



Instructional
DECISION-MAKING PROCEDURES



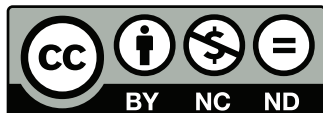
Ensuring Appropriate Instruction
for Struggling Students

In Grades K-12



Updated August 2019

This booklet and other resources for implementing response to intervention may be found at <http://buildingRTI.utexas.org>



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Instructional Decision-making Procedures for Ensuring Appropriate Instruction for Struggling Students in Grades K-12 is revised to reflect changes in federal and state legislation. This booklet was originally created in 2003 by a development team under the direction of Dr. Diane Pedrotty Bryant, and included Alba Ortiz, Sun A. Kim, Benjamin Smith, and James R. Yates. Both the development and the revision teams benefited from the support and talents of many individuals whose names do not appear here, but whose hard work and ideas are represented throughout. We gratefully acknowledge the support of the following individuals and agencies for their contributions to this booklet. Special thanks to all of our reviewers and contributors, whose assistance and support made a valuable contribution to this product.

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Introduction and Purpose

Introduction

Substantial numbers of students are identified as having a learning disability because they have not received appropriate academic instruction and behavioral support. Referrals to special education may stem from a lack of appropriate instruction in reading or math, a lack of appropriate behavioral interventions, or a lack of understanding by professionals about English proficiency. For some of these students, interventions that are evidence-based may prevent referrals to special education.

Many Texas schools are implementing Response to Intervention (RTI), an instructional approach that identifies at-risk students, immediately provides them with evidence-based intervention, and monitors their progress or “response” to the intervention. When at-risk students do not adequately respond to intervention instruction, they may be referred for additional programs or services designed to meet their needs.

There are no clear legal, philosophical, or practical reasons for why students with learning disabilities today cannot be educated successfully in public schools. Campus-based administrators and educators are responsible for ensuring that appropriate instruction is implemented for struggling students. Implementation of appropriate instruction is a critical factor in determining whether struggling students and students with learning disabilities, and their families, are effectively served in public schools.

Purpose

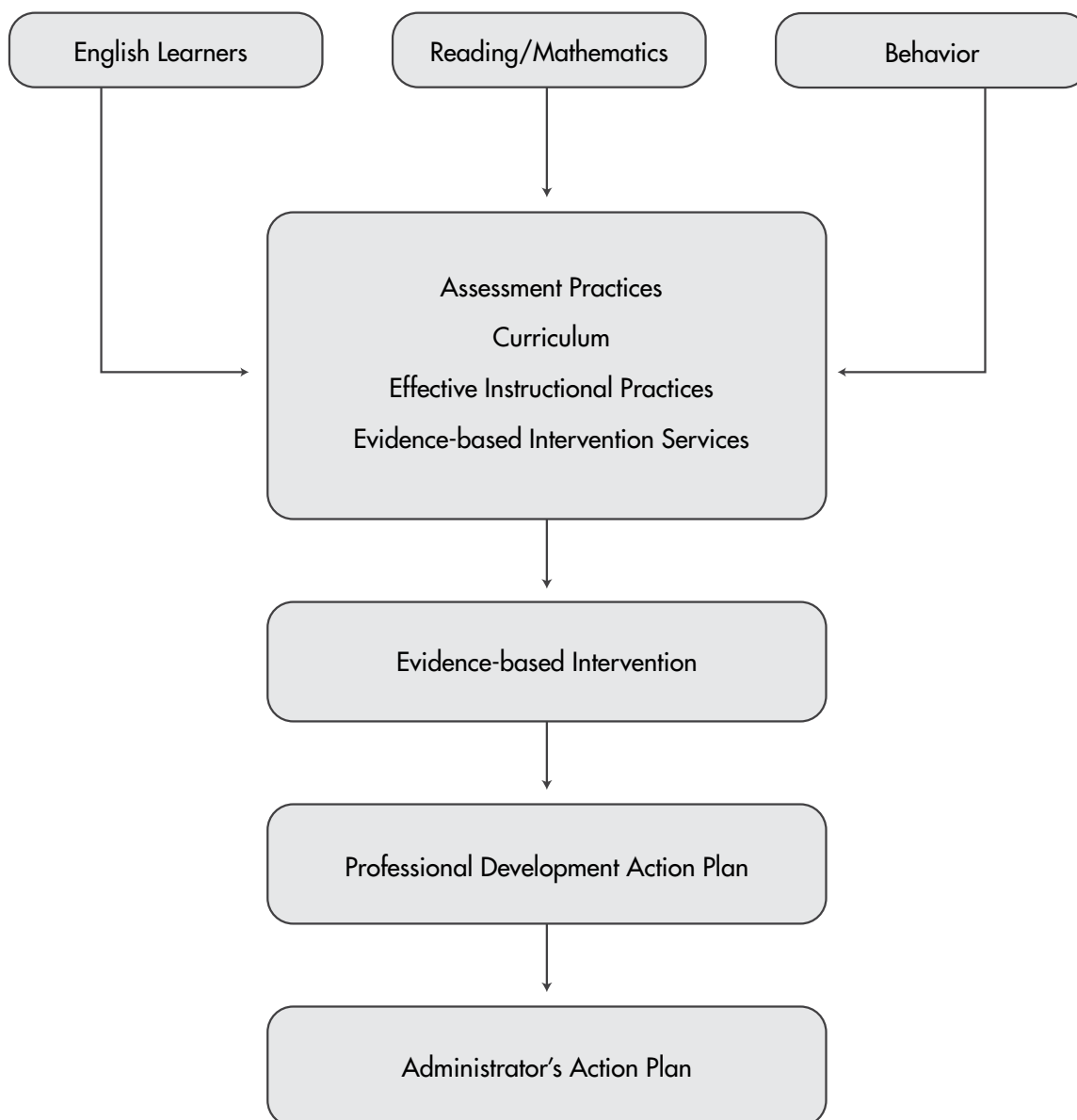
The purpose of this booklet is to provide campus-based administrators and educators with procedures for ensuring appropriate instruction for students struggling with reading, mathematics, or behavior, and for students who are English learners (ELs). The procedures in this booklet can be used by educators and school teams to identify effective instructional practices and interventions to reduce referrals to special education. Administrators and educators can also use the information gathered from implementing these procedures to document how a student responded to interventions when special education eligibility is being considered. This information helps the admission, review, and dismissal (ARD) committee ensure that the determination of a student’s disability is not due to a lack of appropriate instruction.

Educators can critically examine practices long before students are referred to special education to ensure that appropriate instruction is occurring for all students, including those who are struggling.

Using the procedures in this booklet before students are referred for special education evaluation can reduce the number of referrals to special education due to inadequate instruction.

The procedures in this booklet are intended for administrators and educators who work with students across grades K-12. This booklet should be used in conjunction with other resources provided by the State on effective interventions to prevent academic failure and to reduce referrals to special education. See Appendix A for a listing of some of these resources.

Instructional Decision-making Procedures



English Learners

Decision-making Questions and Practices for English Learners

Use the following questions to determine if effective practices are in place for all students.

- 1. Conduct a campus assessment by reviewing the questions and practices below.
- 2. Identify practices that are not implemented regularly.
- 3. Develop an action plan.
- 4. Monitor the action plan.

Questions	Practices
1. Do we use appropriate assessment practices to identify, plan for, and monitor meeting the instructional needs of struggling students who are English learners?	page 11
2. Do we implement appropriate curriculum and instruction to ensure the success of English learners and prevent school failure?	page 12
3. Do we implement effective instructional practices, i.e., clinical teaching, for struggling English learners?	page 13
4. Do we implement appropriate evidence-based interventions that target the needs of struggling English learners?	page 14
5. Are administrative practices in place to support educators of struggling English learners?	page 17
6. When is it appropriate for English learners to be referred for a special education evaluation?	page 20

Assessment Practices

Do we use appropriate assessment practices to identify, plan for, and monitor meeting the instructional needs of struggling students who are English learners?

Many English learners fail and are retained in a grade, score poorly on achievement tests, are inappropriately referred to special education, or drop out of school. The use of appropriate assessment and intervention practices can help to reduce this trend. "Appropriate assessments" are those that have been validated for use with the English learner population at your campus. What assessment practices can teachers use to document student difficulties?

In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency. **Develop a Professional Development Action Plan to address practices that occur "Once a year/not at all."** (See p. 16.)

	At regular intervals + progress-monitoring	At regular intervals (3x year)	Once a year/ not at all*
1. Assessment is conducted to analyze performance in the students' use of native language (L1) when appropriate.	☐	☐	☐
2. Assessment is conducted to analyze performance in the students' use of English (L2) in listening/understanding, speaking, reading, and writing.	☐	☐	☐
3. Assessment is conducted in L1 to analyze academic performance when appropriate.	☐	☐	☐
4. Assessment is conducted in L2 (when appropriate) to analyze academic performance.	☐	☐	☐
5. Data are used to identify gaps in content skills, knowledge, and proficiencies. (Progress in content areas is assessed separately from progress in L2 development; language assessment includes a common set of rubrics to use and interpret data.)	☐	☐	☐
6. Curriculum-based assessments (e.g., instructional observations, learning inventories, work samples) are conducted, and are conducted in both L1 and L2 when appropriate.	☐	☐	☐
7. Progress-monitoring activities reflect the supports utilized during instruction: Portfolio entries relate to English language proficiency levels and to state academic standards in L1 and/or L2.	☐	☐	☐
8. Portfolios are maintained to document student progress in academic instruction in English, and in L1 when appropriate. (Portfolio entries relate to L2 proficiency levels and to state academic standards.)	☐	☐	☐

* Note: Develop an action plan for any item marked "Once a year/not at all."

Curriculum and Instruction

Do we implement appropriate curriculum and instruction to ensure the success of English learners and prevent school failure?

In your grade-level or vertical team, review each practice and check the box that indicates the presence or absence of the practice. Highlight practices that are absent, list them, and prioritize them on the Professional Development Action Plan. **Develop a Professional Development Action Plan for any item marked “NO.” (See p. 16.)**

	YES	NO*
1. Do teachers match the curriculum to students’ needs based on background experience, oral language and vocabulary, and assessment data?	☐	☐
2. Do teachers provide opportunities for English learners (ELs) to interact with peers or adults who speak their native language?	☐	☐
3. Do teachers provide meaningful opportunities for ELs to engage in extended dialogues and concentrate on English language learning in small groups and one-on-one settings?	☐	☐
4. Do teachers preview lessons to be conducted in English and in the student’s native language, if possible (i. e., do teachers create language supports specifically based on language proficiency levels)?	☐	☐
5. Do teachers use language during instruction that is comprehensible and meaningful to students?	☐	☐
6. Do teachers adjust the level of English vocabulary to the appropriate level for the student?	☐	☐
7. Do teachers slow the pace of speech, but keep it natural? Do teachers enunciate clearly?	☐	☐
8. Within word study lessons, does the instruction build on words, phonological awareness, and phonics concepts that transition easily from one language to another?	☐	☐
9. Does instruction activate background knowledge and connect to students’ lives?	☐	☐
10. Do teachers repeat, rephrase, and extend the students’ language to support language learning?	☐	☐
11. Do teachers provide opportunities for incorporating academic discourse into language activities?	☐	☐
12. Do teachers use nonverbal cues, including gestures, facial expressions, dramatic portrayals, physical responses, pictures, videos, and concrete objects?	☐	☐
13. During the delivery of a lesson, do teachers preview the main idea?	☐	☐
14. During a lesson, do teachers explicitly teach key vocabulary words?	☐	☐
15. During the course of a lesson, do teachers repeat key points and main ideas?	☐	☐
16. At the conclusion of the lesson, do teachers review key points and main ideas?	☐	☐
17. Do teachers hold all students, including ELs, accountable for what they have learned?	☐	☐
18. Do teachers use graphic organizers, charts, and other visuals to enhance comprehension?	☐	☐
19. Do teachers provide extra support for ELs that is specifically related to decoding and spelling words?	☐	☐
20. Do teachers use instructional materials that are appropriate to the student’s culture and other background characteristics?	☐	☐

