independent reading. Compare and contrast these themes with the story you have just read.



### Writing to Sources: Informational Text

Why do people have pets? Using John Grogan and Marley as examples, explain what human beings love about and learn from their pets. Be sure to:

- Write a thesis statement including the topic and your opinion.
- Use textual evidence and supporting details from the newspaper column.
- Add personal commentary while maintaining a formal style. Use the replacing strategy to make your vocabulary academic.



### WRITING TO SOURCES: INFORMATIONAL TEXT

The following standards are addressed in the writing prompt:

- W.6.1a, W.6.2a
- W.6.1b, W.6.2b
- W.6.1d, W.6.2d



# CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

## Design Multiple Means of Engagement



## Design Multiple Means of Representation



## Design Multiple Means of Action & Expression



Access

Design Options for

### Welcoming Interests & Identities

- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- Nurture joy and play
- Address biases, threats, and distractions

Design Options for

### Perception

- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for

### Interaction

- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Support

Design Options for

### Sustaining Effort & Persistence

- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Design Options for

### Language & Symbols

- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Design Options for

### Expression & Communication

- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Executive Function

Design Options for

### Emotional Capacity

- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

Design Options for

### Building Knowledge

- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Design Options for

### Strategy Development

- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices



## Language Features Lesson Preparation Tool

Identifying the key language students need to understand and use in the lesson

Lesson/Task:

Content Objective:

TN Academic Standard(s):

### Language Function

How will students use language during the lesson? Language functions are the communicative purposes students use language to accomplish. Functions may align to receptive, productive, or interactive modalities within the TN ELD Standards.

#### Language Skills:

☐ Listening ☐ Reading ☐ Speaking ☐ Writing

#### Receptive Language

***Students make meaning from language they hear, read, or view.***

ELD Standard 1: Construct Meaning

##### Function

|                  |           |                  |          |                      |
|------------------|-----------|------------------|----------|----------------------|
| Understand       | Interpret | Comprehend       | Identify | Determine main ideas |
| Make connections |           | Draw conclusions | Infer    | Other:               |

#### Expressive Language

***Students communicate and develop ideas through speaking and writing.***

ELD Standard 3: Communicate Understanding

##### Function

|          |         |           |         |         |           |
|----------|---------|-----------|---------|---------|-----------|
| Describe | Explain | Summarize | Compare | Analyze | Interpret |
| Inform   | Other:  |           |         |         |           |

ELD Standard 4: Construct and Support Claims

##### Function

|        |         |        |          |                              |
|--------|---------|--------|----------|------------------------------|
| Argue  | Justify | Defend | Persuade | Support claims with evidence |
| Reason | Other:  |        |          |                              |

ELD Standard 7: Adapt Language Choices

##### Function

|                   |                  |        |                               |
|-------------------|------------------|--------|-------------------------------|
| Adapt             | Tailor           | Adjust | Select language strategically |
| Consider audience | Consider purpose | Other: |                               |

### ELD Standard 7: Adapt Language Choices

#### Function

|                   |        |                  |                               |
|-------------------|--------|------------------|-------------------------------|
| Adapt             | Tailor | Adjust           | Select language strategically |
| Consider audience |        | Consider purpose | Other:                        |

### Interactive Language

***Students exchange ideas and build meaning with others.***

### ELD Standard 2: Participate in Exchanges

#### Function

|             |                   |                |         |
|-------------|-------------------|----------------|---------|
| Discuss     | Ask questions     | Respond        | Clarify |
| Collaborate | Negotiate meaning | Build on ideas | Other:  |

### ELD Standard 5: Research and Communicate Findings

#### Function

|             |                    |            |          |
|-------------|--------------------|------------|----------|
| Investigate | Gather information | Synthesize | Evaluate |
| Report      | Present findings   | Other:     |          |

### ELD Standard 6: Analyze and Critique Arguments

#### Function

|                 |          |          |           |                      |
|-----------------|----------|----------|-----------|----------------------|
| Analyze         | Critique | Evaluate | Challenge | Respond to arguments |
| Assess evidence |          | Other:   |           |                      |

## Academic Language

What words and phrases do students need to understand and use? Academic language consists of the words and phrases students use to understand, discuss, and communicate academic content.

### ELD Standard 8 - Determine the Meaning of Words and Phrases.

A crosscutting standard that supports ELD Standards 1-7.

Content Vocabulary - Discipline specific vocabulary in HQIM lesson

General Academic Vocabulary – Cross-curricular vocabulary

Word Parts / Cognates / Morphology - Word features that support language transfer and comprehension

## Language Forms & Structures

What grammar and syntax will students need to successfully perform the function? Language forms and structures may occur at the sentence level through grammar and syntax or at the discourse level through the organization of ideas across oral and written texts.

### ELD Standard 9 - Create Clear and Coherent Speech and Text

A crosscutting standard that supports ELD Standards 1-7.

Discourse Level - How are ideas organized across multiple sentences?

|                     |          |               |           |                      |
|---------------------|----------|---------------|-----------|----------------------|
| Organize            | Sequence | Connect ideas | Elaborate | Develop explanations |
| Structure discourse |          | Other:        |           |                      |

Discourse Frames/Stems/Starters:

### ELD Standard 10 – Make Accurate Use of Standard Academic English

A crosscutting standard that supports ELD Standards 1-7.

Sentence Level - How is language constructed within sentences grammatically and mechanically?

|                 |            |                     |                    |
|-----------------|------------|---------------------|--------------------|
| Apply grammar   | Use syntax | Control conventions | Increase precision |
| Edit and revise | Other:     |                     |                    |

Sentence Frames/Stems/Starters:

## Language Objective

Students will be able to...

