



A TEACHERS' GUIDE TO THE COMMON CORE



A resource guide for success in
English Language Arts for teachers who
work with **English learners and
students with disabilities**



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A TEACHERS' GUIDE TO THE COMMON CORE INTRODUCTION

The Common Core standards can be found in their entirety at bit.ly/CCSS_read.

THE CONNECTICUT ADOPTION of the Common Core State Standards (CCSS) in 2011 has provided valuable opportunities, but has not been without challenges for English learners and students with disabilities—and those who teach them. AFT Connecticut, an affiliate of the American Federation of Teachers (AFT), recognizes its members' needs for additional information and support as they implement the CCSS. To that end, AFT Connecticut applied for a grant from the AFT Innovation Fund.

While the original intent was to produce a guide *by Connecticut teachers for Connecticut teachers*, we realize that this document will be helpful to teachers nationwide as they seek to help their students meet new, higher standards in English language arts.

The Common Core State Standards were developed to ensure that all students, no matter where they live, will graduate from high school with the skills necessary for success in college and the workplace. To meet this goal, the CCSS anchor standards define the skills that all students should command by the end of 12th grade, and the English language arts standards identify a staircase of clear signposts from kindergarten through 12th grade in the areas of language, reading, writing, speaking and listening.

Bringing together research and best practices, this guide provides educators with practical strategies for implementing the CCSS with English learners and students with disabilities. The writers of the standards have published two documents: *Application of Common Core State Standards for English Language Learners* and *Application to Students with*

Disabilities to address the unique needs of all learners. While these documents establish that the CCSS are intended for all students and that numerous supports are necessary to ensure that all students can master the standards, this is no simple task. For students with disabilities and English learners to attain mastery of the CCSS, strategic scaffolds and supports should maintain the rigor and integrity of the standards to help students rise to the challenge and experience the success we know they are capable of achieving.

There are many ways to meet the Common Core standards. The best practices, accompanying lessons and materials included in this guide serve to paint a picture of excellent instruction as well as provide teachers with support in bringing the standards to life. The guide is intended to provide educators with a means for starting conversations that will strengthen classroom practices for meeting the CCSS with all learners. The complex work ahead is best accomplished as a collaborative effort among specialists and mainstream teachers. Utilizing this guide to enhance the form and function of professional learning communities will begin to move our practices toward those that create equitable access for mainstream students, students with disabilities and English learners alike.

The Common Core State Standards in English language arts (ELA) provide opportunities for all students and are defined by increased rigor for English learners and students with disabilities. The standards call for students to engage with academic language, complex text and academic writing. Structured academic discourse and purposeful interaction—which recognize and draw upon the strengths children bring to the classroom—are vital for meeting the standards. This will certainly be challenging work, but to implement the CCSS successfully, researchers have found that systems will need to foster collaboration among grade level teachers, content teachers and specialists (Stanford University, 2012).

The purpose of this guide is to assist specialists and mainstream educators to engage in professional dialogues and practices:

- to gain a deeper understanding of the shifts and how they apply to English learners and students with disabilities;
- to incorporate critical strategies for addressing the instructional needs of English learners and students with disabilities; and
- to develop lessons plans that meet the requirements of the ELA Common Core State Standards and include instructional accommodations for English learners and students with disabilities.

This guide provides the following resources for implementing the CCSS with English learners and students with disabilities:

- **Identification and explanation of the ELA instructional shifts**
- **Strategies and instructional considerations**
- **Lesson planning guide and template**
- **Exemplar lesson**
- **Digital resources to deepen and expand understanding**

SHIFTS IN ENGLISH LANGUAGE ARTS

Implications for English Learners and Students with Disabilities

The Common Core standards identify three primary shifts that affect English language arts instructional practices. These shifts encapsulate how the CCSS differ from and build upon previous standards (National Governors Association for Best Practices, Council of Chief State School Officers, 2010). Identifying how the shifts impact English learners and students with disabilities builds context for educators implementing the standards. Selecting best practices targeting each shift supports educators in collaborating to maximize learning for all students.

Collaboration among educators benefits all learners; a shared responsibility is essential for the success of English learners and students with disabilities. Diane Staehr Fenner (2013) explains, “Teachers, administrators, and researchers say that the CCSS are putting more focus on ELLs being everyone’s responsibility, and the increased need for quality collaboration supports that assertion.” This guide aims to provide teachers with support to engage in meaningful and productive collaboration that leads to a shared dialogue and responsibility for all students.

The Common Core calls for teaching content and language simultaneously in the mainstream classroom. Harnessing the power of collaboration among specialists (ESL teachers, special education teachers, interventionists) and grade-level content teachers will yield powerful insights that balance the need for strategic supports while maintaining high expectations for content mastery. Knowing students’ current levels of language proficiency allows teachers to choose appropriate scaffolds, know when to pull back on supports to move them to the next level, and how to best support their content mastery. Having insight into the specific abilities and goals of students with disabilities allows teachers to strategically support their growth while maintaining high expectations. Language is the vehicle by which we learn content. Collaboration is the bridge to effectively teach academic language, an essential thread of the Common Core standards.

Academic language weaves through all three shifts and is a vital component of the Common Core, which impacts diverse learners. Have you ever wondered why a student who can explain the details of his or her family vacation will struggle when describing the process of photosynthesis? The explanation lies in the differences between social and academic language. Saunders, Goldenberg and Marceletti (2010), define academic language as “... refer[ring] to the specialized vocabulary, grammar, discourse/textual, and functional skills associated with academic instruction and mastery of academic material and tasks. In the simplest terms, academic language is the language that is needed in academic situations such as those students encounter during classroom instruction or reading texts.” The complexity of academic language explains why students will often achieve command of social language, but struggle with academic language.

Explicitly teaching the structure and organization of a text or speech, teaching grammar and syntax in context, and systematically teaching vocabulary build the foundation for deep knowledge of academic language and content. Analyzing model texts, customizing timely feedback, and strategically selecting vocabulary to teach are strategies that yield the largest returns for English learners and students with disabilities. Analyzing the language demands of a unit, lesson or text from the macro to the micro level provides teachers with valuable insight into the strengths and needs of students as well as the most powerful strategies to address the shifts in the standards.

THREE SHIFTS IN THE COMMON CORE STATE STANDARDS

Below, you will find an explanation of each shift, what it means for English learners and students with disabilities, and strategies for success with *all* students.

SHIFT ONE: Regular practice with *complex texts* and their academic language.

The heart of this shift lies in balancing increasingly complex text without simplifying the text, translating it, or telling students what they will learn in advance (Bunch, Kibler and Pimentel, n.d.). Making connections to students' home languages through the use of cognates, identifying language and content objectives, and systematically teaching select vocabulary words scaffold complex texts without simplifying the cognitive demand.

Identifying ways to connect students with the text, connections to prior knowledge, and potential entry points for diverse students opens the door for authentic engagement with a text. Knowing your students and the strengths they bring to the classroom is not simply a strategy to reach the Common Core; it is the strategy that is the basis for all effective teaching.

The Common Core does not offer a prescribed reading list; however, Appendix B of the Common Core State Standards does offer exemplars as well as sample performance tasks to support text selection. Decisions around text selection are influenced by state, district, and school-level policy and ultimately in the hands of the classroom professionals who know their students best.

Designing lessons for English learners and students with disabilities involves taking into consideration the academic language needed for success as well as planning how students will use the academic language they are acquiring. Incorporating all four domains—reading, writing, listening and speaking—fosters language proficiency for English learners and students with disabilities. Structuring opportunities for students to interact during reading promotes the use of academic language. Modeling the desired spoken and written academic language helps students to integrate the content and academic language needed for success.

Systematic vocabulary instruction is a key component of teaching academic language through complex texts. Structured classroom routines lower anxiety and open

learners to deeper understanding of language and content. Robert J. Marzano's vocabulary template, for example, offers excellent structures and routines for developing vocabulary. Choosing vocabulary words to teach is a strategic process and should lean heavily on tier two words with multiple meanings.

Tier One words are general words used in social settings.

Tier Two words have multiple meanings and shades of meaning.

Tier Three words are domain-specific to a content area or lesson.

Teaching mostly tier two words, which appear in multiple contexts across disciplines and have multiple meanings, builds student vocabulary in a meaningful way. Effective vocabulary instruction includes multiple (minimum of six) engaging, interactive exposures to words through reading, writing, listening and speaking. Interactive exposures should include a balance of structured discussion, direct instruction, reading and writing.

- Interactive word walls provide students with structures and opportunities for engagement with vocabulary. The video, Strategy: Interactive Word Wall from Expeditionary Learning, demonstrates the use of interactive word walls. The Reading Rockets article, Word Walls, provides suggestions for using word walls across content areas.
- Teaching vocabulary in context by clustering related words and helping students to make explicit connections among words increases depth of understanding. Understanding word meanings and the subtle nuances of words, especially those with multiple meanings, improves academic language and postsecondary readiness.