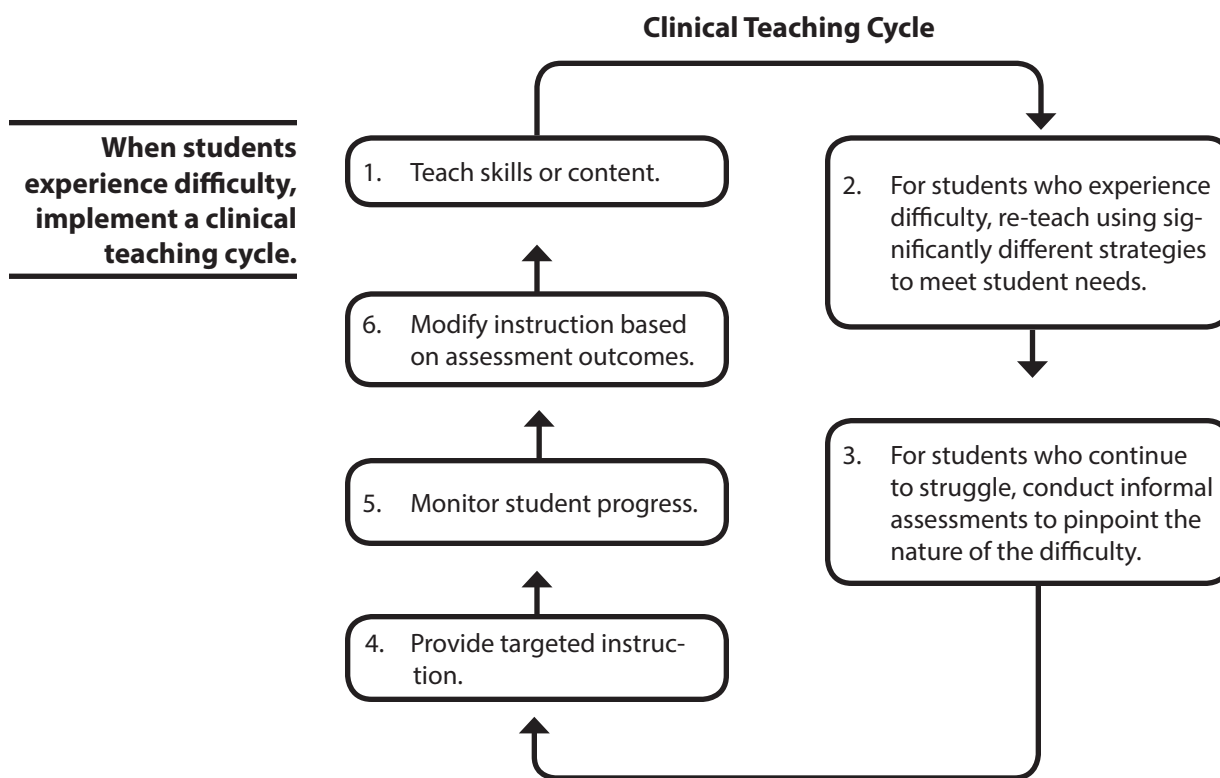
* Note: Develop an action plan for any item marked “NO.”

Effective Instructional Practices

Do we implement effective instructional practices, i.e., clinical teaching, for struggling English learners?

English learners, like all students, are more successful when they are provided with instruction that closely monitors their learning. Unless problems are resolved quickly, students will be at greater risk for learning difficulties. Clinical teaching is provided as an example of a practice that can help English learners overcome academic and behavioral problems. It is an ongoing inquiry-based approach in which a teacher assesses student learning, examines the assessment findings in light of the instruction provided, and differentiates re-teaching and practice opportunities to promote student learning.

How does the clinical teaching cycle work?



If clinical teaching does not resolve the problem, teachers should have access to additional resources and support practices to help them address the needs of struggling learners. Such practices can include school-based problem-solving teams or consultation.

Evidence-based Interventions for English Learners

Do we implement appropriate evidence-based interventions that target the needs of struggling English learners?

Some students will continue to struggle to learn the academic content of the grade level, even after appropriate assessment, curriculum, and instructional practices are in place. It is advisable to implement additional intervention instruction to target the needs of at-risk students. Review procedures and identify priorities for professional development or support that will enhance teachers' abilities to meet at-risk students' needs. **Add identified priorities to the Professional Development Action Plan. (See p. 16.)**

	In Progress*	Completed	Date
1. Identify a problem-solving team with members knowledgeable about English learners (ELs), instruction for ELs, general education, and special education.	☐	☐	_____
2. Develop criteria for entry into and exit from evidence-based interventions.	☐	☐	_____
3. Conduct additional student assessments to identify specific gaps in students' academic knowledge.	☐	☐	_____
4. Conduct language assessments or examine language assessment data (e.g., TELPAS) to identify language needs, and to analyze in relationship to academic needs.	☐	☐	_____
5. Set goals to close knowledge gaps and identify instructional interventions/strategies to help students.	☐	☐	_____
6. Determine the intensity of the intervention instruction (group size, how frequent, length of each session, duration of intervention).	☐	☐	_____
7. Determine the need for additional school support team members.	☐	☐	_____
8. Write an intervention plan for English learners.	☐	☐	_____
9. Document implementation of the systematic instructional intervention approach indicated in the intervention plan.	☐	☐	_____
10. Monitor student progress regularly and frequently, and adjust classroom factors.	☐	☐	_____
11. Analyze rate of progress in comparison to norms established for ELs with similar English proficiency (i.e., "true peers").	☐	☐	_____
12. Review assessment findings and refine the instructional intervention.	☐	☐	_____
13. Convene the problem-solving team when progress-monitoring data indicate that a student is not adequately responding to intervention instruction.	☐	☐	_____

** Note: Consider developing an action plan for any item marked "In Progress."*

Evidence-based Intervention Plan for English Learners

Student Name: _____ Grade: _____

Teacher: _____ Team Members: _____

Date Plan Developed: _____ Date Plan Evaluated: _____

Assessment Data/ Areas of Need	Resources, Support, and Activities	Person(s) Responsible	Timeline	Progress- Monitoring Procedure

Requested Resources/Support:

- In-class coaching
- Specific strategies to support English learners
- Materials
- Other: _____

Professional Development Action Plan

Team Participants: _____ Date: _____

List identified priorities from needs-assessment data related to assessment, curriculum, instruction, supplemental support, and intervention practices.

Prioritize Practices to Address	Identify and Describe Resources and Activities	Identify Timeline and Person(s) Responsible

Possible Activities

- Obtain instructional materials for identified need(s)
- Obtain assessment training/materials
- Request technology support
- Request support from content-area specialist
- Request coaching from peers or consultant

Other Activities

- _____
- _____
- _____
- _____
- _____

Administrative Practices to Support English Learners

Are administrative practices in place to support educators of struggling English learners?

Principals are responsible for ensuring that all students, including English learners, meet high standards and experience success in school. They routinely evaluate the effectiveness of special language and general education instructional opportunities for second language learners. Review the Professional Development Action Plan(s), and identify additional areas to provide administrative support. **Develop an Administrator's Action Plan for any item marked "NO" as well as for priorities identified on Professional Development Action Plans. (See p. 19.)**

Do we have sufficient administrative support in the following areas?

Professional Expertise and Development	YES	NO*
Support for professional development priorities identified in Professional Development Action Plan(s)	☐	☐
Proficiency in ELs' native language or dialect, when possible and appropriate	☐	☐
Second-language acquisition	☐	☐
Cultural influences on learning	☐	☐
Assessment of English and native-language proficiency skills	☐	☐
Assessment of English and native-language literacy skills	☐	☐
Principles of effective English and native-language instruction for English learners	☐	☐
Clinical teaching model	☐	☐
Assessment of student skills in content areas	☐	☐
Informal assessment strategies and progress monitoring	☐	☐
Linguistic accommodations for English learners	☐	☐
Communicating and partnering with parents and families to promote student progress	☐	☐
Instruction/Intervention		
Native-language instruction and/or instruction in English as a second language	☐	☐
Cross-curricular English language acquisition and development	☐	☐
Opportunities to interact with native English speakers	☐	☐
Opportunities to interact with diverse cultural groups	☐	☐
Instruction that is explicitly communicated, sequenced, and scaffolded	☐	☐
Instructional focus that promotes knowledge transfer to transition ELs from native-language instruction to English-language and literacy instruction	☐	☐
Higher-order thinking skills	☐	☐
Explicit, basic skills instruction (e.g., phonemic awareness, decoding, word study)	☐	☐

** Note: Develop an Administrator's Action Plan for any item marked "NO." (See p. 19.)*

continued on next page

	YES	NO*
Access to high-quality expository and narrative texts	☐	☐
Content instruction in native language that is purposeful, relevant, and comprehensible (when appropriate)	☐	☐
Purposeful, relevant content instruction using sheltered English strategies, when appropriate	☐	☐
Collaborative learning opportunities for ELs with both native-language and English-speaking peers	☐	☐
Varied opportunities to participate (e.g., teacher vs. student directed; small vs. large group)	☐	☐
Students held accountable for previously-taught strategies and content	☐	☐
Instructional Materials		
State-adopted materials available in the native language, when appropriate	☐	☐
State-adopted materials available for ESL	☐	☐
Supplemental materials reflect perspectives and contributions of diverse groups	☐	☐
Supplemental materials avoid stereotyping, ethnocentrism, and sexism	☐	☐
Supplemental materials depict diverse groups as having varying abilities	☐	☐
Supplemental materials show diverse groups engaged in a broad range of social and professional activities	☐	☐
Supplemental materials represent historical events from the perspectives of various groups	☐	☐
Supplemental materials link meaningfully to the life experiences of students from different racial/ethnic and cultural backgrounds	☐	☐
Culturally diverse content, examples, and experiences are comparable in kind, significance, magnitude, and function to those selected from the mainstream culture	☐	☐
Framework to Communicate with Parents about Progress toward Annual Goals		
Parent information available in print	☐	☐
Scheduled parent-teacher interaction time	☐	☐
Procedures for reporting student progress in L1, when appropriate	☐	☐
Procedures for reporting student progress in English, when appropriate	☐	☐
Instructional Alternatives for Struggling Learners		
Peer or expert consultation	☐	☐
General education problem-solving teams	☐	☐
Tutorial programs	☐	☐
Other: _____	☐	☐

* Note: Develop an Administrator's Action Plan for any item marked "NO." (See p. 19.)

Administrator's Action Plan

PD Action Plan Priorities	Administrator's Support Priorities	Activities	Timeline	Resources and Support Systems

Possible Resources

- Central office personnel
- Specialist in English learners
- Curriculum coordinator
- Special education coordinator
- Dyslexia specialist
- Professional development
- Education Service Center
- Parents
- Community
- University

Referring to Special Education

When is it appropriate for English learners to be referred for a special education evaluation?

Unless the general education system has programs and services, including evidence-based interventions, for English learners who are struggling with learning, teachers may feel that they have no alternative but to refer students to special education.

Educators should be sure that the characteristics exhibited by a student who is learning a second language are not confused with characteristics of students with language or learning disabilities (see Appendix A). When prevention and intervention efforts fail to resolve learning problems, then referral to special education is warranted. Documentation of the student's response to intervention provides valuable information to the referral committee. Interventions should continue to be provided and the student's response documented, so that these data are available in the event that a student is referred for a comprehensive evaluation for special education.

Referral committees should consider the following questions before recommending a comprehensive evaluation.

Referral Consideration Questions	YES	NO
In addition to the individual who is making the referral, have others (e.g., the English as a Second Language/bilingual teacher, remedial program personnel, parents) noted similar difficulties?	☐	☐
Does the problem exist across contexts (e.g., in general education and ESL/bilingual classes, at home)?	☐	☐
Does the student exhibit the same types of problematic behaviors in his or her native language as in English?	☐	☐
Has the student failed to learn to read in his or her native language (L1), despite effective literacy instruction in that language?	☐	☐
Is the student's progress in acquiring English significantly different from that of peers who started at about the same level of English language proficiency and have had comparable instruction?	☐	☐
Is there evidence that difficulties can be explained by cultural differences? If yes, adjust instruction to address identified area before referring for special education evaluation.	☐	☐
Has the student had consistent native language instruction? If yes, for how long? _____	☐	☐
Has the student had consistent English as a Second Language instruction? If yes, for how long? _____	☐	☐
Do grade placements, i.e., promotion or retention, reflect underachievement?	☐	☐
Are there significant life events (e.g., illness, multiple moves) that may have impacted learning?	☐	☐
Are there teacher variables (e.g., absenteeism, expectations, language proficiency, certification, experience) that might have impacted performance?	☐	☐
Do data show that the student did not respond well to general education interventions?	☐	☐
Are there other variables that could explain the difficulties? If yes, list: _____	☐	☐

Reading and Mathematics Instruction

Decision-making Questions and Practices for Reading and Mathematics

Use the following questions to determine if effective practices are in place for all students.

1. Conduct a campus assessment by reviewing the questions and practices below.
2. Identify practices that are not implemented regularly.
3. Develop an action plan.
4. Monitor the action plan.