Language Function:

Content:

## Notes/Reflection

# ELD Standard 4 and Sixth Grade English Language Arts

| TN ELD Standard |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | TN ELA Standard                                                                                                                                                               |                        |                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                         |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | FL                                                                                                                                                                            | L                      | RL                                                                                                                                                                           | RI                                                                                                                                                                                                                                                                                                                                                                                                                  | SL                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | W                       |
| 4               | Construct grade-appropriate oral and written claims and support them with reasoning and evidence                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                               | 6.L.VAU.4<br>6.L.VAU.6 | 6.RL.KID.1                                                                                                                                                                   | 6.RI.KID.1                                                                                                                                                                                                                                                                                                                                                                                                          | 6.SL.PKI.4                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 6.W.TTP.1<br>6.W.RBPK.9 |
| TN ELA Standard |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Academic Language (Cognates)                                                                                                                                                  |                        | Language Functions                                                                                                                                                           | Language Forms                                                                                                                                                                                                                                                                                                                                                                                                      | Questions and Sentence Stems                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                         |
| 6.L.VAU.4       | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.</p> <p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> | <p>context (contexto)</p> <p>phrase (frase)</p> <p>morphology (morfológicos)</p> <p>meaning</p> <p>etymology (etimología)</p> <p>connotation</p> <p>strategy (estrategia)</p> |                        | <p><b>determine</b> meaning</p> <p><b>clarify</b> meaning</p> <p><b>analyze</b> word structure</p> <p><b>use</b> reference materials</p> <p><b>identify</b> word origins</p> | <p>structures for explaining<br/>e.g., "Based on the sentence, the word ___ most likely means ___."</p> <p>"The phrase ___ suggests that ___."</p> <p>deconstructing prefixes, suffixes, and root words<br/>e.g., "The prefix ___ means ___." "The suffix ___ indicates ___." "The root word ___ suggests ___."</p> <p>structures for defining<br/>e.g., "According to the dictionary, the word ___ means ___."</p> | <p><b>Questions</b></p> <p>"How can the context help you determine the meaning of the word?"</p> <p>"What morphological elements/parts of this word provide clues to its meaning?"</p> <p>"How can a reference material help you understand an unfamiliar word?"</p> <p>"What does the word's root tell you about its meaning?"</p> <p>"How does spelling provide clues to a word's meaning?"</p> <p><b>Sentence Stems</b></p> <p>"The context suggests that the word ___ means</p> |                         |

|                  |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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|                  |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                                                                                                                                                                                                                                                      | <p>determining etymology patterns<br/>e.g., "The spelling of ___ suggests it comes from ___." "The Latin/Greek root ___ means ___."</p> <p>structures for comparing<br/>e.g., "The connotation of ___ is positive/negative." "In this context, the word ___ means ___."</p>                                                                       | <p>___ because ___."</p> <p>"By analyzing the word parts, I can infer that ___ means ___."</p> <p>"The root word ___ means ___ in ___ language, which helps me understand ___."</p> <p>"The spelling of ___ is similar to the word ___, which suggests that it means ___."</p>                                                                                                                                                                                            |
| <b>6.L.VAU.6</b> | Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <p>acquire (adquirir)</p> <p>accurately</p> <p>phrase (frase)</p> <p>expression (expresión)</p> <p>comprehension (comprensión)</p> <p>context (contexto)</p> | <p><b>acquire</b> unfamiliar words</p> <p><b>define</b> the meanings of content-related terms</p> <p><b>analyze</b> the meaning of words based on their usage</p> <p><b>distinguish</b> between every day and subject-specific terms</p> <p><b>interpret</b> subtle differences in word meanings</p> | <p>phrases to define vocabulary<br/>e.g., "The term ___ means ___." "___ refers to ___."</p> <p>phrases to clarify meaning<br/>e.g., "Based on the sentence, the word ___ means ___." "The phrase "___" helps the reader understand that ___."</p> <p>demonstrating comprehension<br/>e.g., "In this passage, the word ___ contributes to the</p> | <p><b>Questions</b></p> <p>"What does the word ___ mean in this context?"</p> <p>"How can you determine the meaning of the word ___?"</p> <p>"What context clues help you understand the word ___?"</p> <p>"How does the domain-specific vocabulary clarify the concept?"</p> <p>"How can you apply this new vocabulary word in your writing or speaking?"</p> <p><b>Sentence Stems</b></p> <p>"The word ___ means ___ because ___."</p> <p>"Based on the sentence, I</p> |

|                   |                                                                                                                |                                                                                      |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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|                   |                                                                                                                |                                                                                      |                                                                                                                                                                                | <p><i>meaning by __."</i></p> <p>explaining domain-specific vocabulary<br/> <i>e.g., "In __, the word __ refers to __." "The term __ is used in ____ to describe __."</i></p>                                                                                                                                                                                                                       | <p>can determine that the word __ means __."</p> <p>"The phrase __ provides a clue to the meaning of __ by __."</p> <p>"The term __ is used to describe __ in the __."</p> <p>"I can apply this new vocabulary word in my writing by __."</p> <p>"The author's use of __ demonstrates __ by providing a specific term for __."</p>                                                                                                                                      |
| <b>6.RL.KID.1</b> | Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. | <p>analysis (análisis)</p> <p>inference (inferencia)</p> <p>evidence (evidencia)</p> | <p><b>analyze</b> explicit information</p> <p><b>make</b> inferences</p> <p><b>cite</b> textual evidence</p> <p><b>justify</b> conclusions</p> <p><b>interpret</b> meaning</p> | <p>phrases to cite textual evidence<br/> <i>e.g., "According to the text, __." "The author states, "__," which shows __." "The text clearly states that __." "The sentence __ is evidence of __."</i></p> <p>phrases to draw inferences<br/> <i>e.g., "Based on __, I can infer that __."</i></p> <p>conditional statements<br/> <i>e.g., "From the evidence, it can be concluded that __."</i></p> | <p><b>Questions</b></p> <p>"What does the text explicitly state?"</p> <p>"What inference can you make based on the text?"</p> <p>"What textual evidence supports your conclusion?"</p> <p>"What connections can be made between explicit statements and inferences?"</p> <p><b>Sentence Stems</b></p> <p>"The text explicitly states that __ because __."</p> <p>"Based on __, I can infer that __ because __."</p> <p>"According to the text, __ supports the idea</p> |