Deliberate, systematic vocabulary instruction across content areas increases comprehensibility of complex text and provides students with strategies that they carry with them beyond K-12 classrooms.

SHIFT TWO: Reading, writing and speaking grounded in evidence from texts, both literary and informational.

Knowing students collectively and as individuals helps teachers craft lessons to tap into student interest and build enthusiasm for a text. Helping students connect to a text motivates students to uncover the layers of meaning and persevere through complex analysis.

Teaching students to read, write and speak purposefully utilizing evidence from the text can be accomplished by providing them with structures for reading, analyzing and communicating. English learners and students with disabilities need to learn the language and structures associated with discovering evidence in a text.

Structuring a reading task allows students to focus on making meaning from the text as the language becomes more comprehensible each time they read.

- Close reading of the text multiple times, as modeled by the teacher and again with partners or in small groups, gives students opportunities to comprehend more at each reading.
- Teaching how authors structure their claims in literary and informational texts helps students to identify evidence when it is presented.
- Modeling the metacognitive thought process gives students insight into how readers identify and evaluate arguments.
- Giving students time to grapple with the text builds proficiency in reading and language.
- Teaching the skill of annotation helps students learn what to look for and analyze how an author builds a claim. When teaching annotation, start with an easy and familiar text. Prepare an annotation guide that shows exactly what students should look for as well as sentence starters that show how they can respond to the text. Model the use of the annotation symbols and sentence starters with the familiar text first and then help students transfer the skills to a new and more complex text. You will find more resources on annotation in the strategies section of this guide.

Scaffolding the readings with a gradual release of responsibility coupled with teaching the language of expository text builds a foundation for successfully identifying and utilizing evidence from the text. This means students must be taught signal words such as “evidence, claim, opinion, reason, if-then, therefore, consequently, for example,” Using sentence starters with signal words scaffolds the task further. Here are some possible sentence stems:

- *The author **states** ...*
- *The evidence presented **suggests** ...*
- *For example, the author **claims** ...*

- Producing written and spoken language that is grounded in evidence from the text is more successful after students have analyzed mentor or model texts by reading closely to identify how authors build and support claims. Graphic organizers facilitate organization of thoughts in a logical way to craft written and spoken language.

Scaffolding by building knowledge of text structure and language along with utilizing graphic organizers helps all students to gain proficiency in language and text analysis. Communicating high expectations for student mastery of content while building confidence in a safe classroom environment lowers anxiety, fosters deeper understanding, connects students to the text in meaningful and purposeful ways, and builds motivation to persevere through complex text analysis needed for reading, writing and speaking grounded in evidence from the text.

SHIFT THREE: Building knowledge through content-rich nonfiction

Building knowledge through content-rich nonfiction plays an essential role in the Common Core State Standards. The standards require a 50-50 balance between fiction and nonfiction reading. Informational reading primarily includes content-rich nonfiction in history/social studies, science and the arts; the K-5 standards strongly recommend that students build coherent general knowledge both within and across years. The shift calls for 50 percent of classroom English language arts instruction to be based in nonfiction text, specifically that which ties to science and social studies. The standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers.

Reading to learn, rather than learning to read, shifts the purpose of reading. Assessing students’ background knowledge and strategically building upon that knowledge provides the basis for English learners and students with disabilities to read to learn.

The Center for Applied Linguistics (2013) recommends:

- Build background knowledge for both content and language before students read a text.
- Elicit students’ prior content knowledge.
- Connect texts and topics to students’ personal experiences.
- Encourage students to use their first language to express content understanding.

Building background knowledge is an essential link for learning content; however, the bulk of instruction should be focused on engagement with the text through interactive reading, writing, speaking and listening tasks.

Graphic organizers encourage students to analyze content-rich nonfiction and make meaning from the text. The graphic organizers found in the strategies section of this resource guide as well as the Academic Language Function Toolkit (2010) provide students with opportunities to comprehend at deeper levels and create meaning from texts. Utilizing the graphic organizers to analyze the structure of nonfiction helps promote the learning of content and language simultaneously.

English learners and students with disabilities benefit from the:

- building of background knowledge;
- modeling and use of academic language; and
- utilization of graphic organizers when reading to learn through content-rich nonfiction.

Shifting the balance of reading to 50 percent fiction and 50 percent nonfiction helps students to build the skills necessary for success in college and the workforce.

RESOURCES

SHIFT ONE:

- Sample Vocabulary Notebook Page. (Marzano). bit.ly/vocab-ccss
- Strategy: Interactive Word Wall (Expeditionary Learning). bit.ly/word-wall-ccss
- Word Walls (Reading Rockets). bit.ly/ww_strategies
- Using Cognates to Develop Comprehension in English (Colorín Colorado, 2007). bit.ly/cc-cognates
- Getting to Know Your ELLs: Six Steps for Success (Breiseth, 2013). bit.ly/cc-six-steps
- Language and Content Objectives: The Key to Effective Content Area Instruction for English Learners. (Himmel, 2012). bit.ly/cc-cai
- The Academic Language Function Toolkit (Sweetwater Union High School District, 2010). bit.ly/alf-toolkit

SHIFT TWO:

- Learning About Your Students' Backgrounds (Colorín Colorado, 2007). bit.ly/cc-backgrounds
- How to Teach Expository Text Structure to Facilitate Reading Comprehension (Akhondi, M., Malayeri, F., Samad, A., n.d.). URL: bit.ly/rr-expository
- Graphic Organizers for Using Reading Strategies. (n.d). URL: bit.ly/graphic-organizer
- Connect Students' Background Knowledge to Content in the ELL Classroom, (Robertson, 2007). URL: bit.ly/cc-connect

SHIFT THREE:

- How to Read Nonfiction Text (Reading Rockets, 2011). URL: bit.ly/cc-nonfiction
- Increasing ELL Student Reading Comprehension with Non-fiction Text (Robertson, 2008). URL: bit.ly/cc-comprehension
- Reading Tip Sheets for Parents. (Colorín Colorado). URL: bit.ly/cc-readingtips
- Teaching Informational Text to ELLs. (Colorín Colorado Blog, Diane Staehr Fenner). URL: bit.ly/1PkjRQR

PRACTICAL STRATEGIES FOR IMPLEMENTING THE COMMON CORE STATE STANDARDS WITH ENGLISH LEARNERS AND STUDENTS WITH DISABILITIES

The following strategies are suggestions for supporting diverse learners to meet the Common Core State Standards across all three shifts of English language arts. This is not exhaustive, but is a starting point for educators to hold students to the high expectations of the Common Core while strategically scaffolding content and language.

STRATEGY: Content and Language Objectives

Benefits

- Focused, purposeful language development
- Clear goals and expectations to measure progress

Description

Writing content and language objectives provide clear, focused goals and expectations for learning.

Directions

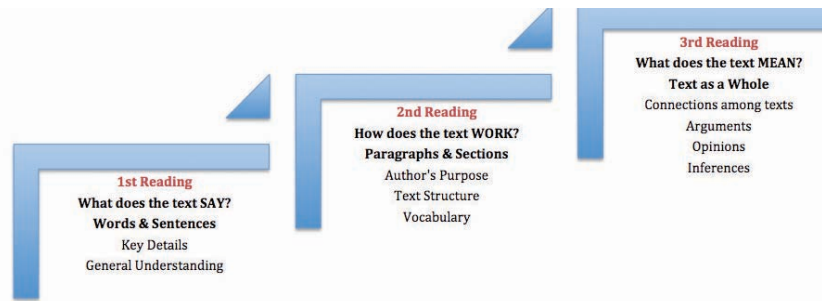
1. Prior to the lesson, examine the CCSS to determine the standard your students will meet.
 - Example standard: CCSS.ELA-LITERACY.RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text
2. Based on the Common Core standard and lesson you will teach, determine the content objective.
 - Example content objective: Students will be able explain the events presented in Henrietta Buckmaster's *Flight to Freedom: The Story of the Underground Railroad*.
3. Read and analyze the text and think about the lesson you will teach.
 - Example language objective: Students will be able to explain the cause-and-effect relationships using graphic organizers and sentence frames.

4. When crafting language objectives, consider the following:
 - What is the academic language demand of the lesson?
 - Which vocabulary words will students need to know to be successful with the lesson?
 - Which language functions are repeated in the reading or lesson, or which language functions are you expecting students to use? For example, do they know the language needed to compare/contrast, explain, describe?
 - How does the language objective allow students to access the content you are teaching?
5. Post the content and language objectives in the same area of the room each day. Bring students' attention to the objectives and explain what they mean in the context of the lesson. Also explain how you will determine (assess) students' progress toward the content and language objectives (exit tickets, graphic organizers).



For additional examples and resources in regards to writing content and language objectives, visit the Colorín Colorado website for Jennifer Himmel's (2012) article, *Language Objectives: The Key to Effective Content Area Instruction for English Learners* bit.ly/cc-cai.