Questions	Practices	
	Reading	Mathematics
1. Do we use appropriate assessment practices to identify, plan for, and monitor meeting the instructional needs of struggling students?	page 23	page 23
2. Do we implement appropriate curriculum and instruction for struggling students?		
• Elementary curriculum and instruction	pages 24-33	pages 45-49
• Secondary curriculum and instruction	pages 24, 34-43	pages 45, 50-58
3. Do we implement effective instruction and support practices for struggling students?	page 44	page 59
4. Do we implement appropriate evidence-based interventions for struggling students?	page 60	page 60
5. Are administrative practices in place to support educators of struggling students?	page 63	page 63
6. When is it appropriate for struggling students to be referred for a special education evaluation?	page 65	page 65

Assessment Practices

Do we use appropriate assessment practices to identify, plan for, and monitor meeting the instructional needs of struggling students?

Assessment is conducted when teachers first begin to work with students to determine their current levels of performance in relation to the reading and mathematics curriculum for their grade level. Assessment data are used to inform instruction and to identify instructional groups. Assessment is conducted according to district- and state-identified timelines to measure student achievement relative to benchmarks and end-of-year goals.

Frequent assessment or progress monitoring is conducted to determine how students are performing in relation to their instructional objectives and benchmarks. A critical purpose for collecting progress-monitoring data is to evaluate the effectiveness of instructional practices in helping students reach end-of-year academic goals. For students who are struggling, data can be used to plan instructional targets, or “aim lines,” for meeting end-of-year goals; design teacher-led small group instruction and additional practice opportunities; and monitor student learning and progress in closing gaps in performance.

Research Note on Progress Monitoring

Students whose teachers collect and record data regularly and use the data to make instructional decisions show more academic progress than students whose teachers do not use progress-monitoring procedures. Teachers’ accuracy in judging student progress increases when they use progress-monitoring procedures consistently (Stecker & Fuchs, 2000; Haager, Klingner, & Vaughn, 2007; Fuchs, Fuchs, & Vaughn, 2008).

In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency.

Develop a Professional Development Action Plan for items that are checked “Once a year/not at all.” (See p. 62.)

	At regular intervals + progress- monitoring	At regular intervals (3x year)	Once a year/ not at all*
1. Assessment is conducted prior to instruction to determine student performance levels.	☐	☐	☐
2. Data are used to identify gaps in skills and knowledge.	☐	☐	☐
3. Data are used to group and regroup students according to purpose of instruction, i.e., homogeneous and heterogenous groups.	☐	☐	☐
4. Progress monitoring is conducted on skills being taught.	☐	☐	☐
5. Error analysis is conducted to identify specific skills that are problematic.	☐	☐	☐
6. Progress-monitoring data are compared to benchmarks and used to inform instructional practices.	☐	☐	☐
7. District and state assessment timelines are used to monitor student progress compared to benchmarks and end-of-year goals.	☐	☐	☐
8. Teachers are trained to administer, score, and interpret assessment measures they are asked to use.	☐	☐	☐

* Note: Develop an action plan for any item marked “Once a year/not at all.”

Curriculum and Instruction: Reading

Do we implement appropriate curriculum and instruction for struggling students?

This booklet is updated to reflect the English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) for grades K-8 that were adopted in 2017. The English Language Arts and Reading TEKS embody the interconnected nature of listening, speaking, reading, writing, and thinking through the seven integrated strands of developing and sustaining foundational language skills: comprehension; response; multiple genres; author's purpose and craft; composition; and inquiry and research. For ease of use, TEKS are grouped by grade levels; TEKS specific to a grade level are indicated in parenthetical statements following each TEKS.

Elementary Reading Curriculum and Instruction

Using the Texas Essential Knowledge and Skills (TEKS) for English Language Arts and Reading, components of elementary reading curriculum are listed. No sequence of instruction is implied with this list; rather, teachers work on several components at a time. Additional information specific to a grade level is contained in parenthetical notes at the end of the statement. Refer to the grade-level TEKS to identify specific skills to be taught. In your grade-level or vertical teams, review each component and check the box that most closely indicates its frequency of implementation. Blank boxes are provided to add other components. **Develop a Professional Development Action Plan for practices that are implemented “1–2 times weekly” or “0 times weekly.” (See p. 62.)**

Developing and sustaining foundational language skills (K–5):	3–5 times weekly	1–2 times weekly*	0 times weekly*
Oral language			
1. Teachers provide opportunities for students to listen actively, ask questions to understand or clarify information, answer questions, and make pertinent comments.	☐	☐	☐
2. Teachers provide activities for students to restate and follow oral directions, share information and ideas, and work collaboratively with others by following agreed-upon rules (3–5: And give oral instructions that involve a series of sequences/actions).	☐	☐	☐
3. Teachers provide social skills activities for students to develop and use the conventions of language for social communication, sharing information, and working collaboratively.	☐	☐	☐
Developing and sustaining foundational language skills (K–1):			
Print awareness			
1. Teachers engage students in activities to help them demonstrate print awareness by identifying uppercase and lowercase letters, recognizing the difference between a letter and printed word, and recognizing that sentences comprise words separated by spaces.	☐	☐	☐
2. Teachers teach students to identify the parts of a book, hold a book correctly, turn its pages, and know that reading follows print from left to right and from top to bottom of a page (1: To identify the information that different parts of a book provide).	☐	☐	☐

**Note: Develop an action plan for any item marked “1–2 times weekly” or “0 times weekly.”*
continued on next page

Developing and sustaining foundational language skills (K–1):

Phonological awareness

**3–5 times
weekly**

**1–2 times
weekly***

**0 times
weekly***

1. Teachers teach students to identify syllables in spoken words, identify and produce rhyming words, recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound, blend spoken onset and rimes to form words, blend spoken phonemes to form words, and segment spoken one-syllable words into phonemes.
2. Teachers teach students to identify the individual words in a sentence, blend syllables to form multisyllabic words, segment multisyllabic words into syllables, and manipulate the syllables in multisyllabic words (K).
3. Teachers provide opportunities for students to produce a series of rhyming words; distinguish between long and short vowel sounds in one-syllable words; recognize the change in a spoken word when a specified phoneme is added, changed, or removed; and manipulate phonemes within base words (1).

☐
☐
☐
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☐
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☐

Developing and sustaining foundational language skills (K–5):

Phonetic knowledge

1. Teachers teach students to decode words using letter-sound relationships and applying common letter-sound correspondences (K–3).
2. Teachers teach students to recognize that new words are created when letters are changed, added, or deleted (K).
3. Teachers teach students to identify, read, and spell high-frequency words from a research-based list.
4. Teachers teach students to decode words using knowledge of inflectional endings, base words, compound words, contractions, syllable division, and spelling patterns (1–5).
5. Teachers teach students to decode and spell words using knowledge of affixes, including how they can change the spelling of base words.
6. Teachers provide opportunities for students to correctly spell words, including homophones.

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**Note: Develop an action plan for any item marked "1–2 times weekly" or "0 times weekly."
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**Developing and sustaining foundational language skills (K–5):
Beginning reading and writing****3–5 times
weekly****1–2 times
weekly*****0 times
weekly***

-
1. Teachers teach handwriting and expect students to accurately form uppercase and lowercase letters using appropriate directionality (K; 1: To print words, sentences, and answers legibly with spaces between words).
 2. Teachers teach cursive handwriting to students (4–5: Expect students to write legibly in cursive).
 3. Teachers provide opportunities for students to demonstrate and apply spelling knowledge (1–5).
 4. Teachers teach students to alphabetize a series of words and use a dictionary to find words (1; 2: Or glossary).

☐☐☐☐☐☐☐☐☐☐☐☐**Developing and sustaining foundational language skills (K–5):
Vocabulary**

-
1. Teachers encourage students to use newly acquired vocabulary expressively.
 2. Teachers provide activities for students to use print or digital resources to determine meaning, syllabication, and pronunciation (K: Picture dictionaries; 4–5: And word origin).
 3. Teachers provide opportunities for students to use illustrations and texts to clarify word meanings (K–3).
 4. Teachers provide activities for students to identify the meanings of words with affixes and roots (1–5).
 5. Teachers teach students to use context within and beyond a sentence to determine the meaning of unfamiliar words (2–3; 4–5: Or multiple-meaning words).
 6. Teachers provide opportunities for students to identify, use, and explain the meaning of antonyms, synonyms, idioms, and homophones in context (2–3; 4–5: And adages and puns).

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**Note: Develop an action plan for any item marked “1–2 times weekly” or “0 times weekly.”*
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Developing and sustaining foundational language skills (K–5): Self-sustained reading/Fluency		3–5 times weekly	1–2 times weekly*	0 times weekly*
1.	Teachers provide opportunities for students to self-select and read grade-appropriate texts independently for increasing amounts of time (4–5: For a sustained period of time).	☐	☐	☐
2.	Teachers provide opportunities for students to read grade-level text with appropriate fluency (rate, accuracy, and prosody) (1–5).	☐	☐	☐
Developing response/comprehension skills (K–5): Multiple texts				
1.	Teachers provide activities for students to make, correct, or confirm predictions using text features, characteristics of genre, and structures (K–1: With assistance).	☐	☐	☐
2.	Teachers provide opportunities for students to establish the purpose for reading assigned and self-selected texts (K–1: With assistance).	☐	☐	☐
3.	Teachers provide activities for students to generate questions before, during, and after reading to deepen understanding and gain information (K–1: With assistance).	☐	☐	☐
4.	Teachers teach students to monitor comprehension using rereading and background knowledge, checking for visual cues, and asking questions when understanding breaks down (K–1: With assistance; 3–5: And annotating).	☐	☐	☐
5.	Teachers provide activities for students to make inferences and use evidence to support understanding (K–1: With assistance).	☐	☐	☐
6.	Teachers provide opportunities for students to evaluate details to determine what is most important (K–1: With assistance; 3: And discuss specific ideas that are important to the meaning).	☐	☐	☐
7.	Teachers provide activities for students to make connections to personal experiences (K: With assistance; 1: Ideas in other texts and society; 3: Including self-selected texts).	☐	☐	☐
8.	Teachers provide opportunities for students to interact with sources in meaningful ways, such as notetaking, annotating, freewriting, or illustrating (3–5).	☐	☐	☐
9.	Teachers provide opportunities for students to synthesize information to create new understanding (1–5).	☐	☐	☐

**Note: Develop an action plan for any item marked “1–2 times weekly” or “0 times weekly.”*
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	3–5 times weekly	1–2 times weekly*	0 times weekly*
10. Teachers provide activities for students to write responses to literary or informational text to demonstrate understanding of a text (3; 4–5: To respond to increasingly challenging sources to retell, paraphrase, or summarize in ways that maintain meaning and logical order).	☐	☐	☐
11. Teachers provide activities for students to write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources, and use of text evidence to support a response (5).	☐	☐	☐

Using multiple genres to develop response skills (K–5):
Literary elements

1. For texts read aloud, teachers help students describe plot development, including main events, the conflict/problem and its resolution, and setting (K: With assistance; 3: Analyze rather than describe).	☐	☐	☐
2. Teachers provide opportunities for students to analyze plot elements, including rising action, climax, falling action, and resolution (4–5).	☐	☐	☐
3. Teachers provide activities for students to retell texts in ways that retain meaning (K: With assistance; 2: And logical order).	☐	☐	☐
4. Teachers provide activities for students to use text evidence to discuss topics and determine basic themes (K: With assistance; 2: With text evidence with assistance; 3: And distinguish theme from topic; 4–5: Infer multiple themes).	☐	☐	☐
5. Teachers teach students to identify and describe the main characters (1: And reasons for their actions).	☐	☐	☐
6. Teachers provide opportunities for students to explain the interactions of characters and changes they undergo (4; 5: Analyze the relationships of and conflicts among the characters).	☐	☐	☐
7. Teachers provide opportunities for students to explain the influence of the setting, including historical and cultural settings, on the plot (4–5).	☐	☐	☐

**Note: Develop an action plan for any item marked “1–2 times weekly” or “0 times weekly.”*
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Using multiple genres to develop listening, speaking, writing, reading, and thinking (K–5): Genres

**3–5 times
weekly**

**1–2 times
weekly***

**0 times
weekly***

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|---|--------------------------|--------------------------|--------------------------|
| 1. Teachers provide activities for students to discuss rhyme and rhythm in poems and nursery rhymes (1: Repetition and alliteration; 2: Explain visual patterns and structures in poems). | ☐ | ☐ | ☐ |
| 2. Teachers provide opportunities for students to explain rhyme scheme, sound devices, and structural elements such as stanzas in poems (3). | ☐ | ☐ | ☐ |
| 3. Teachers provide opportunities for students to explain figurative language such as simile, metaphor, and personification that the poet uses to create images (4). | ☐ | ☐ | ☐ |
| 4. Teachers provide activities for students to explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms (5). | ☐ | ☐ | ☐ |
| 5. Teachers teach students to recognize the characteristics and structures of informational text. | ☐ | ☐ | ☐ |
| 6. Teachers teach students to recognize the characteristics of persuasive text and state what the author is trying to persuade the reader to think or do. | ☐ | ☐ | ☐ |
| 7. Teachers provide activities for students to describe plot elements, including main events, the problem, and the resolution, for texts read aloud and independently. | ☐ | ☐ | ☐ |
| 8. Teachers provide opportunities for students to describe the setting (1; 3: And explain the influence of the setting on the plot). | ☐ | ☐ | ☐ |
| 9. Teachers provide opportunities for students to recognize the characteristics of multimodal and digital texts. | ☐ | ☐ | ☐ |