|                   |                                                                                                                                                                          |                                                                                                                                                 |                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                   |                                                                                                                                                                          |                                                                                                                                                 |                                                                                                                                                                                                     | <p>Use of the present progressive tense<br/>e.g., "The narrator is describing, __." "The speaker is explaining __."</p>                                                                                                                                                                                                                                                                                                          | <p>that ____."<br/>"Although the text does not directly say __, it suggests ____."<br/>"The statement ____ clearly shows __, which allows me to infer ____."</p>                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>6.RI.KID.1</b> | Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | <p>analysis (análisis)</p> <p>inference (inferencia)</p> <p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>explicit (explícito)</p> | <p><b>analyze</b> explicit meaning</p> <p><b>make</b> inferences</p> <p><b>cite</b> evidence</p> <p><b>justify</b> conclusions</p> <p><b>interpret</b> meaning</p> <p><b>evaluate</b> reasoning</p> | <p>use of simple present tense<br/>e.g., "The text presents," "The author explains __."</p> <p>use of present progressive tense<br/>e.g., "The narrator is revealing, __." "The author is developing __."</p> <p>use of modal verbs<br/>e.g., can, should, must<br/>"The text must __."</p> <p>complex sentence structures for analysis<br/>e.g., "Because the text says __, I can infer __."<br/>"This text is __ than __."</p> | <p><b>Questions</b><br/>"What does the text explicitly say?"<br/>"What inferences can you make based on the text?"<br/>"What textual evidence supports your conclusion?"<br/>"How do you justify your interpretation of the text?"<br/>"How does the author use evidence to support the main idea?"</p> <p><b>Sentence Stems</b><br/>"The text explicitly states that __ because ____."<br/>"I infer that __ because ____."<br/>"The text provides the evidence of __ to support the conclusion that ____."<br/>"I justify my interpretation by pointing to the details in the text such as ____."</p> |



|                   |                                                                                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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|                   |                                                                                                                                                                                                                         |                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | "The author uses evidence like ____ to support the main idea that ____."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>6.SL.PKI.4</b> | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. | claim<br><br>findings<br><br>coherent (coherente)<br><br>detail (detalle)<br><br>example (ejemplo)<br><br>appropriate (apropiado/a)<br><br>eye contact<br><br>volume (volumen) | <b>present</b> claims and findings effectively<br><br><b>support</b> key points with relevant details and examples<br><br><b>organize</b> information in a coherent and logical manner<br><br><b>use</b> descriptions, facts, and examples to support a claim<br><br><b>apply</b> proper speaking techniques (eye contact, volume, pronunciation)<br><br><b>structure</b> ideas clearly for oral presentation | use of declarative structures, reporting verbs, appositives<br><i>e.g., "The main idea of this presentation is that ____." "My claim, which is based on current research, states that ____."</i><br><br>use of emphatic structures, adverbial phrases, repetition for focus<br><i>e.g., "What's most important to understand is that ____." "A critical point to remember is ____."</i><br><br>complex sentences for cause-effect and citation phrases<br><i>e.g., "According to [source], ___, which supports my claim because ____." "This fact demonstrates that ____."</i> | <b>Questions</b><br>"What is your main claim or finding?"<br>"How will you emphasize the most important points?"<br>"What evidence supports your claim?"<br>"How will you organize your information coherently?"<br>"What speaking strategies will you use for clarity?"<br>"How will you engage your audience?"<br>"Why is eye contact important in presentations?"<br><br><b>Sentence Stems</b><br>"The main claim I am presenting is ____ because ____."<br>"I will emphasize ____ by using ____ and providing examples like ____."<br>"The evidence that supports this claim is ____ because ____."<br>"First, I will discuss ____," |