STRATEGY: Preparing and Asking Text-Dependent Questions



Benefits

- Improves text comprehension.
- Requires students to analyze the text for evidence.
- Promotes close reading of the text.
- Engagement with the text.
- Repeated exposure to the text.

Description

Crafting text-dependent questions builds student comprehension and requires students to respond using evidence from the text. Building background is still an important scaffolding strategy for teachers to use, and students do need to connect to the text. However, students should not answer questions based on background knowledge alone; rather, they should read closely three times to discover the evidence to support their answers. The selected questions should lead students to a deeper understanding of the layers of the text.

Directions

1. Prior to asking text-dependent questions, additional scaffolding, such as presenting background knowledge and/or deeper practice with vocabulary could be necessary to support English learners and students with disabilities.
2. Prior to teaching the lesson, craft the questions. To craft strong questions that lead students to deeper comprehension and meaning of the text, consider the following:
 - Does the question call for an answer that can only be supplied with knowledge of the text? In other words, is the answer dependent on the text?
 - Does the question ask students to analyze:
 - key ideas and details;
 - craft and structure;
 - and integrate their knowledge of the text?
3. Read the text a minimum of three times with students. English learners and students with disabilities may need

more exposures. These readings could be all in one lesson or they could be broken up into several lessons.

4. On the first reading, focus on questions that require students to respond using knowledge gained from the text about key ideas and details.
5. On the second reading, focus on questions that require students to respond using knowledge gained from the text about the craft and structure.
6. On the third reading, focus on questions that require students to respond by integrating, synthesizing, and evaluating. These could include author's point of view, themes of the text, or comparing/contrasting texts.
7. If students struggle with answering the questions, it might be necessary to go back to more foundational comprehension questions to help them build a basis for understanding the text at higher levels. However, students cannot get stuck there. They must be expected to understand the text at the synthesizing level as the CCSS require.

Adaptations

- English learners and students with disabilities can benefit from additional time to process the text, build background, practice vocabulary and practice with academic language.
- Adapting the language demand, or simplifying the language of the question, can help some students to grasp and answer more difficult questions. Adjusting the language of the question without simplifying the task (cognitive demand) can be helpful.



For more examples and further guidance, visit Diane Staehr Fenner's Common Core and ELLs blog post: Text-Dependent Questions For ELLs (Part 1) bit.ly/cc-tdq-1 and Creating Text-Dependent Questions for ELLs: Examples for Second Grade (Part 2) bit.ly/cc-tdq-2.

Strategy: Interactive Word Wall



Photo credit: Bradford, Khechara (2010) *Word Walls: Dynamic Teaching Tools*

Benefits

- Very powerful instructional tool to strengthen content vocabulary.
- There are many ways to interact with word walls; some interactions are quick routines and can be done daily.

Description

The interaction with word walls is critical; actively engaging with the words will support student learning. A word wall is an organized collection of words, phrases, or graphic representations of relationships among words, which are displayed on a wall or other space in the classroom.

Directions

We recommend that both academic and discipline-specific words be written on large index cards, strips of paper or tag board so that they can be easily manipulated. Consider utilizing illustrations, photographs or objects with particular words to support students' learning through visual cues. Also, create cards with one-way and two-way arrows..

Suggestions for Interaction

- Categorize and Classify: Have students classify the terms.
- Compare and Contrast: Create categories to compare and contrast
- Concept Map: Use the words to create a concept map.
- Conceptual Model: Use the words to construct a conceptual model that represents student thinking and/or scientific phenomenon.
- Create descriptions: Use the words to describe concepts.

- Contextualized use: Challenge the students to use some or all of the words on a short-answer quiz.
- Label Diagrams: Use the words on the wall to label student diagrams and illustrations.
- Zoom In—Concept Map Approach: One of the most common approaches to interacting with words from a word wall is the concept map, which provides students with an opportunity to demonstrate and enhance their understanding of a related set of terms.
 - Pull cards from your word wall, or write one word/phrase per card. Use a limited number of cards, perhaps 10-15, or fewer for younger students.
 - Use arrows to express relationships among words.
 - Form and label categories of words.

Adaptations

1. Give each student his or her own set of word cards.
2. Ask a student or a pair of students to arrange two or three cards in a way that connects them or makes a model of the terms.
3. Ask the student(s) to explain their thinking as they place the words.
4. Observers may ask questions once the connection or model is created. Repeat with another student or pair of students.
5. Debrief. Possible debrief questions: How did working with the cards help you better understand the topic? How was your thinking similar/different from a student doing the arranging? Are there words you would add or subtract?

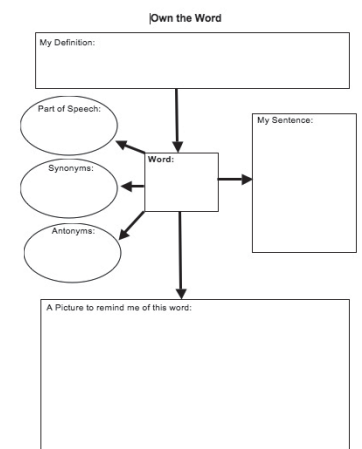
STRATEGY: Vocabulary Graphic Organizer

Benefits

- Students build understanding of vocabulary words in multiple ways.
- Students take ownership of the words they learn.

Description

Utilizing a graphic organizer helps students internalize new words. Teachers will guide students through the completion of the graphic organizer.



Graphic Organizer
(Reproducible in appendix)

Directions

1. The first time you use this graphic organizer, you may want to model the strategy using a familiar word.
2. Project an image of the graphic organizer on to the board using a document camera, LCD projector or overhead projector.
3. Distribute the graphic organizers to students, one per word, per student.
4. Introduce the new word and help put it into context by discussing examples of the word, telling a story involving the word, or showing a video clip involving the word. Ask students to contribute to the discussion and share their experiences or ask clarifying questions about the word.
5. Model using a thesaurus, dictionary or other resource to further uncover the meanings of words and relationships among words.
6. Complete the part of speech, antonyms and synonyms as a whole group.
7. Have students independently complete the definition, picture, and sentence.

Adaptations

- Depending on the age of students and their experience with this type of graphic organizer, you may choose to model all steps to guide students.
- It is important that students personalize and make connections to the word as well as learn how to use the graphic organizer.

STRATEGY: Chalk Talk

Benefits

- Use of pictures and symbols is encouraged allowing students at all levels of English language development to participate equally in sharing their ideas.
- Dissenting viewpoints can often be more easily received and thoughtfully responded to.
- Effective formative assessment of prior knowledge.

Description

The Silent Chalk Talk is a way to reflect, generate ideas, assess background knowledge and check understanding. Because it is done completely in silence, it gives students

a venue for thoughtful contemplation. Students talk with the chalk or marker by responding to the question or idea posed by the teacher.

Directions

1. Write a question on the board or a large sheet of paper. Explain the question and check for understanding by asking students to explain what the question means or by giving a sample response.
2. Give each student a piece of chalk or a marker. Be sure to vary the colors.
3. Explain that this is a silent activity and that communication will happen through the words, pictures and visual representations they create. Complete sentences are not necessary.
4. Explain that students can connect to others' ideas by drawing lines and symbols.
5. There might be moments when writing slows down. Be patient and allow the activity to continue.
6. Establish a time frame for the activity (10 minutes) and ask students to come to the board or paper to write their thoughts freely.
7. Debrief the activity. Possible suggestions:
 - Ask students to step back and view all shared ideas. Debriefing questions could include: Do common themes emerge? What have we learned? What do we need to know more about? Where do we go from here? What needs to be addressed? What are the big ideas? Summarize our ideas.
 - Think critically about the responses. Take the words or statements and pose them back at the students. Ask students to take a stance for or against what other students wrote.
 - Have students categorize what other students wrote into various topics. You can suggest the topics as a teacher, but give students the opportunity to do the thinking. Model the analysis first so they understand what you are asking.

Adaptations

- Students in the early stages of language proficiency may choose to write a word or phrase or draw a picture.
- The teacher may choose to write a word or phrase for a student and assist the student in making connections to his or her home language. The student can then place the word on the board to participate in the chalk talk.



STRATEGY: Give One, Get One

Benefits

- Engagement in academic conversation in a low-risk environment.
- Practice with a variety of sentence types.
- Students practice academic language and sharing ideas with peers.
- High accountability for all students.

Give One, Get One

Directions
Find a partner. Explain your questions and answer to your partner. Your partner will listen to you and write your answer in a box on their paper. Next, your partner will explain his/her question and answer. Listen and record what he/she says.

MY ANSWER:	My partner's answer:	My partner's answer:
My partner's answer:	My partner's answer:	My partner's answer:
My partner's answer:	My partner's answer:	My partner's answer:

Answer Boxes
(Reproducible in appendix)

Description

“Give One, Get One” promotes the use of academic language equally among all students. Students will practice using language in a safe environment that encourages risk-taking, while holding all students accountable for interaction.