Using multiple genres (1–5): Genres

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 1. Teachers provide activities for students to discuss the elements and structure of drama. | ☐ | ☐ | ☐ |
| 2. Teachers provide opportunities for students to demonstrate knowledge of distinguishing characteristics of well-known children's literature. | ☐ | ☐ | ☐ |
| 3. Teachers teach students to recognize characteristics of argumentative text by identifying the claim, explaining how the author has used facts for an argument, and identifying the intended audience (4–5). | ☐ | ☐ | ☐ |
| 4. Teachers teach students to recognize organizational patterns in informational text (1: With assistance). | ☐ | ☐ | ☐ |

**Note: Develop an action plan for any item marked "1–2 times weekly" or "0 times weekly."
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	3–5 times weekly	1–2 times weekly*	0 times weekly*
5. Teachers expect students to explain the relationships among major and minor characters (3).	☐	☐	☐
6. Teachers teach students to recognize the characteristics of argumentative text by identifying the claim, distinguishing facts from opinion, and identifying the intended audience (3).	☐	☐	☐

Teaching author's purpose and craft (K–5): Author's craft

1. Teachers provide students with opportunities to discuss the author's purpose within a text.	☐	☐	☐
2. Teachers provide opportunities for students to discuss or analyze the author's use of print and graphic features, and the use of text structure, to achieve specific purposes (K: With assistance).	☐	☐	☐
3. Teachers provide opportunities for students to discuss how the author uses words that help the reader visualize (K: With assistance).	☐	☐	☐
4. Teachers provide opportunities for students to listen to and experience first- and third-person texts (K–3).	☐	☐	☐
5. Teachers provide activities for students to describe the use of imagery, and descriptive, literal, and figurative language to achieve specific purposes.	☐	☐	☐
6. Teachers provide opportunities for students to identify and explain the use of repetition (2).	☐	☐	☐
7. Teachers provide opportunities for students to identify the use of literary devices (3–5).	☐	☐	☐
8. Teachers provide opportunities for students to discuss how the author's use of language contributes to voice (4–5).	☐	☐	☐
9. Teachers provide activities for students to identify and explain the use of anecdote (4; 5: Hyperbole and stereotyping).	☐	☐	☐

**Note: Develop an action plan for any item marked "1–2 times weekly" or "0 times weekly."
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	3–5 times weekly	1–2 times weekly*	0 times weekly*
Developing composition skills (K–5): Writing process			
1. Teachers provide activities to help students generate ideas for writing, organize ideas, and develop drafts in oral, pictorial, or written form (1–3).	☐	☐	☐
2. Teachers teach students to use capitalization and punctuation (1–5).	☐	☐	☐
3. Teachers provide activities for students to plan a first draft by selecting a genre for a topic, purpose, and audiences using a range of strategies such as brainstorming, freewriting, and mapping (4–5).	☐	☐	☐
4. Teachers teach students to develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure (3–5).	☐	☐	☐
5. Teachers teach students to revise drafts by adding details in pictures or words (2–3).	☐	☐	☐
6. Teachers require students to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity (3–5).	☐	☐	☐
7. Teachers teach students to edit drafts using standard English conventions, complete sentences, verbs, correct spelling of grade-appropriate orthographic patterns, rules, and high-frequency words (K–5).	☐	☐	☐
8. Teachers provide activities for students to publish and share writing (1–5).	☐	☐	☐
9. Teachers provide opportunities for students to develop and follow a research plan and to cite sources (2: With assistance).	☐	☐	☐
Developing composition skills using multiple texts (K–5): Genres			
1. Teachers provide activities for students to compose literary texts (K–1: To dictate).	☐	☐	☐
2. Teachers provide opportunities for students use genre characteristics and craft to compose informational and literary texts, including personal narratives and poetry (3–5).	☐	☐	☐
3. Teachers provide activities for students to compose argumentative texts using genre and craft (3–5).	☐	☐	☐
4. Teachers provide activities for students to compose correspondence that requests information (4–5).	☐	☐	☐

**Note: Develop an action plan for any item marked “1–2 times weekly” or “0 times weekly.”*
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Developing inquiry and research skills (K–5): Using multiple texts	3–5 times weekly	1–2 times weekly*	0 times weekly*
1. Teachers provide opportunities for students to generate questions for formal and informal inquiry, developing and following a research plan, gathering information from a variety of sources, and demonstrating understanding of information gathered (K: With assistance).	☐	☐	☐
2. Teachers provide opportunities for students to use an appropriate method of delivery to present results.	☐	☐	☐
3. Teachers provide activities for students to write brief comments to show understanding of literary or informational texts (2–3).	☐	☐	☐
4. Teachers teach students to identify primary and secondary sources (2–3).	☐	☐	☐
5. Teachers provide activities that require students to identify and gather relevant sources and information to answer questions and demonstrate understanding (2–3; 4–5: Using a variety of resources).	☐	☐	☐
6. Teachers provide activities for students to create a works cited page (3; 4–5: To develop a bibliography).	☐	☐	☐
7. Teachers teach students to recognize the difference between paraphrasing and plagiarism (3–5).	☐	☐	☐
8. Teachers provide opportunities for students to demonstrate their understanding of the credibility of primary and secondary sources (5).	☐	☐	☐

**Note: Develop an action plan for any item marked “1–2 times weekly” or “0 times weekly.”*

Secondary Reading Curriculum and Instruction

Components of a secondary reading curriculum are listed, along with examples of practices. No sequence of instruction is implied with this list; rather, teachers work on several components at a time. In your grade-level, content-area, or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. Blank boxes are provided to add other practices. **Develop a Professional Development Action Plan for practices that are implemented less than weekly. (See p. 62.)**

Fluency (6-8): Students read grade-level text with fluency and comprehension.

3–5 times
weekly1–2 times
weekly0 times
weekly*

1. Teachers provide opportunities for students to practice adjusting fluency when reading aloud grade-level text based on the reading purpose and the nature of the text (6-8).

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2. Other: _____

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Vocabulary Development (6-12): Students understand new vocabulary and use it when reading and writing.

1. Teachers teach and provide opportunities for students to determine the meaning of grade-level academic English words (6-8), and technical academic English words in multiple content areas (9-12) derived from Latin, Greek, or other linguistic roots and affixes.
2. Teachers provide opportunities for students to use context to determine the meaning of unfamiliar words (6-8); multiple-meaning words (6); ambiguous words (7-8); and words with novel meanings (8).
3. Teachers provide opportunities for students to analyze context to distinguish between denotative and connotative meanings of words (9-10), and to draw conclusions about the nuance in word meanings (11-12).
4. Teachers provide opportunities for students to complete analogies that describe part to whole or whole to part (6-7), and describe function or description (8).
5. Teachers provide opportunities for students to produce analogies that describe a function or description (9).
6. Teachers provide opportunities for students to infer word meaning through the identification and analysis of analogies and other word relationships (10-11), and to use the relationship between words in analogies to determine their meanings (12).
7. Teachers provide opportunities for students to explain the meaning of foreign words and phrases commonly used in written English (6-7) with an emphasis on Latin and Greek words (7), and to identify common words or word parts from other languages used in written English (8).
8. Teachers provide opportunities for students to describe (9), and show the relationship between (10), the origins and meaning of foreign words or phrases used frequently in English and historical events.

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* Note: Develop an action plan for any item marked "0 times weekly."
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	3–5 times weekly	1–2 times weekly	0 times weekly*
9. Teachers provide opportunities for students to recognize and use knowledge of cognates in different languages and of word origins to determine meanings of words (11), and to analyze and explain how the English language has developed and been influenced by other languages (12).	☐	☐	☐
10. Teachers provide opportunities for students to use a dictionary, glossary, or thesaurus to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words (6-8), and the connotations, denotations, and etymologies of words and phrases (9-10).	☐	☐	☐
11. Teachers provide opportunities for students to use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references as needed (11-12).	☐	☐	☐
12. Other: _____	☐	☐	☐

**Comprehension of Literary Text/Theme and Genre (6-12):
Students analyze, make inferences, and draw conclusions
about theme and genre in different cultural, historical, and
contemporary contexts and provide evidence from text to
support their understanding.**

1. Teachers provide opportunities for students to infer the implicit theme of a fictional text, distinguishing theme from topic (6); to describe multiple themes in a fictional text (7); and to analyze literary works that share similar themes across cultures (8).	☐	☐	☐
2. Teachers provide opportunities for students to analyze how the genre of texts with similar themes shapes meaning (9); to compare and contrast similar themes expressed in different time periods (10); to analyze the way in which theme or meaning of a selection represents a view or comment on the human condition (11); and to compare and contrast works of literature that express a universal theme (12).	☐	☐	☐
3. Teachers provide opportunities for students to analyze the function of stylistic elements in traditional and classical literature from various cultures (6); to describe conventions in myths and epic tales (7); and to compare and contrast mythologies from various cultures (8).	☐	☐	☐
4. Teachers provide opportunities for students to analyze the influence of mythic, classical, and traditional literature on 20th and 21st century literature (9); to analyze archetypes in mythic, classical, and traditional literature (10); to relate characters and text structures of mythic, classical, and traditional literature to 20th and 21st century American novels, plays, and films (11); and to compare and contrast classical plays with their modern-day novel, play, or film versions (12).	☐	☐	☐
5. Teachers provide opportunities for students to compare and contrast historical and cultural settings of two literary works (6); and to analyze how a literary work's historical and cultural setting influence its theme or message (7); and its particular characters' values and beliefs (8).	☐	☐	☐

**Note: Develop an action plan for any item marked "0 times weekly."*

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	3–5 times weekly	1–2 times weekly	0 times weekly*
6. Teachers provide opportunities for students to relate figurative language of a literary work to its historical and cultural setting (9-10); the main ideas found in a literary work to primary source documents from its historical and cultural setting (11); and the characters, setting, and theme of a literary work to the historical, social, and economic ideas of its time (12).	☐	☐	☐
7. Other: _____	☐	☐	☐

Comprehension of Literary Text/Poetry (6-12): Students understand, make inferences, and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.

1. Teachers provide opportunities for students to explain how figurative language contributes to a poem's meaning (6); to analyze the importance of graphical elements to a poem's meaning (7); and to compare and contrast the relationship between the purpose and characteristics of different poetic forms (8).	☐	☐	☐
2. Teachers provide opportunities for students to analyze the effects of diction and imagery (9) and the structure or prosody (10) in poetry; and to analyze the effects of metrics, rhyme schemes, and other conventions in American poetry (11).	☐	☐	☐
3. Teachers provide opportunities for students to evaluate the changes in sound, form, figurative language, graphics, and dramatic structure in poetry across literary time periods (12).	☐	☐	☐
4. Other: _____	☐	☐	☐

Comprehension of Literary Text/Drama (6-12): Students understand, make inferences, and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.

1. Teachers provide opportunities for students to compare and contrast the setting, characters, and plot of a play and those in a film based on the same story line (6); to explain a playwright's use of dialogue and stage directions (7); and to analyze how different playwrights characterize their protagonists and antagonists through dialogue and staging of their plays (8).	☐	☐	☐
2. Teachers provide opportunities for students to explain how dramatic conventions enhance dramatic text (9); to analyze how archetypes and motifs in drama affect the plots of plays (10); to analyze themes and characteristics in different periods of modern American drama (11); and to evaluate how the structure and elements of drama change in the works of British dramatists across literary periods (12).	☐	☐	☐
3. Other: _____	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."
continued on next page

Comprehension of Literary Text/Fiction (6-12): Students understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to summarize the elements of plot development in various works of fiction (6); to explain the influence of the setting on plot development (7); and to analyze linear plot developments to determine whether/how conflicts are resolved (8).	☐	☐	☐
2. Teachers provide opportunities for students to analyze non-linear plot development and compare it to linear plot development (9); to analyze scenes and their contributions to the success of the plot as a whole in a variety of fictional works (10); to evaluate how different literary elements shape the author's portrayal of the plot and setting in fictional works (11); and to analyze how complex plot structures and devices function and advance the action in a fictional work (12).	☐	☐	☐
3. Teachers provide opportunities for students to recognize dialect and conversational voice and explain how authors use dialect to convey character (6); to analyze the development of plot through internal and external responses of characters, including motivations and conflicts (7); and to analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict (8).	☐	☐	☐
4. Teachers provide opportunities for students to analyze (in fictional works) how authors develop complex yet believable characters through literary devices, including character foils (9); differences in characters' moral dilemmas across different countries or cultures (10); the internal and external development of characters through a range of literary devices (11); and the moral dilemmas and quandaries as revealed by the characters' underlying motivations and behaviors (12).	☐	☐	☐
5. Teachers provide opportunities for students to describe different points of view, including first- and third-person (6); and to analyze different points of view, including first-person, third-person omniscient and limited (7-8), and subjective versus objective (8).	☐	☐	☐
6. Teachers provide opportunities for students to analyze how a fictional work is shaped by the narrator's point of view (9); to evaluate the connection between forms of narration and tone (10); to analyze the impact of the narrator's point of view shifting from one character to another (11); and to compare and contrast the effects of different forms of narration across various genres of fiction (12).	☐	☐	☐
7. Teachers provide opportunities for students to demonstrate familiarity with works by authors from non-English-speaking literary traditions with emphasis on classical literature (9); from non-English-speaking literary traditions with emphasis on 20th century world literature (10); in American fiction from each major literary period (11); and in British fiction from each major literary period (12).	☐	☐	☐
8. Other: _____	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."