|  |  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                               |
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|  |  |  |  | <p>use of transition words, sequencing language, contrastive markers<br/> <i>e.g., "First, I will explain ___, and then I'll discuss ___." "Next, let's look at ___." "However, some people argue that ___, but the evidence shows ___." "In contrast to this view, ___ provides a different perspective."</i></p> <p>summative language, conditional and result clauses<br/> <i>e.g., "To conclude, the evidence supports the claim that ___." "In summary, the findings show that ___."</i></p> <p>metacognitive language for self-monitoring speaking skills<br/> <i>e.g., "I will now slow down to explain this point more clearly." "Let me repeat that point to ensure clarity."</i></p> | <p>then I will explain ___, and finally, I will conclude with ___."<br/>         "I will use clear pronunciation and maintain eye contact by ___."<br/>         "To engage my audience, I will use ___ and make sure to ___."<br/>         "Eye contact is important because it helps ___ and shows ___."</p> |
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| <p><b>6.W.TTP.1</b></p> | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s).</p> <p>b. Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).</p> <p>c. Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.</p> <p>d. Use credible sources and demonstrate an understanding of the topic or source material.</p> <p>e. Craft an effective and relevant conclusion that supports the argument presented.</p> <p>f. Use precise language and content-specific vocabulary.</p> <p>g. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>h. Use varied sentence structure to enhance meaning and reader interest.</p> <p>i. Establish and maintain a formal style.</p> | <p>argument (argumento)</p> <p>claim</p> <p>evidence (evidencia)</p> <p>conclusion (conclusión)</p> <p>transition (transición)</p> | <p><b>state</b> and <b>defend</b> a claim</p> <p><b>support</b> ideas with reasons and evidence</p> <p><b>acknowledge</b> opposing views</p> <p><b>organize</b> arguments logically</p> <p><b>conclude</b> writing with a clear position</p> | <p>declarative statements, thesis structures, parallel phrasing<br/> <i>e.g., "This argument supports the claim that ____." "It is clear that ____ because ____."</i></p> <p>use of complex sentence structures for cause-effect, contrasting transitions, concessive clauses<br/> <i>e.g., "One reason this claim is valid is that ____." "According to [source], ___, which supports the argument by ____." "Although some may argue that ___, the evidence shows that ____."</i></p> <p>use of logical connectors, sequence transitions, relative clauses<br/> <i>e.g., "The first reason this claim holds true is that ____." "Another factor that contributes to ____ is ____."</i></p> | <p><b>Questions</b></p> <p>"How will you support your claim with evidence?"</p> <p>"What counterarguments or opposing claims should you acknowledge?"</p> <p>"How will you organize your reasons and evidence?"</p> <p>"What will your conclusion emphasize?"</p> <p>"What precise language will you use?"</p> <p>"What transitions will you use to connect ideas?"</p> <p>"How will you maintain a formal tone in your writing?"</p> <p><b>Sentence Stems</b></p> <p>"My claim is ____ because ____."</p> <p>"I will support my claim by providing ____ from ___, which shows ____."</p> <p>"Some may argue that ___, but I believe ____ because ____."</p> <p>"First, I will write ___, followed by ___, and then I will explain why ____."</p> <p>"In conclusion, my</p> |
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|                   |                                                                                                                                                               |                                                                                                                             |                                                                                                                                                                                                  | <p>attribution phrases, embedded citations, summary clauses<br/> <i>e.g., "According to the research presented by __, __." "The article __ provides evidence that __."</i></p> <p>summative phrases, result clauses, conditional structures<br/> <i>e.g., "In conclusion, the evidence supports the argument that __." "To summarize, the claim is well supported by __." "In contrast, others believe __." "Therefore, it can be concluded that __."</i></p> | <p>argument is supported by __, and it shows that __."<br/>         "I will use terms like __ to make my argument clearer and more specific."<br/>         "I will use transitions such as __ to show relationships between ideas."<br/>         "I will avoid casual language and use formal language such as __ to maintain a professional tone."</p> |
| <b>6.W.RBPK.9</b> | Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 6 standards for reading. | <p>interpretation (interpretación)</p> <p>analysis (análisis)</p> <p>reflection (reflexión)</p> <p>evidence (evidencia)</p> | <p><b>interpret</b> and <b>explain</b> meaning</p> <p><b>analyze</b> ideas or claims</p> <p><b>reflect</b> on meaning or significance</p> <p><b>select</b> and <b>cite</b> relevant evidence</p> | <p>use of declarative structures, relative clauses, and appositives<br/> <i>e.g., "The text suggests that __, which means __." "This detail reveals that the character __."</i></p> <p>use of reporting verbs, prepositional phrases,</p>                                                                                                                                                                                                                     | <p><b>Questions</b></p> <p>"How do you know if the evidence is relevant?"</p> <p>"How do you know if the evidence is sufficient to support your claim?"</p> <p>"What evidence from the text can you use to support your claim?"</p> <p>"How will you compare evidence from different texts?"</p>                                                        |

|  |  |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                 |
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|  |  | relevant<br>(relevante) | <p><b>evaluate</b> the sufficiency of evidence</p> <p>and quotation integration<br/> <i>e.g., "According to the text, '___,' which supports the idea that ___." "The phrase '___' shows that ___."</i></p> <p>use of conditional phrases, participial phrases, and complex sentences<br/> <i>e.g., "Reflecting on this detail, I believe the author wants the reader to understand that ___." "This connects to research on ___, which also shows that ___."</i></p> <p>use of comparative and evaluative structures, metacognitive verbs<br/> <i>e.g., "This evidence is relevant because it supports the claim that ___." "The reasoning is strong, but the evidence is limited in that ___."</i></p> | <p><b>Sentence Stems</b></p> <p>"The evidence is relevant because it directly addresses ___ and helps explain ___."</p> <p>"The evidence is sufficient because it provides enough detail to show ___."</p> <p>"In the text, it says ___, which supports my claim that ___."</p> <p>"The evidence from ___ supports my claim by showing ___, while the evidence from ___ also provides support because ___."</p> |
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## Individual Learning Plan Grades 4-12

|                                             |                                                                                                                                                 |                             |            |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------|
| Student Name:                               | Luisa Martinez Soldado                                                                                                                          | State ID:                   | 9990000    |
| Student Birthdate:                          | 02/14/2014                                                                                                                                      | Age:                        | 12         |
| Birth Country:                              | Honduras                                                                                                                                        | Gender:                     | Female     |
| School:                                     | Sample School 2                                                                                                                                 | Native Language:            | Spanish    |
| District:                                   | Tennessee Reference System                                                                                                                      | Grade:                      | 6th Grade  |
| Parent Preferred Language of Communication: | Spanish                                                                                                                                         | Date 1st US School:         | 11/07/2022 |
| ILP Dates:                                  | 07/17/2026-06/30/2027                                                                                                                           | Total Years in ESL Service: | 4          |
| Other Areas of Support:                     | <input checked="" type="checkbox"/> Student with Limited or Interrupted Education<br><input checked="" type="checkbox"/> RTI^2 for Intervention | Years of ESL Service in TN: | 4          |