Directions

1. When introducing this strategy, it is important to model using academic language. Below is a model of the academic discourse expected of students. Writing this on the board gives students visual cues for the expectations and language use. Orally modeling this with students is also recommended. As students become more proficient in using academic language, varying the sentence stems for academic language becomes important.
 - Student 1: May I share with you?
 - Student 2: Yes
 - Student 1: I feel that music is important because it can unite people.
 - Student 2: In other words, you think that music brings people together?
 - Student 1: That’s right. What’s your idea?
2. Introduce a selection of the text, topic or question for discussion.
3. Tell students to write and brainstorm ideas individually. They should write continuously for two or three minutes without judging or editing their ideas. Following the brainstorming, students will choose what to share and refine it.
4. Tell students to choose the one idea they feel is the most insightful. Tell them to read the sentence to themselves

and use the academic language model provided on the board (model discussion) to put their thought into academic language and fix any mistakes.

5. Tell students that they will share their idea and gather the ideas of their classmates. They should write the new idea along with the name of the person who shared it. If two people have the same idea, they should try to come up with another new one together.
6. Students continue with this activity until the teacher signals that the activity has ended.
7. Highlight students who modeled particularly good use of academic language, ideas, or risk-taking.

Adaptations

- Vary the sizes of the groups from partners to triads to quads.
- Instead of random mingling, group students based on height, interest, role, etc. This slightly changes the focus of sharing.

STRATEGY: Numbered Heads

Benefits

- Versatile activity
- Shared responsibility
- Accountability for all students
- Structures interaction
- Promotes academic discussion



Description

This cooperative learning strategy modeled after Spencer Kagan’s cooperative structures, gives students equal opportunities to think, discuss and respond in a supportive classroom environment. Teachers may use this strategy for problem-solving, reviewing information and responding to a text, although the options for this strategy are unlimited.

Directions

1. Prior to implementing this activity, the teacher should place students into heterogeneous groups of three or four students. Also prepare the series of questions or the specific problem to be posed to the groups.
2. Tell students the purpose of the cooperative learning activity.
3. Explain that they will be assigned to a group and each person will have a number.
4. Each group will respond to the same question.

5. They will have time to think about, discuss and craft an answer.
6. Each person in the group will be responsible for knowing the answer to the question.
7. When it is time to respond to the question, the teacher will call a number. Each student who is assigned that number will respond to the question.

Adaptations

- The teacher may choose to give students a whiteboard on which to write their answers or draw a picture. This can be helpful for students who are beginning to learn English.
- The teacher may choose to give each group a letter as well as assign each student a number. This way, the teacher can choose a group letter and student number to have just one student respond.
- Having popsicle sticks or a spinner handy to choose numbers randomizes student selection.

3. Give students a copy of the text or sticky notes to respond to the writing
4. Read the text aloud, stopping at the end of a predetermined chunk of text.
5. Model reading strategies for students. Reading strategies could include checking for comprehension, summarizing, paraphrasing or asking questions, among others.
6. At the next chunk of text, give students opportunities to practice responding to the text based on questions you pose or a specific reading strategy they are practicing. Students may respond orally or by writing on their sticky notes.

Adaptations

- Including visuals along with chunking the text helps all students, but is especially necessary for beginning English learners.
- Students may choose to draw pictures on their sticky notes to respond to the text, especially if they are beginning to learn English.

STRATEGY: Chunking

Benefits

- Divides complex text into manageable sections
- Increases engagement with the text
- Increases student confidence and participation



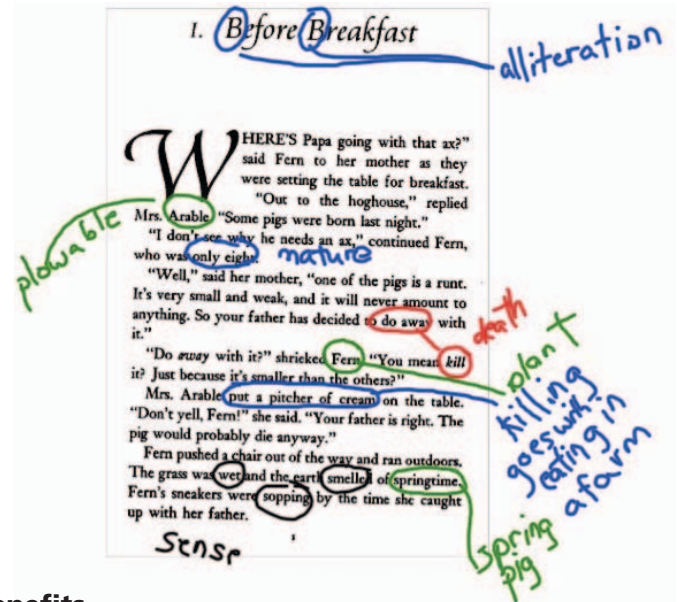
Description

Dividing the text into smaller sections provides students with opportunities to process the reading. Students benefit from teacher modeling of metacognitive strategies. When the teacher models his or her thinking about the text, students observe the thinking of others and can begin to incorporate the strategies into their own practice. The text should not be simplified for students; chunking the text is one way to scaffold and support students as they create meaning from complex texts.

Directions

1. Select the text you wish to use. For guidance on appropriate text complexity by grade level, refer to Appendix B of the Common Core State Standards. (www.corestandards.org/assets/Appendix_B.pdf)
2. Think about the language proficiencies, ages and abilities of students. Decide where to divide the text to maximize student comprehension. Where will students need to stop and process?

STRATEGY: Annotation



Benefits

- Engagement with text.
- Fosters comprehension.
- Visuals help all students.
- Students monitor comprehension.

Description

- Annotation is a strategy that can be adapted and used across content areas and grade levels. Annotating a text involves students in reading and responding to the text in various ways.

- Teacher helps students learn to annotate through highlighting, underlining, circling, taking notes, drawing arrows and asking questions.

Directions

1. Prepare the lesson. Annotation is best accomplished when students have individual copies of the text that they can write in. If this is not available, students may use sticky notes.
2. Prepare a familiar text to model the annotation strategy for students. You may need an LCD projector, document camera or overhead copy of the familiar text.
3. Decide what students should look for in the text. For example: unknown vocabulary, important words or phrases, evidence, pictures, diagrams, questions or connections to the text. Depending on the age of students, limiting the number of options to four or five will help to focus students' attention.
4. Assign a color to each item students should look for. For example, blue could represent an unknown word, red could represent a question, and so forth.
5. Model the annotation strategy with a familiar text first. Project the text on to the board. Read the text and show students how to use different colors and how to respond to the text by making notes next to the colors.
6. Give students the text for annotation and be sure they know what each color represents.
7. Students will read the text and circle or highlight selections. They will write their thoughts and ideas next to the text they circled.
8. Options for discussion/ interaction/ debriefing: Students may compare their annotations with those of other students. The teacher may choose a specific annotation (or color) for students to discuss, or allow students to choose. Students may discuss how the strategy can be applied to other classes.

Adaptations

- The teacher may choose to use symbols instead of colors, but this is suggested for older students or those with more proficiency in English.
- Creating an annotation guide for students to use can also be helpful. See the example below. Allow students to add their own thought and symbol.
- Students may use a sticky note to record what each color/ symbol means.

- For beginning English learners, providing sentence stems to respond to the text will be helpful.

Annotation Guide (Reproducible in appendix)

?? I don't understand	!!! Very Important
= This connects to...	□ Thought differently
□ New Information	□ Author's Argument
□ Evidence	

STRATEGY: Say Something

Benefits

- Students interact with text as they read, rather than after reading.
- Students process their thinking, use academic language, and receive immediate feedback on their ideas and language.
- Provides structure and models for academic discourse.

1. With your partner, decide who will be Partner A and who will be Partner B.
2. Partner A will "say something" first and Partner B will respond by answering the question, commenting, clarifying, or making a connection. It might be helpful to have an object that you pass back and forth to know who's turn it is to say something.
3. When it is your turn to say something, do one or more of the following:
 - Make a prediction
 - Ask a question
 - Clarify something you misunderstood
 - Make a comment
 - Make a connection
 - Make an inference
 - Summarize or synthesize
 - Discuss Evidence
 - Visualize
4. Each time you pause to discuss, rotate who says something and who responds.
5. If you can't do one of the five things, then you need to reread.

Rules for "Say Something" (Reproducible in appendix)

Description

This strategy engages students and structures interaction in multiple ways throughout the reading of a text. Students practice a variety of academic language functions with partners and process meaning of a text as they read.

Directions

1. Prior to class, decide which students will be paired together. Decide where to break the text for students to discuss. You may wish to preselect the sentence starters students will use. Paring down the number of sentence starters will make the discussion manageable.