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**Comprehension of Literary Text/Literary Nonfiction (6-12):
Students understand, make inferences, and draw conclusions
about the varied structural patterns and features of literary
nonfiction and respond by providing evidence from text to
support their understanding.**

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography (6); to describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it (7); and to analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice to appeal to the audience (8).	☐	☐	☐
2. Teachers provide opportunities for students to analyze how literary essays interweave personal examples and ideas with factual information to explain, present a perspective, or describe a situation/ event (9); to evaluate the role of syntax, diction, and the effect of voice, tone, and imagery on a speech, literary essay, or other forms of literary nonfiction (10); to analyze how rhetorical techniques in literary essays, true-life adventures, and historically important speeches influence the reader, evoke emotions, and create meaning (11); and to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction (12).	☐	☐	☐
3. Other: _____	☐	☐	☐

**Comprehension of Literary Text/Sensory Language (6-12):
Students understand, make inferences, and draw conclusions
about how an author's sensory language creates imagery
in literary text and provide evidence from text to support
their understanding.**

1. Teachers provide opportunities for students to explain how authors create meaning through stylistic elements and figurative language, with an emphasis on the use of personification, hyperbole, and refrains (6); to determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood (7); and to explain the effect of similes and extended metaphors in literary text (8).	☐	☐	☐
2. Teachers provide opportunities for students to explain the role of irony, sarcasm, and paradox (9), and the function of symbolism, allegory, and allusions (10), in literary texts.	☐	☐	☐
3. Teachers provide opportunities for students to analyze the meaning of classical, mythological, and biblical allusions in words, phrases, passages, and literary works (11); and how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works (12).	☐	☐	☐
4. Other: _____	☐	☐	☐

** Note: Develop an action plan for any item marked "0 times weekly."*

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**Comprehension of Informational Text/Culture and History (6-12):
Students analyze, make inferences, and draw conclusions about
the author's purpose in cultural, historical, and contemporary
contexts and provide evidence from the text to support their
understanding.**

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to compare and contrast the stated or implied purposes of different authors writing on the same topic (6); to explain the difference between the theme of a literary work and the author's purpose in an expository text (7); and to analyze works written on the same topic and compare how the authors achieved similar or different purposes (8).	☐	☐	☐
2. Teachers provide opportunities for students to explain the controlling idea and specific purpose of an expository text and distinguish important details that support the author's purpose (9); and to analyze the controlling idea and specific purpose of a passage and the textual elements that support and elaborate it, including more versus less important details (10).	☐	☐	☐
3. Teachers provide opportunities for students to analyze how the style, tone, and diction of a text advance the author's purpose and perspective/stance (11); the consistency and clarity of the expression of the controlling idea; and how the organizational and rhetorical patterns of text support or confound the author's meaning or purpose (12).	☐	☐	☐
4. Other: _____	☐	☐	☐

**Comprehension of Informational/Expository Text (6-12):
Students analyze, make inferences, and draw conclusions
about expository text and provide evidence from text to
support their understanding.**

1. Teachers provide opportunities for students to summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions (6); to evaluate a summary of the original text for accuracy of main ideas, supporting details, and overall meaning (7); and to summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order (8).	☐	☐	☐
2. Teachers provide opportunities for students to summarize a text and distinguish between a summary that captures the main ideas and elements of a text and a critique that takes a position and expresses an opinion (9-10); and to identify non-essential information in a summary and unsubstantiated opinions in a critique (10).	☐	☐	☐
3. Teachers provide opportunities for students to summarize a text in a manner that captures the author's viewpoint, its main ideas, and its elements without taking a position or expressing an opinion (11-12).	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."

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	3–5 times weekly	1–2 times weekly	0 times weekly*
4. Teachers provide opportunities for students to explain whether facts included in an argument are used for or against an issue (6); to distinguish factual claims from commonplace assertions and opinions (7-8); and to evaluate inferences from their logic in text (8).	☐	☐	☐
5. Teachers provide opportunities for students to differentiate between opinions that are substantiated and unsubstantiated in the text (9); to distinguish among different kinds of evidence used to support conclusions and arguments in texts (10); to distinguish between inductive and deductive reasoning; to analyze the elements of deductively and inductively reasoned texts and the different ways conclusions are supported (11); and to explain how authors writing on the same issue reached different conclusions because of differences in assumptions, evidence, reasoning, and viewpoints (12).	☐	☐	☐
6. Teachers provide opportunities for students to explain how different organizational patterns develop the main idea and the author's viewpoint (6); and to use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text (7).	☐	☐	☐
7. Teachers provide opportunities for students to make (8-12) and defend (10-12) subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns.	☐	☐	☐
8. Teachers provide opportunities for students to synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres (6-8); and to support those findings with textual evidence (7-8).	☐	☐	☐
9. Teachers provide opportunities for students to synthesize and make logical connections between ideas and details in several texts selected to reflect a range of viewpoints on the same topic, and to support those findings with textual evidence (9-10).	☐	☐	☐
10. Teachers provide opportunities for students to synthesize and make logical connections among multiple texts representing similar or different genres and technical sources, and to support those findings with textual evidence (11-12).	☐	☐	☐
11. Other: _____	☐	☐	☐

Comprehension of Informational/Persuasive Text (6-12): Students analyze, make inferences, and draw conclusions about persuasive text and provide evidence from text to support their analysis.

1. Teachers provide students with opportunities to compare/contrast the structure and viewpoints of two different authors writing for the same purpose, noting the claim and supporting evidence (6); to analyze the structure of central arguments in contemporary policy speeches and identify different types of evidence used to support arguments (7); and to compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents (8).	☐	☐	☐
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** Note: Develop an action plan for any item marked "0 times weekly."*

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	3–5 times weekly	1–2 times weekly	0 times weekly*
2. Teachers provide students with opportunities to analyze the relevance, quality, and credibility of evidence given to support or oppose an argument for a specific audience (9); to explain shifts in perspective in arguments about the same topic, and to evaluate the accuracy of the evidence used to support the different viewpoints within those arguments (10).	☐	☐	☐
3. Teachers provide students with opportunities to evaluate how the author’s purpose and stated or perceived audience affect the tone of persuasive texts (11); and to evaluate the merits of an argument, action, or policy by analyzing the relationships among evidence, inferences, assumptions, and claims in text (12).	☐	☐	☐
4. Teachers provide students with opportunities to identify faulty reasoning (6) and rhetorical fallacies (7); and to analyze the use of rhetorical and logical fallacies (8) in persuasive texts.	☐	☐	☐
5. Teachers provide students with opportunities to analyze famous speeches (9), contemporary political debates (10-11), and historical political debates (11) for rhetorical structures, rhetorical fallacies, and logical fallacies used to convince the reader of the authors’ propositions.	☐	☐	☐
6. Teachers provide students with opportunities to draw conclusions about the credibility of persuasive text by examining its implicit and stated assumptions about an issue as conveyed by the specific use of language (12).	☐	☐	☐
7. Other: _____	☐	☐	☐

**Comprehension of Informational Text/Procedural Text (6-12):
Students understand how to glean and use information in
procedural texts and documents.**

1. Teachers provide opportunities for students to follow multi-tasked (6) and multi-dimensional (7) instructions to complete a task, solve a problem, or perform procedures.	☐	☐	☐
2. Teachers provide opportunities for students to analyze text for missing or extraneous information in multi-step directions or legends for diagrams (8); and for clarity of the objective(s) of procedural text (9).	☐	☐	☐
3. Teachers provide opportunities for students to evaluate text for the clarity of its graphics and its visual appeal (10); and for the logic of the sequence of information presented in the text (11).	☐	☐	☐
4. Teachers provide opportunities for students to draw conclusions about how the patterns of organization and hierarchic structures support the understandability of text (12).	☐	☐	☐
5. Teachers provide opportunities for students to interpret factual, quantitative, or technical information presented in graphic components (6); to explain the function of the graphic components (7); and to evaluate graphics for clarity in communicating meaning or achieving a specific purpose (8).	☐	☐	☐

* Note: Develop an action plan for any item marked “0 times weekly.”

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	3–5 times weekly	1–2 times weekly	0 times weekly*
6. Teachers provide opportunities for students to analyze factual, quantitative, or technical data presented in multiple graphical sources (9); to synthesize information from multiple graphical sources to draw conclusions about the ideas presented (10); to translate (from text to graphic or graphic to text) complex, factual, quantitative, or technical information presented in graphical components (11); and to evaluate the structures of text for their clarity and organizational coherence and for the effectiveness of their graphic representations (12).	☐	☐	☐
7. Other: _____	☐	☐	☐

Media Literacy (6-12): Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.

1. Teachers provide students with opportunities to explain messages (6), and to interpret explicit and implicit messages (7) conveyed in various forms of media.	☐	☐	☐
2. Teachers provide students with opportunities to evaluate the role of media in focusing attention on events and informing opinions on issues (8); and to compare and contrast how events are presented and information is communicated by visual images versus non-visual texts (9).	☐	☐	☐
3. Teachers provide students with opportunities to evaluate how messages presented in media reflect social and cultural views in ways different from traditional texts (10-12).	☐	☐	☐
4. Teachers provide students with opportunities to critique persuasive techniques in media messages (6); and to interpret how visual and sound techniques influence media messages (7-8).	☐	☐	☐
5. Teachers provide students with opportunities to analyze how messages in media are conveyed through visual and sound techniques (9-10); and to evaluate the interactions of different techniques used in multi-layered media (11-12).	☐	☐	☐
6. Teachers provide students with opportunities to recognize how various techniques influence viewers' emotions (6); to evaluate various ways media influence and inform audiences (7); and to evaluate various techniques used to create a point of view in media and the impact on audience (8).	☐	☐	☐
7. Teachers provide students with opportunities to compare and contrast coverage of the same event in various media (9); to examine how individual perception or bias in coverage of the same event influences the audience (10); to evaluate the objectivity of coverage of the same event in various types of media (11); and to evaluate how one issue or event is represented across various media to understand the notions of bias, audience, and purpose (12).	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."

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	3–5 times weekly	1–2 times weekly	0 times weekly*
8. Teachers provide students with opportunities to analyze various digital media venues for levels of formality and informality (6).	☐	☐	☐
9. Teachers provide opportunities for students to assess the correct level of formality and tone for successful participation in various digital media (7-8).	☐	☐	☐
10. Teachers provide opportunities for students to evaluate changes in formality and tone within the same medium for specific audiences and purposes (9-10); and across various media for different audiences and purposes (11-12).	☐	☐	☐
11. Other: _____	☐	☐	☐

Comprehension Skills (6-12): Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers.

1. Teachers provide students with opportunities to establish purposes for reading selected texts based upon their own or others’ desired outcome to enhance comprehension (6-8).	☐	☐	☐
2. Teachers provide students with opportunities to ask literal, interpretive, evaluative, and universal questions of text (6-8).	☐	☐	☐
3. Teachers provide students with opportunities to reflect on, monitor, and adjust comprehension, e.g., use background knowledge or reread a portion aloud (6); generate questions (6, 9-12); create sensory images (6-12); summarize and synthesize (7-12); and make textual, personal, and world connections (7-12).	☐	☐	☐
4. Teachers provide students with opportunities to make inferences (6) and complex inferences (7-12) about text and use textual evidence to support understanding.	☐	☐	☐
5. Teachers provide students with opportunities to summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within and across texts (6-8).	☐	☐	☐
6. Teachers provide students with opportunities to make connections between and across texts of various genres (6), including other media (7-8), and to provide textual evidence.	☐	☐	☐
7. Other: _____	☐	☐	☐

* Note: Develop an action plan for any item marked “0 times weekly.”