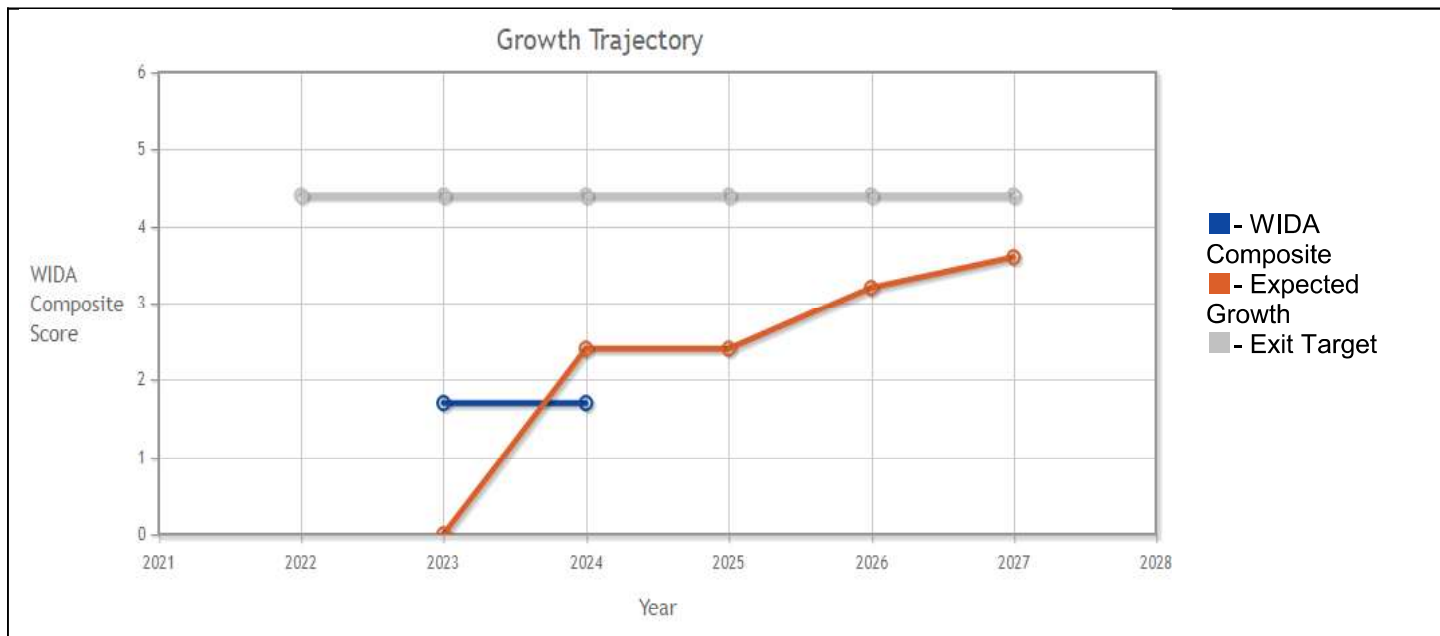
**Data: English Language Proficiency Assessment Results, Growth Trajectory, Benchmarks, Universal Screener, Early Warning System (EWS) and/or Other Assessments**

### ELPA Assessments

| Assessment       | Date       | Subject Area | Score(s)                                                                                               |
|------------------|------------|--------------|--------------------------------------------------------------------------------------------------------|
| ELPA21 Summative | 02/23/2026 |              | Listening : 3<br>Reading : 2<br>Speaking : 2<br>Writing : 1<br>Proficiency Determination : Progressing |
| ELPA21 Summative | 02/10/2025 |              | Listening : 3<br>Reading : 1<br>Speaking : 2<br>Writing : 1<br>Proficiency Determination : Progressing |

### Growth Standard

| -2 Years Composite (2021) | Target based on -2 years | Prior Year Composite (2022) | Target based on Prior Year | Most Recent Composite (2023) | Met the Growth Standard |
|---------------------------|--------------------------|-----------------------------|----------------------------|------------------------------|-------------------------|
| 1.7                       |                          | 1.7                         | 2.4                        |                              | No                      |



## WIDA

| Assessment           | Year | Performance Level |          |           |          |         |         |
|----------------------|------|-------------------|----------|-----------|----------|---------|---------|
|                      |      | Composite         | Literacy | Listening | Speaking | Reading | Writing |
| WIDA ACCESS for ELLs | 2024 | 1.7               | 1.4      | 2.8       | 2.1      | 1.7     | 1.0     |
| WIDA ACCESS for ELLs | 2023 | 1.7               | 1.5      | 2.4       | 1.9      | 1.9     | 1.0     |
| WIDA Screener        | 2022 |                   |          | 1         | 1        | 1       | 1       |

## Other Assessment

| Assessment | Date | Subject Area | Score(s) |
|------------|------|--------------|----------|
|------------|------|--------------|----------|

## Present Level Language Proficiency

*In this section, educators will explain what every student is able to do at their current level language proficiency based on the most recent ELPA data. ESL Rule, Chapter 0520-01-19 requires quarterly monitoring of goals and progress.*

**At this level, you can expect the student will be able to:**

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Proficiency - Listening | Grade 6 Listening 3 : Intermediate -- When listening, the student at Level 3 is working on: determining the main idea and a few supporting details; paraphrasing the main idea; participating in discussions, building on the ideas of others and answering questions; determining the meaning of general education and content specific words.                                                                             |
| English Proficiency - Reading   | Grade 6 Reading 2 : Early Intermediate -- When reading grade-appropriate text, the student at Level 2 is working on: identifying the main topic and a few key details in simple written texts; identifying key words and phrases; responding to simple comments and questions on a variety of topics as well as some wh? questions; gathering and recording information.                                                    |
| English Proficiency - Speaking  | Grade 6 Speaking 2 : Early Intermediate -- When speaking, the student at Level 2 is working on: offering an opinion or prediction using simple grammatical structures and vocabulary; responding to questions with words relevant to the topic; interpreting the information in a picture or graph about a familiar topic, constructing a claim and providing a supporting reason; producing simple and compound sentences. |
| English Proficiency - Writing   | Grade 6 Writing 1 : Beginning -- When writing, the student at Level 1 is working on: participating in short written exchanges and presenting simple information; expressing an opinion about a familiar topic; responding to wh? questions about presentations using vocabulary from the presentation topic.                                                                                                                |

**Goals - Short and Long Term Language Goals**

*Considering the present level language proficiency goals, the educator will input learning improvement goals for the subsequent level in each domain to ensure continuous growth through short- and long-term goals. ESL Rule, Chapter 0520-01-19 requires quarterly monitoring of goals and progress.*

|                                 |                                                                                                                                                                                                                                                                                        |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Proficiency - Listening | By the end of the instructional period, Luisa will increase her ability to comprehend extended academic language by identifying key ideas, supporting details, and speaker reasoning from grade-level oral presentations and discussions with decreasing levels of linguistic support. |
| English Proficiency - Reading   | By the end of the instructional period, Luisa will use academic vocabulary, context clues, and text features to determine key ideas and supporting details in increasingly complex grade-level texts with reduced scaffolding.                                                         |
| English Proficiency - Speaking  | By the end of the instructional period, Luisa will participate in grade-level academic discussions by expressing opinions, explaining thinking, and responding to peers using connected sentences and academic language supports.                                                      |
| English Proficiency - Writing   | By the end of the instructional period, Luisa will produce organized multi-sentence written responses that explain, describe, and justify ideas using grade-appropriate vocabulary, sentence frames, and language supports.                                                            |