2. On the day of the activity, pair students or arrange them in groups.
3. Explain that students will read silently and respond to the text, using the sentence starters provided.
4. Model the strategy with a student. Read a selection of the text and stop after three paragraphs to respond to the text. Continue reading to show another rotation.
5. Tell students that one person will be Partner A and the other will be Partner B. Partner A will read three or four paragraphs and then stop to say something. Partner B will respond to Partner A by commenting, clarifying, asking a question, or answering a question. If Partner A or Partner B cannot say something, the pair must read again.

Adaptations

- The teacher may choose to pre-teach one or two sentence starters, depending on the students' levels of English proficiency
- Give students the opportunity to craft and practice the complete sentence before the activity begins.
- Smaller or larger chunks of text can be used, depending on students' English proficiency levels and familiarity with the activity.

DESIGNING EXEMPLARY LESSONS FOR ALL LEARNERS TO MEET THE COMMON CORE STATE STANDARDS

The autonomy provided by the Common Core is considered by many to be a great advantage, yet it can also be a source of frustration. This section serves to put together the pieces of the puzzle in a meaningful and actionable way, which honors teacher expertise and knowledge of individual needs. The following checklist, exemplar lesson, Colorín Colorado resources, and lesson plan template provide concrete examples of the Common Core in practice.

The included resources serve as exemplars around which mainstream teachers and specialists may begin professional discussions. There are many ways to meet the Common Core State Standards; these materials are a snapshot of one way to meet the standards. Utilizing these materials to begin collaborative conversations and draw upon teachers' expertise will maximize benefits for mainstream students, English learners and students with disabilities.

The checklist below is based upon the EQulP criteria and incorporates the elements of effective

instruction for English learners and students with disabilities. The EQulP Rubric was developed in partnership with New York, Rhode Island, Massachusetts, and Achieve to identify high-quality Common Core lessons based on clear criteria. The instructional supports section of this checklist integrates the EQulP Rubric criteria along with the Universal Design for Learning Guidelines, which seek to build learners who are resourceful, knowledgeable, strategic, goal-directed, purposeful and motivated. Utilizing the EQulP Rubric in concert with the Universal Design for Learning Guidelines provides all students equal opportunities to engage in the rigorous content the Common Core requires. Moreover, this checklist provides educators with strategies for successfully implementing the Common Core standards with all students.

The checklist, exemplar lesson, and lesson plan template are aligned using the EQulP Rubric. The full EQulP Rubric and additional lessons may be found at www.achieve.org/EQulP. The Universal Design for Learning Guidelines may be found at bit.ly/udl_guidelines.

CHECKLIST FOR DESIGNING LESSONS TO INCLUDE ALL LEARNERS

Alignment to the CCSS and English Language Proficiency Standards

- Content objectives aligned to Common Core ELA/ Literacy Standards.

Example content objective: Students will be able to identify the main idea and details of a text (based on CCSS.ELA-LITERACY.RI.4.2). For more examples, see the strategies section of this guide.

- Language objectives aligned to one the following English language proficiency standards:

- Connecticut English Language Learner Framework
- WIDA Can-Do Descriptors
- State-specific proficiency standards

Example language objective: Students will be able to orally summarize a text using a graphic organizer. For more examples, see the strategies section of this guide.

- Selected text measures within the text-level complexity band, and is not simplified or translated on the whole.
- Lesson builds students' background knowledge and connects to prior learning.
- The four domains of reading, writing, listening, and speaking are incorporated into the lesson.

Key Shifts in the CCSS

- Lesson focuses on reading the text(s) closely to identify evidence.
- Lesson focuses on developing students' academic language.

Academic language includes: Tier Two vocabulary words with multiple meanings, phrases, grammatical structures and sentence types. Academic language also includes teaching genre and how ideas are organized for different purposes.
- Texts(s) are read at least three times, each time to reach a deeper level of understanding.
- Text-dependent questions require students to respond to the questions orally or in writing by referring to evidence from the text.

- Students' writing fulfills the purpose (inform, explain, make an argument) and uses evidence from the text. Forms of writing may include notes, summaries, short responses, formal essays, etc.

Note: Overall, lessons should involve a balance of 50/50 literary and informational texts and are strategically selected and sequenced to help students build knowledge.

Instructional Supports

The instructional supports checklist [Figure 1, pages 18-19] defines lesson goals and matches those goals with strategies to give educators a practical resource for providing equal access to rigorous, Common Core-aligned content. The goals are based upon the EQUiP Rubric, while the strategies are based upon the Universal Design for Learning Guidelines. These resources bring together the “what” and the “how” of Common Core implementation for all students.

Assessment

- Assessment strategies match what students are able to do, based on English proficiency levels as outlined in one of the following documents:
 - Connecticut English Language Learner Framework
 - WIDA Can-Do Descriptors
 - State-specific proficiency standards
- Assessment is unbiased and accounts for diverse student backgrounds and experiences.
- Assessments and related rubrics measure progress toward CCSS, content objectives and language objectives.
- Assessment requires students to produce observable evidence of progress toward CCSS, content and language objectives.
- Rubrics are clear and easy for students to understand. Examples of prior student work are provided when available.


FIGURE 1: INSTRUCTIONAL SUPPORTS CHECKLIST

<p style="text-align: center;">Goals (based on EQuIP Rubric)</p>	<p style="text-align: center;">Strategies (based on Universal Design for Learning Guidelines)</p>
<p><input type="checkbox"/> Lesson cultivates engagement</p>	<ul style="list-style-type: none"> ✓ Draw on student interests, voice, and autonomy ✓ Make connections to cultures and home languages ✓ Foster collaboration and community ✓ Communicate high expectation and follow through with support ✓ Develop reflective learners and foster student- led progress monitoring
<p><input type="checkbox"/> Classroom routines and structures are employed to help students focus on content and encourage participation of all learners</p>	<ul style="list-style-type: none"> ✓ Minimize Distractions ✓ Create a welcoming and safe classroom environment ✓ Develop and teach routine cooperative learning structures ✓ Content and language objectives are communicated, relevant, and authentic ✓ Develop classroom routines that incorporate physical action ✓ Facilitate organizational skills
<p><input type="checkbox"/> Lesson activities and strategies encourage practice of academic language through interaction and participation of all learners.</p>	<ul style="list-style-type: none"> ✓ Provide targeted feedback appropriate to students' levels of English proficiency or skill level ✓ Strategically and systematically teach vocabulary, syntax, structure, mathematical symbols ✓ Promote understanding across languages ✓ Teach routines for practicing academic language ✓ Build fluencies with graduated levels of support for practice and performance ✓ Use multiple tools for composing written and verbal responses ✓ Incorporate technological tools and software

<p>☐ Lesson makes content and language comprehensible. Scaffolds are temporary and are gradually removed as students demonstrate progress toward goals.</p>	<ul style="list-style-type: none"> ✓ Slow the rate of speech, but maintain a natural pace ✓ Incorporate supplemental texts or mentor texts ✓ Incorporate visuals, graphic organizers ✓ Incorporate realia and media ✓ Provide or facilitate access to assistive technologies and/ or word- to- word dictionaries ✓ Activate background knowledge ✓ Facilitate discovery of patterns, big ideas, and relationships ✓ Guide information processing, visualization, and manipulation ✓ Facilitate transfer and generalization of information
<p>☐ Students are encouraged to persevere through challenging sections of text to build toward independence.</p>	<ul style="list-style-type: none"> ✓ Guide appropriate goal- setting ✓ Support students in developing a plan and choosing strategies to accomplish their goals
<p>☐ Extensions of the lesson challenge learners who read above grade level</p>	<ul style="list-style-type: none"> ✓ Vary demands and resources to optimize challenge ✓ Gradually remove scaffolds as students demonstrate mastery ✓ Guide appropriate goal- setting ✓ Facilitate student- led progress monitoring
<p>☐ Students are taught and practice using metacognitive strategies</p> <p>For more information, visit the Reading Rockets article, Onstruction of Metacognitive Strategies Enhances Reading Comprehension and Vocabulary Achievement of Third- Grade Students.</p>	<p>Metacognitive strategies include:</p> <ul style="list-style-type: none"> ✓ comprehension monitoring ✓ cooperative learning ✓ graphic and semantic organizers ✓ story structure ✓ question answering ✓ question generation ✓ summarization ✓ multiple-strategy use <p>Based on recommendations of the National Reading Panel (National Institute of Child Health and Human Development, 2000)</p>

EXEMPLAR COMMON CORE AND ELLS VIDEO MODULES AND LESSON PLANS

The Colorín Colorado Common Core for ELLs video modules provide educators with a wealth of information, including classroom videos, lesson plans, teacher reflections and interviews with experts. Diane Staehr Fenner's Common Core and ELLs Blog on Colorín Colorado focuses on addressing topics related to CCSS implementation, collaboration and advocacy for English learners. The general Colorín Colorado website (www.colorincolorado.org) is an essential tool for educators of English learners.



The Common Core for ELLs video modules are made possible through a grant from the AFT Innovation Fund and partnerships among Colorín Colorado, WETA, and AFT affiliates in Poughkeepsie, N.Y., and Albuquerque, N.M.