Effective Reading Instruction and Support Practices

Do we implement effective instruction and support practices for struggling students?

Aspects of effective reading instruction are listed, along with examples of practices. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. **Develop a Professional Development Plan for practices that are “Not done consistently” or “Not done at all” and for materials/technology that are “Present but used rarely” or are “Not present.”** (See p. 62.)

Delivery of Instruction	Done consistently	Not done consistently*	Not done at all*
1. Explicit instruction using modeling and thinking aloud	☐	☐	☐
2. Guided practice with multiple opportunities to practice and review skills with support	☐	☐	☐
3. Checking for student understanding through multiple response opportunities	☐	☐	☐
4. Corrective feedback when mistakes occur	☐	☐	☐
5. Teaching skills to mastery	☐	☐	☐
Instructional Grouping			
1. Small (3–5 students), similar-ability groups of students receiving instruction identified to meet their specific needs	☐	☐	☐
2. Student pairs, with a higher-performing student helping a struggling student	☐	☐	☐
3. Instructional grouping based on assessment of needs	☐	☐	☐
4. Various grouping formats, depending on the purpose of the lesson and the needs of students	☐	☐	☐
Instructional Materials/Technology	Present & used consistently	Present but used rarely*	Not present*
1. Classroom materials with various difficulty levels for the range of reading abilities in the class	☐	☐	☐
2. Classroom libraries with books grouped by reading level so that students can select interesting materials at their reading levels	☐	☐	☐
3. Decodable texts that emphasize the sound-symbol relationships being taught (in secondary, only for students continuing to struggle with basic phonic elements)	☐	☐	☐
4. Books on tape/CD-ROM that enable students to read repeatedly to build fluency and comprehension	☐	☐	☐
5. Materials to develop reading skills, including letter/grapheme tiles, flashcards, word walls, and graphic organizers	☐	☐	☐

* Note: Develop an action plan for any item marked “Not done consistently,” “Not done at all,” “Present but used rarely,” or “Not present.”

Curriculum and Instruction: Mathematics

Do we implement appropriate curriculum and instruction for struggling students?

The Mathematics TEKS, effective September 10, 2012, are organized into the following strands: Mathematical Processes, Number and Operations, Algebraic Reasoning, Geometry and Measurement, Data Analysis, and Personal Financial Literacy (<http://ritter.tea.state.tx.us/rules/tac/chapter111/index.html>). These components make up the basic core mathematics curriculum. Materials for mathematics instruction should address these components. A wide range of mathematics materials at various levels should be used (see Appendix A).

The Mathematics TEKS for grades 6-8, effective September 10, 2012, are organized into the following strands: Mathematical Processes; Number and Operations; Proportionality; Expressions, Equations, and Relationships; Measurement and Data; Two-Dimensional Shapes (8th grade only); and Personal Financial Literacy (<http://ritter.tea.state.tx.us/rules/tac/chapter111/ch111b.html#111.27>). The 6-8 mathematics courses have students use concepts, algorithms, and properties of rational numbers to describe increasingly complex situations. In addition, these courses are expected to fully develop a student's ability to reason proportionally and think algebraically and apply these skills to a variety of real-world problems that may include geometry, measurement, and statistics. These components make up the 6-8 mathematics curriculum and materials for mathematics instruction should address these components. A wide range of mathematics materials at various levels should be used (see Appendix A).

The high school Mathematics courses have students build on the knowledge and skills from K-8 mathematics, which provide a foundation in numbers and operations, geometry, proportionality, and linear relationships. In Algebra I, students study linear, quadratic, and exponential functions and their related transformations, equations, and associated solutions. Algebra II continues to broaden students' knowledge and skills of these functions and also includes logarithmic, square root, cubic, cube root, absolute value, rational functions, and their related equations. The Geometry course begins to focus on more precise terminology, symbolic representations, and the development of proofs. Students explore concepts covering coordinate and transformational geometry; logical argument and constructions; proof and congruence; similarity, proof, and trigonometry; two- and three-dimensional figures; circles; and probability. These components make up the high school mathematics curriculum and materials for mathematics instruction should address these components. A wide range of mathematics materials at various levels should be used (see Appendix A).

Elementary Math Curriculum and Instruction

Components of an elementary mathematics curriculum are listed, along with examples of practices. No sequence of instruction is implied with this list; rather, teachers work on several components at a time. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. Blank boxes are provided to add other practices. **Develop a Professional Development Action Plan for practices that are implemented less than weekly. (See p. 62.)**

Mathematical process standards (K–5): Students use mathematical processes to acquire and demonstrate mathematical understanding.

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to apply mathematics to problems arising in everyday life, society, and the workplace.	☐	☐	☐
2. Teachers demonstrate and have students use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	☐	☐	☐
3. Teachers provide opportunities for students to select tools, including real objects, manipulatives, paper and pencil, and technology, as appropriate; and techniques, including mental math, estimation, and number sense, as appropriate, to solve problems.	☐	☐	☐
4. Teachers have students communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and mathematical language in written or oral communication, as appropriate.	☐	☐	☐
5. Teachers have students create and use representations to organize, record, and communicate mathematical ideas.	☐	☐	☐
6. Teachers have students analyze mathematical relationships to connect and communicate mathematical ideas.	☐	☐	☐
7. Teachers have students display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	☐	☐	☐
8. Other: _____	☐	☐	☐

** Note: Develop an action plan for any item marked “0 times weekly.”*

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Number and Operations (K-5): Students apply the mathematical process standards to understand relationships related to place value (K-5), fractions (2-5), and decimals (4-5); and to develop and use strategies for operations with whole numbers (K-5), fractions (3-5), and decimals (4-5).

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to use concrete objects, pictorial models (including number lines), and abstract representations for developing basic concepts of place value and operations (K-5), fractions (2-5), and decimals (4-5).	☐	☐	☐
2. Teachers provide students with meaningful activities and sufficient time for building fluent retrieval of basic arithmetic facts (1-3).	☐	☐	☐
3. Teachers provide opportunities for students to develop and use strategies and algorithms to perform operations with whole numbers (K-5), fractions (2-5), and decimals (4-5).	☐	☐	☐
4. Teachers provide opportunities for students to use a problem-solving model to solve one-step and multi-step problem situations and word problems involving addition and subtraction (K-2) and multiplication and division (3-5).	☐	☐	☐
5. Other: _____	☐	☐	☐

Algebraic Reasoning (K-5): Students apply the mathematical process standards to identify, apply, analyze, and create number patterns within properties of numbers (K-2) and operations (1-5); and to develop concepts of expressions and equations (4-5).

1. Teachers provide meaningful activities that require students to recite numbers forwards and backwards beginning with any given number (K-1); to skip count by twos, fives and tens (1); to use relationships to determine if a number is 10 or 100 more or less than a given number (1-2); and to determine if a given number is odd or even (2).	☐	☐	☐
2. Teachers provide instruction and opportunities for students to represent and solve word problems that are based on common underlying structures (1-5) using concrete objects, pictorial models (including strip diagrams), and equations with a letter standing for the unknown quantity (4-5).	☐	☐	☐
3. Teachers provide activities that require students to represent real-world relationships using input-output tables and sequences (3-4); and to analyze and generate additive and multiplicative numerical patterns in tables and graphs (4-5).	☐	☐	☐
4. Teachers provide opportunities for students to use concrete objects and pictorial models to develop formulas and solve problems related to perimeter, area, and volume of rectangles and rectangular prisms, including the special forms for squares and cubes (4-5).	☐	☐	☐
5. Other: _____	☐	☐	☐

*Note: Develop an action plan for any item marked "0 times weekly."
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Geometry and Measurement (K–5): Students apply the mathematical process standards to analyze geometric attributes to develop generalizations about their properties (K-5); and to select appropriate units, strategies, and tools to solve problems involving measurement (K-5).

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to identify, describe, classify, and create two-dimensional shapes and three-dimensional solids according to their attributes using formal geometric language (K-5), including regular and irregular shapes (K-1), special rectangles (K-1), special rectangular prisms (2), polygons (2), subcategories of quadrilaterals (3), lines and angles (4), and sets and subsets (5).	☐	☐	☐
2. Teachers provide opportunities for students to decompose two-dimensional figures into equal parts, shapes, or areas and describe the resulting geometric parts in a variety of ways (K-3), including as unit fractions of the whole (3).	☐	☐	☐
3. Teachers provide activities for students to select a variety of units, strategies, and tools to model and solve problems that develop basic concepts of length, area, and volume (K-4), including the relationships between the size of the unit and the number of units (1-2), length and number lines (2-3), weight and capacity (3-4), and customary and metric units (4-5).	☐	☐	☐
4. Teachers provide opportunities for students to read and write time using analog and digital clocks (1-2); and to solve problems involving operations with time intervals using pictorial models or tools (3-4).	☐	☐	☐
5. Teachers provide opportunities for students to solve problems by calculating conversions within a measurement system (customary or metric), with and without other equivalent measures represented in a table (4-5).	☐	☐	☐
6. Other: _____	☐	☐	☐

Data Analysis (K-5): Students apply the mathematical process standards to solve problems by collecting, organizing, and interpreting information and data (K-5).

1. Teachers provide opportunities for students to collect, organize, and create data in categories using models/representations such as tally marks, T-charts, pictographs, and bar graphs; and to draw conclusions and make predictions from real-object, picture, and bar-type graphs (K-2).	☐	☐	☐
2. Teachers provide opportunities for students to write and solve one- and two-step problems using data from a pictograph or bar graph (2-3); frequency table, dot plot, or stem-and-leaf plot (3-5); or scatterplot (5).	☐	☐	☐
3. Teachers provide opportunities for students to represent data using a frequency table, dot plot, pictograph, or bar graph with scaled intervals (3); or a stem-and-leaf plot with fractions and decimals (4-5).	☐	☐	☐
4. Other: _____	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."

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Personal Financial Literacy (K-5): Students apply the mathematical process standards to manage one's financial resources effectively for lifetime financial security.

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to identify, define, and explain situations and decisions involving income (K-5), including identifying ways to earn income and identifying income as a source to meet one's wants and needs (K); defining money earned as income and identifying income as a means of obtaining goods and services (1); connecting labor and income (3); and defining income tax and explaining the difference between gross and net income (5).	☐	☐	☐
2. Teachers provide opportunities for students to identify and describe the basic principles, variables, and relationships associated with costs (2-4), including the difference between producers and consumers and calculating the cost to produce a simple item (2); the availability or scarcity of resources and how that impacts costs (3); the costs and benefits of planned and unplanned spending decisions (3); distinguishing between fixed and variable expenses (4); and calculating the profit for a given situation (4).	☐	☐	☐
3. Teachers provide opportunities for students to identify, describe, and explain the various aspects of saving (1-4), including the difference between spending and saving (1); saving as an alternative to spending (2); calculating how money saved can accumulate into a larger amount over time (2); reasons to save and the benefits of a savings plan (3); and the advantages and disadvantages of various savings options (4).	☐	☐	☐
4. Teachers provide opportunities for students to identify and explain various aspects of credit (2-5), including distinguishing between responsible and irresponsible borrowing and evaluating lending decisions (2); explaining how credit is used and how the borrower pays it back (3); describing the basic purpose of financial institutions, including keeping money safe, borrowing money, and lending (4); and identifying the advantages and disadvantages of different payment methods, including check, credit card, debit card, and electronic payments (5).	☐	☐	☐
5. Teachers provide opportunities for students to identify and describe the basic principles of planning and money management (2-5), including the difference between a deposit and a withdrawal (2); how to allocate a weekly allowance among spending, saving, and sharing (4); definitions of income, payroll, sales, and property taxes (5); developing a system for keeping financial records (5); and balancing a simple budget and describing actions that might be taken to balance a budget when expenses exceed income (5).	☐	☐	☐
6. Other: _____	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."

Secondary Math Curriculum and Instruction

Components of a secondary mathematics curriculum are listed, along with examples of practices. No sequence of instruction is implied with this list; rather, teachers work on several components at a time. In your grade-level, content-area, or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. Blank boxes are provided to add other practices. **Develop a Professional Development Action Plan for practices that are implemented less than weekly. (See p. 62.)**

Mathematical Process Standards (6–Alg. II): Students use mathematical processes to acquire and demonstrate mathematical understanding.