**Instructional Scaffolds**

*In this section, the educator will check the box for each scaffold provided during classroom instruction and assignments for the student to equitably access academic content and ESL content. Please note this is not an exhaustive list and additional information can be found in the ILP Instructional Decision-Making Guide and evidence of research-based practices one-pager.*



| Instructional Scaffolds for Daily Instruction                                              |                                                                         |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Oral sentence frames/stems                             | <input checked="" type="checkbox"/> Graphic organizers                  |
| <input checked="" type="checkbox"/> Repeat/rephrase key information                        | <input checked="" type="checkbox"/> Provide exemplars as models         |
| <input type="checkbox"/> Preview Vocabulary                                                | <input checked="" type="checkbox"/> Read aloud / Write- Aloud w/teacher |
| <input checked="" type="checkbox"/> Visuals (real objects, pictures, charts, graphs, etc.) | <input checked="" type="checkbox"/> Sentence frames/stems               |
| <input checked="" type="checkbox"/> Provide bilingual content area glossary                | <input type="checkbox"/> Peer - assisted learning                       |
| <input checked="" type="checkbox"/> Allow wait time                                        |                                                                         |

### Accommodations

The educator will check the box for each accommodation provided during assessment.

| Accommodations for Standardized Assessments | Academic/Testing  | Areas                                                                |
|---------------------------------------------|-------------------|----------------------------------------------------------------------|
| Oral Presentation*                          | Testing, Academic | TCAP ELA, TCAP Math, TCAP Science, TCAP Social Studies, TCAP Writing |
| Word-to-word bilingual dictionaries*        | Testing, Academic | TCAP ELA, TCAP Science, TCAP Social Studies                          |
| Extended Time - 2.0x                        | Testing, Academic | TCAP Writing                                                         |

\*not allowed on ELPA21

Accommodations assigned on standardized assessments should be accommodations used by the student throughout the instructional year. For more details, please see the ILP Instructional Decision-Making Guide.

### ESL Services

In this section, the educator will indicate the type of service, service model, frequency, and delivery model. For additional details on service type and model, please see the ILP Instructional Decision-Making Guide.

| Type of Service | Delivery Model | Service Model                   | Days Per Week | Time Per Day                                                                                                         | Dates                 |
|-----------------|----------------|---------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------|-----------------------|
| Direct          | Pull-out       | Content Based Instruction (CBI) | M, T, W, R, F | M: 10:45AM - 11:45AM<br>T: 10:45AM - 11:45AM<br>W: 10:45AM - 11:45AM<br>R: 10:45AM - 11:45AM<br>F: 10:45AM - 11:45AM | 07/17/2026-06/30/2027 |

Career Readiness (applicable for 4-12 only)

What are the student's postsecondary goals?

Luisa wants to get good grades, become more confident speaking English, and be able to participate more in class. She hopes to take dance or gymnastics lessons someday and continue doing activities she enjoys. In the future, she wants to graduate from high school, go to college or learn a job skill, and have a good job so she can help her family and be successful.

What are the family's/guardian's goals for the student?

Luisa's family wants her to improve her English proficiency, achieve academic success, and gain confidence in school. They hope she will graduate from high school, continue her education or career training, and have opportunities to pursue her interests in dance, gymnastics, and the arts. The family wants Luisa to have a successful future and be able to support herself while maintaining strong family connections.

What community resources are available to help this student?

Local library programs, after-school tutoring, ESL support services, family resource centers, youth mentoring programs, community recreation programs, and scholarship-supported dance, gymnastics, or arts activities. Community organizations that support multilingual families and provide transportation or family assistance services may also help address barriers impacting attendance and participation like caregiving services.

What academic focus is needed for a student to reach their goals?

Luisa needs continued support in developing academic English, particularly in writing and academic speaking, so she can fully participate in classroom learning and demonstrate her knowledge. Instruction should focus on building vocabulary, strengthening reading comprehension, developing confidence in academic discussions, and expanding her ability to express ideas through organized written responses. Luisa will benefit from language scaffolds, opportunities for collaborative learning, and explicit instruction that connects language development to grade-level content. Consistent attendance and completion of assignments will also be important to support her academic growth and progress toward her long-term goals.

What academic objectives do they need to achieve to reach their goal?

Write organized multi-sentence responses that explain ideas and support thinking using academic vocabulary and language supports.

Participate in academic discussions using complete sentences to ask questions, explain thinking, and respond to others. Identify and communicate key ideas and supporting details from grade-level texts and classroom instruction.

## General Observations

Attendance challenges and family responsibilities may impact academic progress.

## Signatures

# ENGLISH LEARNER PROFILE

## Luisa Martinez



Grade: 6

Age: 12

Birthday: 2/14/2014

Years in U.S. Schools: Since Grade 3

Home Language: Spanish

Country of Origin: Honduras

ESL Service: 1 hour ESL pull-out daily (mixed proficiency group)

### FAMILY & HOME LIFE

- Lives with mom, mom's boyfriend, and younger siblings.
- Mom is the only working adult in the family.
- Often at home alone after school to watch siblings.
- Dad lives in Honduras. Very rarely talks to him.
- Family has limited financial resources.
- Boyfriend is there most of the time.

Very caring toward younger siblings. Often responsible for childcare after school.

Tardies are connected to family responsibilities, transportation, and helping siblings.

### STRENGTHS

- Very talented gymnast
- Artistic and creative
- Willing to help peers
- Very social
- A good friend
- Empathetic to new students, especially Spanish speakers
- Observant and kind
- Eager to learn

Natural leadership qualities in small groups.