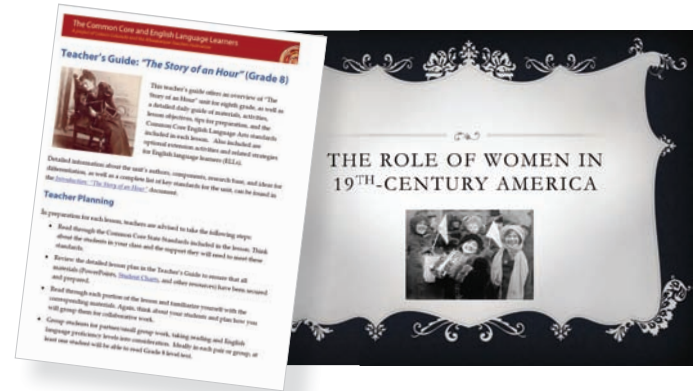
Grade 8

- Video: Student Engagement and the Common Core bit.ly/cc_engage



The screenshot shows the Colorín Colorado website interface. At the top, there is a navigation menu with options: ELL Basics, School Support, Teaching ELLs, For Families, Books & Authors, and Videos. Below the menu, the page title is "Student engagement and the Common Core". The main content area features a video player with a red flower icon above it. The video title is "Student engagement and the Common Core". Below the video player, there is a description: "Middle school teachers in Albuquerque, New Mexico discuss ways to engage their students in a lesson about irony focused on Kate Chopin's 'The Story of an Hour.'" and a list of participants: "Teacher: Ida Demos, Martha Dreskin, Lynne Harper, Deborah Mathen, Maria Padilla-Enyart | Grade: Grade 8 | School Name: Harrison Middle School, Van Buren Middle School, Kennedy Middle School, Los Ranchos Elementary School, Jefferson Middle School".

- Lesson Plan: Kate Chopin's *The Story of an Hour* Lesson Plan bit.ly/cc-hour



The image shows two documents. On the left is a "Teacher's Guide: 'The Story of an Hour' (Grade 8)" from the Colorín Colorado website. It includes an introduction, a "Teacher Planning" section with bullet points, and a "Teacher's Guide" section. On the right is a decorative title page for "THE ROLE OF WOMEN IN 19TH-CENTURY AMERICA" with a black and white photograph of women in period clothing.

- EQuiP Lesson Plan Feedback bit.ly/1QFmL32



The screenshot shows an "EQIP Review Feedback" form. It includes a "Reviewer's Name" field, a "Reviewer's Title" field, and a "Reviewer's Email" field. The form is divided into two main sections: "Reviewer 1" and "Reviewer 2". Each section contains a table with columns for "Item", "Rating", and "Comments". The "Reviewer 1" section has a table with 10 rows of items and ratings. The "Reviewer 2" section has a table with 10 rows of items and ratings. The form also includes a "Reviewer's Signature" field and a "Reviewer's Date" field.

LESSON PLAN TEMPLATE

This lesson plan template was built upon the EQulP Rubric for English Language Arts, Universal Design for Learning Guidelines, as well as best practices for English learners and students with disabilities. This lesson plan template is designed to encourage collaboration among teachers and facilitates the backward planning of instruction.

Teacher(s) Name(s): _____

Lesson Title: _____

Grade Level: _____ **Content Area:** _____ **Length of Lesson:** _____

Title(s) of Text(s): _____

Title(s) of Supplementary Text(s): _____

Proficiency Levels of English Learners:

Proficiency Level	1	2	3	4	5	6
Names of Students						

Students who are outside the text complexity grade band, as defined by the CCSS Appendix B:

Students who read below grade level	Students who read above grade level

Standards and Objectives:

<p>English Language Proficiency Standards Connecticut English Language Learner Framework: bit.ly/CELP-standards WIDA Can-Do Descriptors: bit.ly/wida-cando State- specific proficiency standards</p>	<p>Language Objectives Example: Students will be able to explain the cause and effect relationships using graphic organizers and sentence frames</p>	<p>Assessments How will you know that students met the objectives? Do assessment activities match what students can do?</p>
<p>Common Core Standards Read the Standards: bit.ly/CCSS_read</p>	<p>Content Objectives Example: Students will be able explain the events presented in Henrietta Buckmaster's <i>Underground Railroad</i></p>	<p>Assessments How will you know that students met the objectives? Do assessment activities match what students can do?</p>

Targeted Language:

<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Tier 2 words with multiple meanings • Domain- specific words essential to understanding the lesson • Phrases 	<p>Language Structures</p> <ul style="list-style-type: none"> • Types of sentences • Grammar • Organization of ideas • Genre

Lesson Activities

Activities to build background and connect to prior knowledge

- Preview material, make cultural connections, connect to home languages, and connect to student interests and prior knowledge.

--

Activities to target new learning

- What is the sequence of learning activities that students need to be able to demonstrate mastery of the content and language objectives on the assessments?
- How will reading, writing, speaking and listening be integrated into the lesson?
- How will content be scaffolded, interactions structured, visuals and graphic organizers incorporated?
- How can information be represented in multiple ways?
- How will students practice vocabulary and academic language structures?
- How can students extend their learning?
- How can students demonstrate their progress through multiple means of action and expression?
- How will students be engaged in multiple ways?

Text- Dependent Questions that elicit responses grounded in EVIDENCE from the text
1st Reading (general understanding and key details)
2nd Reading (vocabulary, text structure, authors' purpose)
3rd Reading (inferences, opinions, arguments, connections among texts)

Materials Needed
Technology, realia, supplementary materials

Reflection on Lesson
What went well? Which adjustments should be made?

EXEMPLAR LESSON

Where Are the Night Animals?

(Materials for this lesson can be found in the Appendix)

This lesson plan template was built upon the EQulP Rubric for English Language Arts (bit.ly/equip_about) as well as best practices for English learners and students with disabilities. This lesson plan template is designed to encourage collaboration among teachers and facilitates the backward planning of instruction.

Teacher(s) Name(s): _____

Lesson Title: *Where Are the Night Animals?*

Grade Level: First **Content Area:** Science **Length of Lesson:** Two hours

Title(s) of Text(s): *Where Are the Night Animals?* by Mary Ann Fraser

Optional: *Stellaluna* by Janell Cannon

Title(s) of Supplementary Text(s) _____

Proficiency Levels of English Learners:

Proficiency Level	1	2	3	4	5	6
Names of Students						

Students who are outside the text complexity grade band, as defined by the CCSS Appendix B:

Students who read below grade level	Students who read above grade level

Standards and Objectives:

<p>English Language Proficiency Standards Connecticut English Language Learner Framework: bit.ly/CELP-standards</p> <p>WIDA Can-Do Descriptors: bit.ly/wida-cando</p> <p>State- specific proficiency standards</p>	<p>Language Objectives Example: Students will be able to explain the cause and effect relationships using graphic organizers and sentence frames</p>	<p>Assessments How will you know that students met the objectives? Do assessment activities match what students can do?</p>
<p>Connecticut Content Standard 2-1: Use English to participate orally in academic settings</p> <p>WIDA Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p> <p>Connecticut Content Standard 2-2: Use English to read and write in academic settings</p> <p>WIDA Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</p>	<p>Students will discuss the differences between nocturnal and diurnal animals using sentence stems.</p> <p>Students will write a one-sentence summary presenting key information about nocturnal and diurnal animals</p>	<p>Students will participate in small group numbered heads discussion activities.</p> <p>Students will participate in the Give One, Get One discussion activity.</p> <p>Students will summarize the author’s main point of the text in sentence or paragraph form.</p>
<p>Common Core Standards Read the Standards: bit.ly/CCSS_read</p>	<p>Content Objectives Example: Students will be able explain the events presented in Henrietta Buckmaster’s <i>Underground Railroad</i></p>	<p>Assessments How will you know that students met the objectives? Do assessment activities match what students can do?</p>
<p>CCSS.ELA-LITERACY.SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>CCSS.ELA-LITERACY.RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p>	<p>Students will identify and discuss adaptations that help animals navigate daytime and nighttime environments.</p> <p>Students will analyze animal habitats and animals to discover their adaptations.</p>	<p>As a group, students will record animals and their adaptations using a graphic organizer.</p> <p>Students will summarize the author’s main point of the text in sentence or paragraph form.</p>

<p>Academic Vocabulary</p> <ul style="list-style-type: none"> • Tier 2 words with multiple meanings • Domain- specific words essential to understanding the lesson • Phrases 	<p>Language Structures</p> <ul style="list-style-type: none"> • Types of sentences • Grammar • Organization of ideas • Genre
<p>Predict Adapt, Adaptation Nocturnal Diurnal Nighttime Daytime Habitat Navigate Opposite Active Humans Habit Conceal, Hide Amphibian Echolocation Den Burrow</p>	<p>Comparing and contrasting Describing Structure of non-fiction vs. fiction Author’s purpose of non-fiction</p>

Lesson Activities

Activities to build background and connect to prior knowledge

- Preview material, make cultural connections, connect to home languages, connect to student interests and prior knowledge.