	3–5 times weekly	1–2 times weekly	0 times weekly*
1. Teachers provide opportunities for students to apply mathematics to problems arising in everyday life, society, and the workplace.	☐	☐	☐
2. Teachers demonstrate and have students use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution.	☐	☐	☐
3. Teachers provide opportunities for students to select tools, including real objects, manipulatives, paper and pencil, and technology, as appropriate; and techniques, including mental math, estimation, and number sense, as appropriate, to solve problems.	☐	☐	☐
4. Teachers have students communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and mathematical language in written or oral communication, as appropriate.	☐	☐	☐
5. Teachers have students create and use representations to organize, record, and communicate mathematical ideas.	☐	☐	☐
6. Teachers have students analyze mathematical relationships to connect and communicate mathematical ideas.	☐	☐	☐
7. Teachers have students display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.	☐	☐	☐
8. Other: _____	☐	☐	☐

Number and Operations (6–8): Students apply the mathematical process standards to represent and use numbers in a variety of forms; and to add, subtract, multiply, and divide numbers fluently while solving problems and justifying solutions (6–8), including integers and rational numbers (6–7), and real numbers (8).

1. Teachers provide opportunities for students to visually represent, classify, and describe the relationships between sets and subsets of numbers, including integers and rational numbers (6–7), and real numbers (8).	☐	☐	☐
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Note: Develop an action plan for any item marked “0 times weekly.”

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	3–5 times weekly	1–2 times weekly	0 times weekly*
2. Teachers provide meaningful activities that require students to identify, locate, compare, and order the value of various forms of numbers on a number line (6-8), including absolute value, integers, and rational numbers (6-7), and irrational and real numbers (8).	☐	☐	☐
3. Teachers provide opportunities for students to represent and make connections among the various forms of numbers and the four operations, including the representation of division and fraction notation (6); equivalent values for dividing and multiplying by the reciprocal (6); multiplying by a fraction less than or greater than one (6); integer operations with concrete models (6); and converting between standard and scientific notation (8).	☐	☐	☐
4. Teachers provide opportunities for students to add, subtract, multiply, and divide rational numbers fluently, and to use the four operations to solve real-world problems (6-7), including integers and positive rational numbers (6), and all rational numbers (7).	☐	☐	☐
5. Other: _____	☐	☐	☐

Proportionality (6-8); Probability (Geo); and Similarity (Geo): Students apply the mathematical process standards to develop an understanding of proportional relationships, and to solve real-world problems involving proportional relationships in a variety of contexts (6-8), including probability and statistics (7 & Geo), and similar figures and dilations (8 & Geo).

1. Teachers provide opportunities for students to represent ratios and rates in a variety of ways using concrete models and equivalent forms of fractions, decimals, and percents (6), including ratios as multiplicative comparisons and rates as comparison by division (6); benchmark fractions and percents using 10-by-10 grids, strip diagrams, and number lines (6); and real-world problems using scale factors, tables, graphs, and proportions (6).	☐	☐	☐
2. Teachers provide meaningful activities that require students to solve real-world problems involving ratios and rates (6-7), including finding the part, whole, or percent (6); conversions within the same measurement system (6); percent increase and decrease (7); calculating unit rates (7); and conversions between measurement systems (7).	☐	☐	☐
3. Teachers provide meaningful activities that require students to represent, determine probabilities, and make predictions for simple and compound events (7), and to apply independence and dependence of events (Geo). These activities include representing sample spaces using lists and tree diagrams (7); finding probabilities of simple events and their complements (7); determining experimental and theoretical probabilities (7); using data from various graphs or random samples to solve problems (7); using permutations and combinations (Geo); determining probabilities based on area models (Geo); and applying independence and conditional probability in contextual problems (Geo).	☐	☐	☐

**Note: Develop an action plan for any item marked "0 times weekly."*

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	3–5 times weekly	1–2 times weekly	0 times weekly*
4. Teachers provide opportunities for students to describe, apply, and generalize the critical attributes of similarity in real-world problems, including ratios within and between similar shapes (7-8); ratios of corresponding sides of similar shapes (8); dilations (8 & Geo); and applying Angle-Angle criterion to verify similar triangles (Geo).	☐	☐	☐
5. Other: _____	☐	☐	☐

Expressions, Equations, and Relationships (6-8); Linear Functions, Equations, and Inequalities (Alg. I); Coordinate and Transformational Geometry (Geo); and Two-Dimensional and Three-Dimensional Figures (Geo): Students apply the mathematical process standards to represent, describe, and solve algebraic relationships using multiple representations (6-Geo), including expressions, equations, and inequalities (6); one-variable equations, inequalities, and linear relationships (7-8); geometric relationships and formulas (6-Geo); and linear equations and inequalities (8-Alg. I).

1. Teachers provide opportunities for students to represent and solve equations and inequalities within real-world problems (6-Alg. I), including expressions, one-step equations, and inequalities (6); two-step equations and inequalities (7); one-variable equations and inequalities with variables on both sides of the equal sign and rational number coefficients (8-Alg. I); linear equations and inequalities that require the application of the distributive property (Alg. I); linear inequalities with two variables (Alg. I); parallel and perpendicular lines (Alg. I-Geo); and distance, slope, and midpoint formulas (Geo).	☐	☐	☐
2. Teachers provide opportunities for students to apply multiple representations to develop a foundation of functions within real-world problems (6-Alg. I), including additive ($y=x+b$) and multiplicative ($y=ax$) relationships (6); linear proportional ($y=kx$ and $d=rt$) and non-proportional situations (7-8); bivariate sets of data (8); direct variation relationships ($y=kx$) (8-Alg. I); and linear equations in slope-intercept ($y=mx+b$), standard ($Ax+By=C$), or point-slope ($y-y_1=m(x-x_1)$) forms (Alg. I).	☐	☐	☐
3. Teachers provide meaningful activities that require students to develop a foundational knowledge of slope, and to represent slope within real-world problems (8-Alg. I), including slope as a rate of change from multiple representations (8-Alg. I); and determining and interpreting slope from multiple representations (Alg. I).	☐	☐	☐

**Note: Develop an action plan for any item marked "0 times weekly."*

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	3–5 times weekly	1–2 times weekly	0 times weekly*
4. Teachers provide meaningful activities that require students to use geometric properties, relationships, and spatial reasoning, and to model, analyze, and solve real-world problems (6-Geo), including area of triangles and quadrilaterals (6); circumference and area of circles (7); surface area of rectangular and triangular prisms and pyramids (7); volume of rectangular and triangular prisms and pyramids (6-7); volume of cylinders, cones, and spheres (8); Pythagorean Theorem (8); angle relationships in triangles (6-8); area of regular polygons and composite figures (Geo); and surface area and volume of 3-D figures (Geo).	☐	☐	☐
5. Teachers provide opportunities for students to generate equivalent expressions using exponents, prime factorization, and the properties of operations (6); and to use all four operations in polynomial expressions with degrees one and two (Alg. I).	☐	☐	☐
6. Other: _____	☐	☐	☐

* Note: Develop an action plan for any item marked "0 times weekly."

PLEASE NOTE: This section of the secondary mathematics curriculum is different than the checklists we have provided in the other sections. Rather than ensuring that these components are incorporated weekly, teachers and administrators can use the checklist in grade-level or vertical teams to determine at what level each component should be taught in each grade level (the “determined” level) and then decide whether instruction is occurring at that level in practice (the “in practice” level).

It is rare that a certain component, or concept, should be introduced, developed in-depth, and mastered all in one grade level. For example, a concept may be introduced in 8th grade, but then it may not be developed in-depth until Algebra I, and mastery of the concept may not occur until later in Algebra II. Teams should examine their mathematics scope and sequence to trace a concept from its introduction to its development and application to its mastery across grade levels. Such an analysis can inform teachers at each grade level of their role in developing students’ conceptual knowledge within that component.

Develop a Professional Development Action Plan for any practices in which there is a discrepancy between the “DETERMINED” instructional level and the current level “IN PRACTICE.” (See p. 62.)

Measurement and Data (6-8); Linear Functions, Equations, and Inequalities (Alg. I); and Data (Alg. II): Students apply the mathematical process standards to use numerical, categorical, and statistical representations and relationships to analyze data, solve problems, and make predictions (6-8, Alg. I, & Alg. II).

	Intro to the Concept	Developing Depth & Application	Mastering Concept
1. Teachers provide opportunities for students to describe data distributions and draw inferences (6-8), including dot plots, stem-and-leaf plots, histograms, and box plots (6); measures of central tendency (6-7); comparisons of two groups of numeric data (7); data from random samples and random sample simulations (7-8); and scatterplots to address questions of association (8).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Teachers provide opportunities for students to analyze data, make predictions, and select corresponding models, including linear models (Alg. I); quadratic and exponential models (Alg. II); and regression methods for writing corresponding linear, quadratic, and exponential functions (Alg. II).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
3. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Two-dimensional Shapes (8); and Two-dimensional and Three-dimensional Figures (Geo): Students apply the mathematical process standards to develop transformational geometry concepts and recognize characteristics and dimensional changes of two- and three-dimensional figures (8 & Geo).

1. Teachers provide opportunities for students to identify, describe, and model transformations of figures on the coordinate plane (8 & Geo), including rotations, reflections, translations, and dilations (8); transformations using coordinate notation (Geo); rigid and non-rigid transformations (Geo); reflectional and rotational symmetry (Geo); and three-dimensional figures created by rotations of two-dimensional shapes (Geo).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
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** Note: Develop an action plan for any item with a discrepancy between “DETERMINED” and “IN PRACTICE.”*

continued on next page

	Intro to the Concept	Developing Depth & Application	Mastering Concept
2. Teachers provide opportunities for students to describe and model the effects changes to linear dimensions have on a figure, including perimeter and area (8), and volume and surface area (Geo).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
3. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Expressions, Equations, and Inequalities (8); Linear Functions, Equations, and Inequalities (Alg. I); and Systems of Equations and Inequalities (Alg. II): Students apply the mathematical process standards to formulate systems of equations and inequalities, use a variety of methods to solve equations and inequalities, and analyze the reasonableness of solutions (8 – Alg. II).

1. Teachers provide opportunities for students to identify, apply, and solve systems of equations and inequalities for real-world problems, including solving systems of linear equations given a graph (8); writing and solving systems of linear equations and inequalities (Alg. I); writing and solving systems of linear and quadratic equations and inequalities (Alg. II); and solving systems of three linear equations with three variables (Alg. II).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Quadratic Functions and Equations (Alg. I); and Quadratic and Square-root Functions, Equations, and Inequalities (Alg. II): Students apply the mathematical process standards to represent, apply, and analyze quadratic equations and evaluate their solutions for reasonableness (Alg. I & II).

1. Teachers provide opportunities for students to describe, write, and solve quadratic equations and inequalities and square-root equations in multiple ways, including domain and range (Alg. I); vertex form (Alg. I); intercepts, zeros, maximum/minimum values, vertex, and the equation of the axis of symmetry (Alg. I); effects on the graph of the parent quadratic function (Alg. I); factoring, completing the square, and the quadratic formula (Alg. I); writing the quadratic function and equation given three points or attributes (Alg. II); transforming from standard to vertex form (Alg. II); and effects on the graph of $f(x) = \sqrt{x}$ (Alg. II).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

** Note: Develop an action plan for any item with a discrepancy between “DETERMINED” and “IN PRACTICE.”*
continued on next page

Exponential Functions and Equations (Alg. I); and Exponential and Logarithmic Functions and Equations (Alg. II): Students apply the mathematical process standards to represent, apply, and analyze exponential equations, and to understand that exponential (Alg. I) and logarithmic (Alg. II) functions can be used to model situations and solve problems.

	Intro to the Concept	Developing Depth & Application	Mastering Concept
1. Teachers provide opportunities for students to describe, write, and solve exponential equations in multiple ways (Alg. I & II), including domain and range (Alg. I); exponential form $f(x) = abx$ (Alg. I); exponential growth and decay (Alg. I); effects on the graph of $f(x) = bx$ and $f(x) = \log_b(x)$ (Alg. II); exponential relationships written in recursive notation (Alg. II); rewriting exponential and logarithmic equations (Alg. II); and solving exponential equations in the form $y = abx$ (Alg. II).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Number and Algebraic Methods (Alg. I & II): Students apply the mathematical process standards and algebraic methods to perform operations on expressions, and to write, solve, analyze, and evaluate equations, relations, and functions.

1. Teachers provide opportunities for students to describe, write, and simplify numeric, algebraic, and radical expressions (Alg. I & II), including factor binomials and trinomials (Alg. I); arithmetic and geometric sequences (Alg. I); operations with complex numbers and polynomials (Alg. II); factor polynomials of degrees three and four (Alg. II); operations with rational expressions (Alg. II); and the rewriting of radical expressions into equivalent forms (Alg. II).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Cubic, Cube Root, Absolute Value and Rational Functions, Equations, and Inequalities (Alg. II): Students apply the mathematical process standards to understand that cubic, cube root, absolute value and rational functions, equations, and inequalities can be used to model situations, solve problems, and make predictions.