### CHARACTERISTICS & PERSONALITY

- Quiet and thoughtful
- Kind, empathetic, and helpful
- Builds strong relationships with a few students
- More comfortable expressing ideas in Spanish
- Wants to do well and make her family proud
- Motivated by encouragement and positive feedback
- Shy in new situations but warms up over time

Will go out of her way to help new students, especially if they speak Spanish.

### ACADEMIC BACKGROUND

- Entered U.S. schools in 3rd grade.
- Interrupted exposure to academic English during foundational literacy years.
- Understands more during oral discussions and visuals than written tasks.
- Teachers often simplify assignments instead of scaffolding.
- Rarely participates in whole-group discussion.
- More engaged in partner or small group activities.

She understands more than she can express in English.

### HOBBIES & INTERESTS

- Gymnast and cheerleader
- Collects heart-shaped rocks
- Dancing
- Drawing / art
- Listening to music
- Spending time with friends

Wants to do afterschool dance class but has to watch siblings.

Wants to take gymnastic lessons but they are expensive.

### STUDENT DATA SNAPSHOT



**Attendance:** Generally present but frequent tardies



**Class Participation:** Low in whole group



**Reading Comprehension:** Below grade level without supports



**Math Performance:** Near grade level conceptual understanding, but language is a barrier



**Writing:** Significantly below grade level



**Homework:** Incomplete at times (family responsibilities)



**Grading:** Mostly C's and D's



**Motivation:** High - wants to learn and succeed



**Behavior:** Respectful and responsible

### ELPA21 LANGUAGE DATA

| Domain    | Score | What this tells us...                                             |
|-----------|-------|-------------------------------------------------------------------|
| Speaking  | 2     | Speaks in short phrases; hesitant in academic conversations.      |
| Listening | 3     | Stronger receptive language; follows directions well.             |
| Reading   | 2     | Can identify key ideas with support; struggles with complex text. |
| Writing   | 1     | Very limited written output in English; avoids extended writing.  |

Writing avoidance may be connected to confidence, not effort.

### CHALLENGES & BARRIERS

- Limited academic English vocabulary
- Quiet in large group settings
- Speaks mostly Spanish with peers (a few close girls)
- Difficulty expressing ideas in writing
- Inconsistent homework due to caregiving responsibilities
- Tardies impact instructional time
- Limited access to extracurricular activities
- Rarely challenged academically because tasks are modified downward

She is capable of more rigorous thinking than her assignments reflect.

### GOALS

- Raise grade levels in Math.
- Raise grade levels in Language Arts.
- Gain confidence speaking in English in class.
- Join dance or gymnastics in the future.

Would benefit from opportunities to show thinking orally before writing.

Needs structured speaking supports and consistent access to grade-level tasks.

## TDOE High Quality Scaffolds Tool

### Determining Scaffolds Based on Student Assets & Targeted Needs after Student Work Analysis

The High-Quality Scaffolds Tool was developed to clearly define three types of scaffolds aligned to specific supports students may need to access and succeed in their lessons. For each scaffold type, the tool provides concrete examples to guide implementation of them. While not exhaustive, this resource is designed to support district and school leaders, as well as educators, during lesson preparation and classroom observation, ensuring all students have access to meaningful scaffolds that promote high levels of academic success.

**Cognitive scaffolding:** By breaking down abstract concepts into manageable, relatable, or visual formats, the following cognitive scaffolds make new and complex classroom content more accessible.

| Scaffold                          | When to use it                                                                                                                                                         | What it can look like                                                                                                          |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Chunked writing tasks             | A student is successful at writing a sentence or two and needs help writing in smaller, more manageable sections                                                       | Break writing tasks into steps with clear checkpoints (e.g., introductory paragraph has...)                                    |
| Phonetic spelling supports        | A student has grade-level organization and concept development and needs support with spelling                                                                         | Strategies that support spelling through phonics-based approaches (e.g., sound walls, personalized spelling dictionaries)      |
| Word-to-word bilingual dictionary | English Learners or students with language development needs who have strong conceptual knowledge and need English vocabulary support to help express ideas in writing | A collection of keywords displayed with pictures and/or definitions (e.g., personal dictionary with topic-specific vocabulary) |



|                                                 |                                                                                                                                                                                             |                                                                                                                                              |
|-------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| Word bank                                       | English Learners or students with language-based disabilities and/or development needs who have more advanced conceptual knowledge and need support in generating topic-specific vocabulary | Brainstorm with the student and provide a word bank to reference during writing, for example, using annotations and vocabulary from the text |
| Oral rehearsing (partner talk or with an adult) | English Learners or students with language-based disabilities and/or development needs who benefit from verbally rehearsing ideas before writing                                            | Students practice saying what they are going to write to a partner or adult                                                                  |

**Metacognitive scaffolding:** Through structured reflection, the following metacognitive scaffolds cultivate the skills necessary for self-regulation and independent learning.

| Scaffold                    | When to use it                                                                                   | What it can look like                                                                                                                             |
|-----------------------------|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| Timers/Visual Schedules     | A student has a lot of ideas and needs support with time management and focus                    | Tools to help students manage their time effectively (e.g., timers, task breakdown charts, visual schedules)                                      |
| Graphic Organizers          | A student has many ideas and needs support with organizing their thoughts before writing         | Visuals that map out ideas before writing                                                                                                         |
| Provide Exemplars as Models | A student has lots of thoughts and needs support in organizing ideas into a well-developed essay | Exemplars of an exemplar of the writing genre labeled with the elements from the rubric (e.g., teacher or HQIM-created samples of essays labeled) |
| Allow Wait Time             | A student needs additional processing time to formulate responses or engage in discussions       | The teacher provides a few extra seconds after asking a question before expecting an answer                                                       |

|                         |                                                                              |                                                              |
|-------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|
| Step-by-step checklists | A student has a lot of ideas and needs support on the structure of the essay | A checklist outlining the steps for writing the essay format |
|-------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------|