1. Tell students that they are going to learn about different types of animals, their behavior patterns, and where they live.
2. Think, Pair, Share: Tell students to think about the activities they do in the morning and the activities they do in the evening. Give students time to think and then ask them to share their answer with a shoulder partner. Choose a student to share their response. Or, choose a student to share their partner's response.
3. Tell students that some animals are nocturnal, meaning that they are active at night. Nocturnal and diurnal are opposites. Make a T- chart and write "Nocturnal" on one side and "Diurnal" on the other. Draw a picture of a moon for nocturnal and a sun for diurnal. The prefix "di" means "two." Day and diurnal both start with letter "D." The prefix "noct" means "night." Night and nocturnal both start with letter "N." Optional: brainstorm lists of nocturnal and diurnal animals and place them on the t- chart.
4. Think, Pair, Share: In partners, respond to the following question: Are humans (people) nocturnal or diurnal. Give the following sentence stems to start discussion:
 - I think humans are _____ because _____.
 - I believe we are _____ because _____.
 - I don't think humans are _____ because _____.
5. Point out that students wake up in the morning, are active during the day, and sleep at night. The text we will read will give us the answer to our question.
6. Show students the pictures of housing structures. Tell students that these are habitats for humans; where a person lives is their habitat. Habitats are different based on culture, the environment, and individual situations.
7. Like humans, animals make their habitats based on the environment. Animals and humans adapt or change according to their environments.
8. Numbered Heads Strategy: Divide the class into heterogeneous groups of 3-4 students. Give each student a number card, a picture of an animal habitat and an animal that lives in the habitat, along with a copy of the sentence stems.
9. Write the following question on the board and read it to the students: If you wanted to conceal yourself (hide) in this habitat, what would you need? Support your answer with evidence from the picture.
10. Give students time to discuss, using the sentence stems. Choose a number to indicate which student in each group will share their group's response with the class.

Activities to target new learning

- What is the sequence of learning activities that students need to be able to demonstrate mastery of the content and language objectives on the assessments?
- How will reading, writing, speaking and listening be integrated into the lesson?
- How will content be scaffolded, interactions structured, visuals and graphic organizers incorporated?
- How will students practice vocabulary and academic language structures?
- How can students extend their learning?

11. As a class, read the book *Where Are the Night Animals?* Ask the text-dependent questions for the first reading, found below and on the 3-column handout. Using the 3-column chart, (on the board or chart paper) record the animal names, adaptations, and whether or not they are nocturnal or diurnal as you read.
12. Read the book a second time. Numbered Heads Strategy: Divide students into their established groups. Distribute the number cards again. Divide the text- dependent questions among the groups so that each group discusses and responds to approximately two questions.
13. Give students time to discuss, using the sentence stems. Choose a number to indicate which student in each group will share their group's response. At the conclusion of this activity, students should know the answers to all the text- dependent questions.
14. Read the book a third time.
15. Students should work in their established groups. The teacher should assign each group two text- dependent questions for the 3rd reading. Students will discuss the questions in their groups.
16. Give One, Get One Strategy: The purpose of this strategy is to engage in structured academic discussion, share ideas, and improve listening skills. The activity tells students to listen and write what their partner says. Another option would be to draw a picture to represent the answer in the box. Or partners may exchange papers and write the answers to their questions. There are many possibilities for teachers to adapt this activity based on student levels.
17. Come back together as a class to summarize the text. Explain that a summary statement captures the big ideas of a book. Together, create one sentence to summarize the book. All students will copy the sentence. Extension: Students may write additional sentences to summarize and complete a summary paragraph. Or, the teacher could prepare a cloze summary paragraph and ask students to complete the sentences with the correct word.

Text- Dependent Questions that elicit responses grounded in EVIDENCE from the text

1st Reading (general understanding and key details)

- When do nocturnal animals become active?
- What do nocturnal animals do during the day and why? What does the text tell us?
- When do diurnal animals become active?
- What do diurnal animals do during the night and why? What does the text tell us?

2nd Reading (vocabulary, text structure, authors' purpose)

- What does nocturnal mean?
- What is the opposite of nocturnal?
- On p. 8, why does the opossum waddle cautiously?
- On p. 12, what does it mean when the author writes, "The day belongs to others?"
- What does "adapted" mean?
- On p. 16, why does the author say "The skunk's black- and- white fur blends in with the dark night?"
- On p. 23, the author says "Many nocturnal animals are creatures of habit." What does this mean? Give examples from the text.

3rd Reading (inferences, opinions, arguments, connections among texts)

- On p. 27, the author says that scientists disagree about why bats became nocturnal. What inferences can we make about bats? Why do you suppose scientists don't agree?
- On p. 28, why do you think the author chose to draw a picture of a boy and a raccoon?
- Which other books have taught you about nocturnal animals? (Possible lead- in to introducing *Stellaluna*)
- If humans were to become nocturnal, what adaptations would we need for our bodies? What are some things that humans have created to help them in the dark?
- What is the author's main point in this text?

Materials Needed

Technology, realia, supplementary materials

Copies of number cards per group
Chart paper
Markers
Human Habitat Pictures
Animals Habitat Pictures
Where are the Night Animals 3- Column
Text- Dependent Questions, 2nd Reading
Text- Dependent Questions, 3rd Reading

Adaptations and Extensions to the Lesson

It is recommended to incorporate the book, *Stellaluna*, into the lesson. Ideas for incorporation or extension:

- Point out the differences in text structure between nonfiction and fiction
- Identify *Stellaluna's* adaptations
- Compare / contrast animals
- Compare / contrast *Stellaluna* and *Where Are the Night Animals?*
- Compare / contrast author's purpose of both books

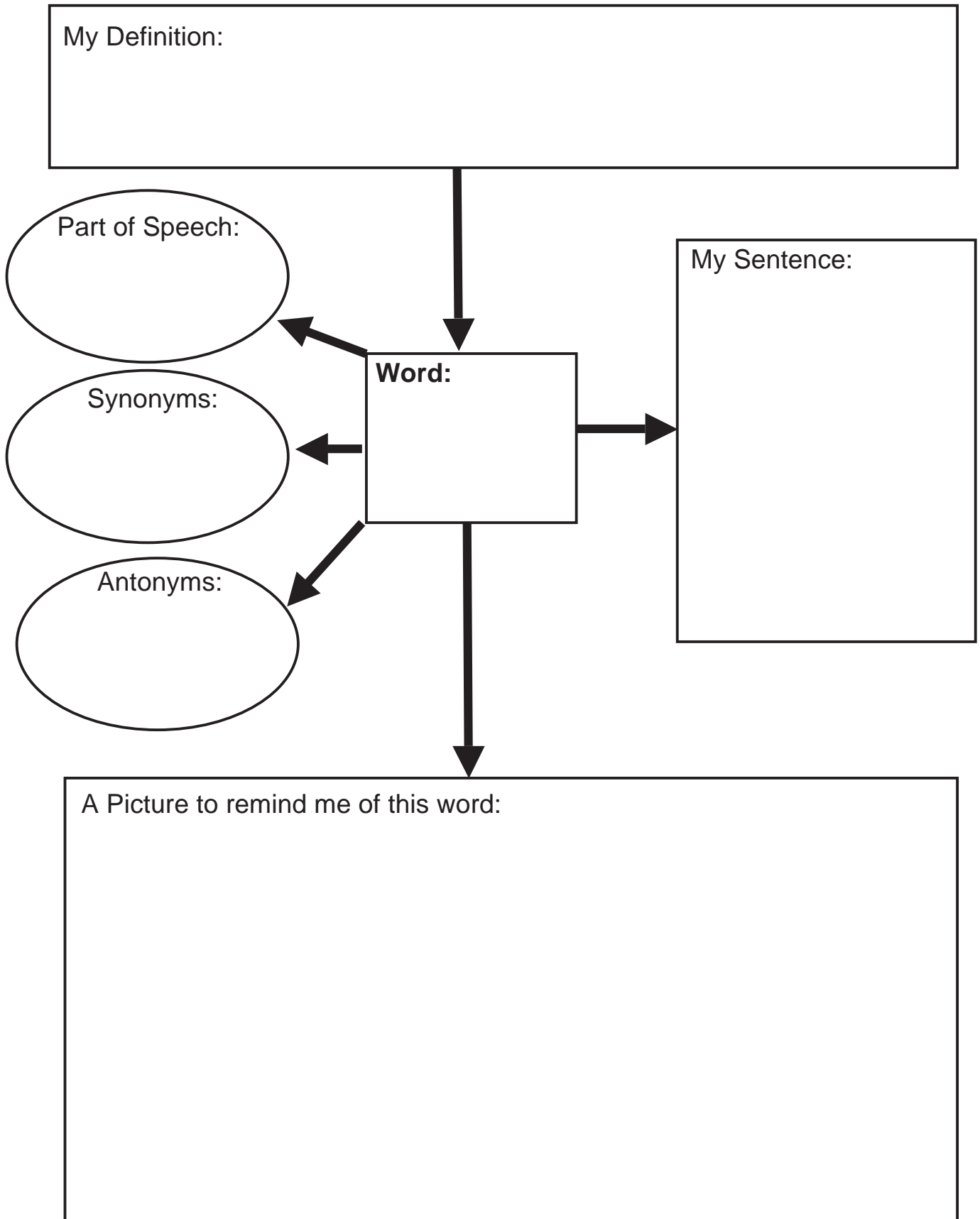
Reflection on Lesson

What went well? Which adjustments should be made?

A TEACHERS' GUIDE TO THE COMMON CORE APPENDIX

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OWN THE WORD



Download this file at bit.ly/own-the-word

GIVE ONE, GET ONE

Directions

Find a partner. Explain your questions and answer to your partner. Your partner will listen to you and write your answer in a box on his or her paper. Next, your partner will explain his or her question and answer. Listen and record what your partner says.

MY ANSWER:	My partner's answer:	My partner's answer:
My partner's answer:	My partner's answer:	My partner's answer:
My partner's answer:	My partner's answer:	My partner's answer:

ANNOTATION GUIDE

Directions

Annotating a text helps readers to guide their thinking. Review the meanings of the symbols. Add your own symbol and phrase to the annotation guide in the empty box below. As you read, mark the symbols in the text (or use sticky notes) to show your thinking.

<p>?? I don't understand</p>	<p>!!! Very Important</p>
<p>= This connects to...</p>	<p>x Thought differently</p>
<p>+ New Information</p>	<p>^ Author's Argument</p>
<p>⊙ Evidence</p>	

SAY SOMETHING

Rules

1. With your partner, decide who will be Partner A and who will be Partner B.
2. Partner A will “say something” first, and Partner B will respond by answering the question, commenting, clarifying or making a connection. It might be helpful to have an object that you pass back and forth to know whose turn it is to say something.
3. When it is your turn to say something, do one or more of the following:
 - Make a prediction.
 - Ask a question.
 - Clarify something you misunderstood.
 - Make a comment.
 - Make a connection.
 - Make an inference.
 - Summarize or synthesize.
 - Discuss evidence.
 - Visualize.
4. Each time you pause to discuss, rotate who says something and who responds.
5. If you can't do one of the nine things, then you need to reread.

SAY SOMETHING

<p style="text-align: center;"><u>Discuss Evidence</u></p> <ul style="list-style-type: none"> • <i>I think the author is claiming...</i> • <i>The author supports his/ her claim by...(identify the evidence)</i> • <i>I agree with the author because...</i> • <i>I disagree with the author because...</i> • <i>I think the evidence supports/ doesn't support the claim because...</i> • <i>I think the author should add...</i> • <i>I think the author left out...</i> 	<p style="text-align: center;"><u>Make a Prediction</u></p> <ul style="list-style-type: none"> • I predict that... • I bet that... • I think that... • Since this happened (fill in detail) then I think the next thing that is going to happen is... • Reading this part makes me think that this (fill in detail) is about to happen... • I wonder if...
<p style="text-align: center;"><u>Ask A Question</u></p> <ul style="list-style-type: none"> • Why did... • What's this part about... • How is this (fill in detail) like this (fill in detail) because... • What would happen if... • Why... • Who is... • What does this section (fill in detail) mean... • Do you think that... • I don't understand this part here... 	<p style="text-align: center;"><u>Clarify</u></p> <ul style="list-style-type: none"> • Now I understand... • This makes sense now... • No, I think it means... • I agree with you. This means... • At first I thought (fill in detail), but now I think... • This part is really saying...
<p style="text-align: center;"><u>Make a Comment</u></p> <ul style="list-style-type: none"> • This is interesting because... • This is difficult because... • This is confusing because... • I like the part where... • I don't like this part because... • My favorite part so far is... • I think that... 	<p style="text-align: center;"><u>Make a Connection</u></p> <ul style="list-style-type: none"> • This part reminds me of... • This part is like... • This character is like (another character) because... • This is similar to... • I can compare.... to..... • The differences are... • I can contrast with.... • I can make a connection to (name something in the text that has also happened to you)... • I never (name something in the text that has never happened to you)... • I can't relate to... because... • This character reminds me of...

SAY SOMETHING

<p style="text-align: center;"><u>Make an Inference</u></p> <ul style="list-style-type: none">• From the text, I can conclude that...• Based what the text says, I now think...• Although the author does not say this, I can figure out that...• This information makes me think...	<p style="text-align: center;"><u>Summarizing and Synthesizing</u></p> <ul style="list-style-type: none">• The important points of this text are...• If I had to summarize this text, I would say that...• I think the big ideas are...• Combining this text with what I know or the other texts I have read, I now think...
<p style="text-align: center;"><u>Visualizing</u></p> <ul style="list-style-type: none">• The words that paint a picture for me are...• I picture this as...• I picture the setting...• I imagine the environment to be...• I picture this character as...• If I were making a movie...• I would use a graphic organizer to organize this text like... (explain or draw a picture)• If I were to draw a graphic representation of this...	

EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? HUMAN HABITATS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? HUMAN HABITATS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? HUMAN HABITATS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? HUMAN HABITATS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? HUMAN HABITATS



EXEMPLAR LESSON MATERIALS

***WHERE ARE THE NIGHT ANIMALS?* NUMBER CARDS FOR NUMBERED HEADS ACTIVITY**

<p>1</p>	<p>2</p>
<p>3</p>	<p>4</p>

EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? ANIMALS AND HABITATS

Directions

Study the picture of one animal and its habitat. Discuss this question: If you wanted to conceal yourself (hide) in this habitat, what would you need? Support your answer with evidence from the picture.

SENTENCE STEMS

If I wanted to conceal myself in the _____ habitat, I would ...

Wearing the colors _____ and _____ would help me to be concealed in the _____ habitat.

I could adapt my appearance to conceal myself by wearing ...

I would need _____ to conceal myself in the _____ habitat.

Concealing myself in the _____ habitat would require ...

Wearing _____ would offer concealment in the _____ habitat.

EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? ANIMAL HABITATS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? ANIMALS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? ANIMALS



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS?

3 COLUMN GRAPHIC ORGANIZER AND FIRST-READING TEXT-DEPENDENT QUESTIONS

Animal	Adaptation	Nocturnal or Diurnal

NOCTURNAL



DIURNAL



EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS?

3 COLUMN GRAPHIC ORGANIZER AND FIRST-READING TEXT-DEPENDENT QUESTIONS

1. When do nocturnal animals become active?

Nocturnal animals become active _____.

2. What do nocturnal animals do during the day and why? What does the text tell us?

During the day, nocturnal animals _____.

The text says that nocturnal animals _____ during the day.

3. When do diurnal animals become active?

Diurnal animals become active _____.

4. What do diurnal animals do during the night and why? What does the text tell us?

During the day, diurnal animals _____.

The text says that diurnal animals _____ during the day.

EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS? **SECOND-READING TEXT-DEPENDENT QUESTIONS**

1. What does nocturnal mean?

Nocturnal means _____.

2. What is the opposite of nocturnal?

The opposite of nocturnal is _____.

3. On p. 8, why does the opossum waddle cautiously?

On p. 8, the opossum is cautious because the text says

_____.

4. On p. 12, what does it mean when the author writes, "The day belongs to others"?

"The day belongs to others" means _____.

5. What does "adapted" mean?

"Adapted" means _____.

6. On p. 16, why does the author say "The skunk's black-and-white fur blends in with the dark night"?

The author says "The skunk's black-and-white fur blends in with the dark night"

because the author is trying to _____.

7. On p. 23, the author says "Many nocturnal animals are creatures of habit."

What does this mean? Give examples from the text.

"Many nocturnal animals are creatures of habit" means _____.

An example from the text is on p. _____ where

the author _____.

EXEMPLAR LESSON MATERIALS

WHERE ARE THE NIGHT ANIMALS?

THIRD-READING TEXT-DEPENDENT QUESTIONS

1. On p. 27, the author says that scientists disagree about why bats became nocturnal. What inferences can we make about bats? Why do you suppose scientists don't agree?

I can make the inference that bats _____.

I think scientists disagree because _____.

2. On p. 28, why do you think the author chose to draw a picture of a boy and a raccoon?

I think the author chose to draw these two pictures to show the reader

_____.

3. Which other books have taught you about nocturnal animals?

I have read about nocturnal animals _____.

4. If humans were to become nocturnal, what adaptations would we need for our bodies? What are some things that humans have created to help them in the dark?

If humans were to become nocturnal, we would need _____.

Humans have created _____ to help them in the dark.

5. What is the author's main point in this text?

The author's main point is _____.

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