**Procedural Scaffolding:** By breaking tasks into manageable steps and offering guidance at each stage, procedural scaffolding techniques keep learners focused, reduce cognitive overload, and build independence.

| Scaffold                                               | When to use it                                                                               | What it can look like                                                                                                        |
|--------------------------------------------------------|----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Sentence frames/stems                                  | A student has many ideas and needs support getting started or expanding their ideas          | A few pre-written sentence starters to help students form complete thoughts (e.g., "I believe _____ because _____")          |
| Preview Vocabulary                                     | A student needs support in understanding key terms before engaging with a new text or lesson | Introducing and defining important vocabulary before reading or writing tasks using visuals, synonyms, or real-life examples |
| Visuals (real objects, pictures, charts, graphs, etc.) | A student benefits from additional visual context to comprehend complex ideas                | Using real objects, diagrams, or multimedia to reinforce learning concepts                                                   |

## **16 Elements of Explicit Instruction**

(Archer & Hughes, 2011)

1. **Focus Instruction on critical elements** – teach skills, strategies vocabulary terms, concepts and rules that will empower students in the future and match student’s instructional needs.
2. **Sequence skills logically** – Consider several curricular variables, such as teaching easier skills before harder skills, teaching high-frequency skills before skills that are less frequent in usage, ensuring mastery of prerequisites to a skill before teaching the skill itself.
3. **Break down complex skills and strategies into smaller instructional units**- Teach in small steps.
4. **Design organized and focused lessons**- Make optimized use of instructional time. Make sure your lessons are organized, sequenced, and focused.
5. **Begin lessons with a clear statement of the lesson’s goal and your expectations** – Tell learners clearly what is to be learned and why it is important.
6. **Review prior skills and knowledge before beginning instruction** – Provide a review of relevant information. Verify that students have the prerequisite skills and knowledge to learn the skill being taught in the lesson. This element also provides an opportunity to link the new skill with the other related skills.
7. **Provide step by step demonstrations** – Model the skill and clarify the decision-making processes needed to complete a task or procedure by thinking aloud as you perform the skill.
8. **Use clear and concise language** – Use consistent, unambiguous wording and terminology.
9. **Provide an adequate range of examples and non-examples** – In order to establish the boundaries of when and when not to apply a skill, strategy, concept, or rule, provide a wide range of examples and non-examples.
10. **Provide guided and supported practice** – In order to promote initial success and build confidence, regulate the difficulty of practice opportunities during the lesson, and provide students with guidance in skill performance.
11. **Require frequent responses** – Plan for high level of student-teacher interaction via the use of questioning. Having the students respond frequently (i.e., oral, written, or action response) helps them focus on the lesson content.
12. **Monitor student performance closely** – Carefully watch and listen to students’ responses, so you can verify student mastery as well as make timely adjustments in instruction if students are making errors.
13. **Provide immediate affirmative and corrective feedback** – Follow up on students’ responses as quickly as you can. Immediate feedback helps ensure high rates of success and reduces the likelihood of practicing errors.
14. **Deliver the lesson at a brisk pace** – Deliver the instruction at an appropriate pace to optimize instructional time, the amount of content that can be presented, and on-task behavior.
15. **Help students organize their knowledge** – Because many students have difficulty seeing how some skills and concepts fit together, it is important to use teaching techniques that make these connections more apparent or explicit.
16. **Provide distributed and cumulative practice** – Distributed practice refers to multiple opportunities to practice skill over time. Cumulative practice is a method for providing distributed practice by including practice opportunities that address both previously and newly acquired skills.

**Questions adapted from 16 Elements of Explicit Instruction (Archer & Hughes, 2011)**

| <b>Explicit Instruction Element</b>               | <b>Questions to Ask About the HQIM</b>                                                                                                    |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Focus Instruction on Critical Content</b>   | What is the most important learning in this lesson? Is it clearly prioritized, or are students expected to learn too many things at once? |
| <b>2. Sequence Skills Logically</b>               | Does the lesson build from easier to more complex concepts? What prerequisite knowledge is assumed?                                       |
| <b>3. Break Complex Skills into Smaller Steps</b> | Are difficult skills or tasks chunked into manageable parts? Where might students need additional scaffolds?                              |
| <b>4. State Learning Objectives Clearly</b>       | Will students know what they are learning and why? Is the purpose explicit?                                                               |
| <b>5. Review Prior Learning</b>                   | How does the lesson activate or connect to previous learning? Is sufficient review provided?                                              |
| <b>6. Model Skills and Thinking</b>               | Where does the lesson show students exactly how to think, read, write, solve, or analyze? Are think-alouds included?                      |
| <b>7. Use Clear and Concise Language</b>          | Are directions, explanations, and questions accessible to all learners, including ELs?                                                    |
| <b>8. Provide Guided Practice</b>                 | Before independent work, where do students practice with teacher support?                                                                 |
| <b>9. Require Frequent Responses</b>              | How often are students expected to actively think, speak, write, or demonstrate understanding?                                            |
| <b>10. Ask a High Number of Questions</b>         | Does the lesson provide opportunities to check understanding throughout, not just at the end?                                             |
| <b>11. Monitor Student Performance</b>            | How will the teacher know whether students are understanding during instruction?                                                          |



Questions adapted from 16 Elements of Explicit Instruction (Archer & Hughes, 2011)

| Explicit Instruction Element                | Questions to Ask About the HQIM                                                                           |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>12. Provide Immediate Feedback</b>       | Where are opportunities for feedback built into the lesson? How quickly will misconceptions be addressed? |
| <b>13. Maintain a Brisk Pace</b>            | Does the lesson maximize engagement and learning time while allowing adequate processing time?            |
| <b>14. Help Students Organize Knowledge</b> | Are graphic organizers, anchor charts, sentence frames, exemplars, or other supports provided?            |
| <b>15. Provide Distributed Practice</b>     | How does the lesson revisit and reinforce important learning over time?                                   |
| <b>16. Provide Cumulative Review</b>        | Does the lesson intentionally connect current learning to previously taught concepts and skills?          |