1. Teachers provide opportunities for students to describe, write, and solve cubic, cube root, absolute value and rational functions, equations, and inequalities, including domain and range; effects on the graphs of $f(x) = x^3$, $f(x) = 3\sqrt{x}$, $f(x) = x $, and $f(x) = 1/x$; formulating absolute-value, rational, and inverse-variation equations; and solving absolute-value linear equations and inequalities, and rational, inverse-variation, and cube-root equations.	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

** Note: Develop an action plan for any item with a discrepancy between "DETERMINED" and "IN PRACTICE."*

continued on next page

Logical Arguments and Constructions (Geo): Students apply the mathematical process standards with deductive reasoning and use constructions to validate conjectures about geometric relationships.

	Intro to the Concept	Developing Depth & Application	Mastering Concept
1. Teachers provide opportunities for students to identify, use, and verify definitions, postulates, conjectures, theorems, and constructions to investigate geometric relationships, including the converse, inverse, and contrapositive of conditional and biconditional statements; counterexamples; angles within parallel lines and transversals, polygons, and circles; constructions of congruent segments, congruent angles, angle bisectors, and perpendicular bisectors; and the Triangle Inequality Theorem (Geo).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Proof and Congruence (Geo); and Proof and Trigonometry (Geo): Students apply the mathematical process standards with deductive reasoning to prove and apply theorems by using a variety of methods such as coordinate, transformational, and axiomatic, and formats such as two-column, paragraph, and flow chart.

1. Teachers provide opportunities for students to apply, prove, and verify theorems about angles, triangles, quadrilaterals, and right triangles, including congruent triangles and triangle relationships; the Pythagorean Theorem; quadrilaterals; the Triangle Proportionality Theorem; trigonometric ratios sine, cosine, and tangent; and special right triangles of 30°-60°-90° and 45°-45°-90° (Geo).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

Circles (Geo): Students apply the mathematical process standards to understand geometric relationships, and to apply theorems and equations about circles.

1. Teachers provide opportunities for students to describe and apply theorems about circles to solve contextual problems, including angles, radii, chords, tangents, and secants; proportional relationships between arc length and circumference; proportional relationships between the area of a sector and the area of the circle; radian measures; and the equation of a circle (Geo).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

** Note: Develop an action plan for any item with a discrepancy between "DETERMINED" and "IN PRACTICE."*

continued on next page

Personal Financial Literacy (6-8): Students apply the mathematical process standards to develop an economic way of thinking and problem solving useful in one's life as a knowledgeable consumer and investor (6-8).

	Intro to the Concept	Developing Depth & Application	Mastering Concept
1. Teachers provide opportunities for students to compare, estimate, and calculate situations and decisions involving income and careers (6-8), including comparing annual salaries of several occupations (6); calculating income tax for earned wages (7); and estimating the cost of a college education (8).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
2. Teachers provide opportunities for students to explain, calculate, and analyze the various aspects of saving and investing (7-8), including comparing and analyzing monetary incentives of sales, rebates, and coupons (7); and calculating and comparing simple interest and compound interest earnings over time (7-8).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
3. Teachers provide opportunities for students to identify, describe, and calculate various aspects of credit and debt (6-8), including credit history and credit reports (6); comparing how interest rates and loan length affect the cost of credit (8); and calculating the total cost of repaying a loan using an online calculator (8).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
4. Teachers provide opportunities for students to identify and describe the principles of planning and money management (6-8), including balancing a check register (6); identifying components of a personal budget (7); creating a net-worth statement (7); and analyzing situations involving financially responsible and irresponsible decisions (8).	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐
5. Other: _____	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐	DETERMINED ☐ IN PRACTICE ☐

** Note: Develop an action plan for any item with a discrepancy between "DETERMINED" and "IN PRACTICE."*

Effective Mathematics Instruction and Support Practices

Do we implement effective instruction and support practices for struggling students?

Components of an early mathematics curriculum are listed, along with examples of practices. In your grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. **Develop a Professional Development Plan for practices that are “Not done consistently” or “Not done at all” and for materials/technology that are “Present but used rarely” or are “Not present.”** (See p. 62.)

Delivery of Instruction	Done consistently	Not done consistently*	Not done at all*
1. Instruction based on students' informal mathematics knowledge	☐	☐	☐
2. Instruction based on various activities that are active and rich in mathematical language	☐	☐	☐
3. Explicit instruction using modeling and thinking aloud	☐	☐	☐
4. Balanced instruction with conceptual understanding and procedural skills development	☐	☐	☐
5. Corrective feedback and appropriate reinforcement	☐	☐	☐
6. Guided practice and sufficient time to review prerequisite skills and practice new skills	☐	☐	☐
7. Teaching skills to mastery	☐	☐	☐
Instructional Grouping			
1. Small (3–5 students), similar-ability groups of students receiving instruction identified to meet their specific needs	☐	☐	☐
2. Student pairs, with a higher-performing student helping a struggling student	☐	☐	☐
3. Instructional grouping based on assessment of needs	☐	☐	☐
4. Various grouping formats, depending on the purpose of the lesson and the needs of students	☐	☐	☐
Instructional Materials/Technology	Present & used consistently	Present but used rarely*	Not present*
1. Diverse activities of various levels of difficulty to meet students' needs	☐	☐	☐
2. Classroom materials that cover and enhance mathematics skills	☐	☐	☐
3. Grade-appropriate mathematics texts that cover the critical components of a mathematics curriculum are based on real-life application	☐	☐	☐
4. Concrete and visual manipulatives for understanding and communication	☐	☐	☐
5. Materials that include game-like activities to engage students	☐	☐	☐
6. Computer-assisted activities that enable students to solve problems systematically and repeatedly for mastery and transfer	☐	☐	☐

* Develop an action plan for any item marked “Not done consistently,” “Not done at all,” “Present but used rarely,” or “Not present.”

Evidence-based Interventions for Reading and Mathematics

Do we implement appropriate evidence-based interventions for struggling students?

Some students will continue to struggle to learn the academic content of the grade level, even after appropriate assessment and instructional practices are in place. It is advisable to implement additional small-group intervention instruction to target needs of at-risk students. Review procedures and identify priorities for professional development or support that will enhance teachers' abilities to meet at-risk student needs. **Add identified priorities to the Professional Development Action Plan. (See p. 62.)**

	In Progress*	Completed	Date
1. Identify a problem-solving team.	☐	☐	_____
2. Develop criteria for entry into and exit from evidence-based interventions.	☐	☐	_____
3. Conduct additional student assessment to identify specific gaps in knowledge and skills of struggling students.	☐	☐	_____
4. Set goals to close knowledge gaps and identify instructional interventions/strategies to help student(s).	☐	☐	_____
5. Determine the intensity of the intervention instruction (group size, how frequent, length of each session, duration of intervention).	☐	☐	_____
6. Determine need for instructional materials, technology support, in-class coaching, etc.	☐	☐	_____
7. Write an intervention plan for each at-risk student.	☐	☐	_____
8. Document systematic implementation of intervention plans over a reasonable period of time.	☐	☐	_____
9. Assess and monitor at-risk student progress regularly and frequently, and adjust instruction.	☐	☐	_____
10. Reassess and refine each student's intervention plan, convening problem-solving teams to review plans for students who are not responding adequately to intervention.	☐	☐	_____
11. Refer a student for special education evaluation if inadequate progress is determined through documentation of assessment and ongoing intervention efforts.	☐	☐	_____

**Note: Consider developing an action plan for any item marked "In Progress."*

Evidence-based Intervention Plan for Reading/Mathematics

Student Name: _____ Grade: _____

Teacher: _____ Team Member: _____

Date Plan Developed: _____ Date Plan Evaluated: _____

Assessment Data/ Areas of Need	Resources, Support, and Activities	Person(s) Responsible	Timeline	Progress- Monitoring Procedure

Requested Resources/Support:

- In-class coaching
- Reading or mathematics specialist
- Materials
- Other: _____

Professional Development Action Plan

Participants: _____ Date: _____

List identified priorities from needs-assessment data related to assessment, curriculum, instruction, supplemental support, and intervention practices.

Prioritize Practices to Address	Identify and Describe Resources and Activities	Identify Timeline and Person(s) Responsible

Possible Activities

- Obtain instructional materials
- Request professional development
- Request technology support
- Request support from reading/math specialist
- Request in-class coaching/support

Other Activities

- _____
- _____
- _____
- _____
- _____

Administrative Practices to Support Reading and Mathematics Instruction

Are administrative practices in place to support educators of struggling students?

Principals are responsible for ensuring that all students meet high standards and experience success in school. They routinely evaluate the effectiveness of reading and mathematics instructional opportunities for all students. Review the Professional Development Action Plan(s), and identify additional areas to provide administrative support.

Develop an Administrator's Action Plan for any item marked "NO" as well as for priorities identified on Professional Development Action Plans. (See p. 64.)

Do we have sufficient administrative support in the following areas?

Professional Expertise and Development	YES	NO*
Do I have specific systems in place to assess the instructional staff's knowledge and relative to the critical components of a reading curriculum?	☐	☐
Do I have specific systems in place to assess the instructional staff's knowledge and skills relative to the critical components of a mathematics curriculum?	☐	☐
Are there professional development activities for the identified knowledge and skill needs of instructional staff?	☐	☐
Do I have the expertise, or have I identified and designated a person on the school staff, to work with teachers in selecting classroom materials?	☐	☐
Do I have an identified instructional specialist to help teachers in reading?	☐	☐
Do I have an identified instructional specialist to help teachers in mathematics?	☐	☐
Data Systems and Analysis		
Do I have systems in place to supply data for assessing teacher proficiency and student success in utilizing the reading and mathematics materials currently used in this school?	☐	☐
Do I have formative systems in place to provide evidence of effectiveness of the instructional strategies being utilized throughout the year?	☐	☐
Do I have systems in place to provide information regarding student progress in reading and mathematics throughout the school year and not just at the end of the semester or end of the year?	☐	☐
Have I designated the person(s) responsible for monitoring student progress and instructional effectiveness?	☐	☐
Have I communicated to the instructional staff the processes and timelines involved?	☐	☐
Parents		
Do I have systems in place to ensure that information on student progress in reading and mathematics is communicated to parents?	☐	☐
Budget		
Have I budgeted resources to support reading and mathematics instruction as high priorities at my school?	☐	☐

* Note: Develop an Administrator's Action Plan for any item marked "NO." (See p. 64.)

Administrator's Action Plan

PD Action Plan Priorities	Administrator's Support Priorities	Activities	Timeline	Resources and Support Systems

Possible Resources

- Central office personnel
- Curriculum coordinator
- Dyslexia specialist
- Special education coordinator
- Professional development
- Education Service Center
- Parents
- Community
- University

Referring to Special Education

When is it appropriate for struggling students to be referred for a special education evaluation?

When prevention and intervention efforts fail to resolve learning problems, then referral to special education is warranted. Documentation of the student's response to intervention provides valuable information to the referral committee. Interventions should continue to be provided and the student's response documented, so that these data are available in the event that a student is referred for a comprehensive evaluation for special education.

Referral committees should consider the following questions before recommending a comprehensive evaluation.

Referral Consideration Questions	YES	NO
In addition to the individual who is making the referral, have others noted similar difficulties?	☐	☐
Does the learning problem exist across contexts (e.g., the general education classroom, tutoring, other content-area classes, intervention settings, after-school programs, at home)?	☐	☐
Has the student failed to meet grade-level expectations despite effective intervention?	☐	☐
Is the student's progress in acquiring English significantly different from that of peers who started at about the same level of English language proficiency and have had comparable instruction?	☐	☐
Is there evidence that difficulties can be explained by cultural differences?	☐	☐
If yes, has instruction been adjusted to address the identified area(s) before referring for special education evaluation?	☐	☐
Do grade placements, i.e., promotion or retention, reflect underachievement?	☐	☐
Are there significant life events (e.g., illness, accident, multiple moves) that may have impacted learning?	☐	☐
Are there teacher variables (e.g., absenteeism, expectations, language proficiency, experience) that might have impacted performance?	☐	☐
Do data show that the student did not respond adequately to general education interventions?	☐	☐
Are there other variables that could explain the difficulties?	☐	☐
If yes, list: _____		

Positive Behavioral Supports

Decision-Making Questions and Practices for Positive Behavioral Supports

Use the following questions to determine whether effective practices are in place.

1. Conduct a campus assessment by reviewing the questions and practices below.
2. Identify practices that are not implemented regularly.
3. Develop an action plan.
4. Monitor the action plan.

Questions	Practices
1. Do we use appropriate assessment practices to identify, plan for, and monitor meeting students' behavioral needs?	page 68
2. Do we implement effective instructional practices for teaching and supporting positive behavior?	page 69
3. Do we implement appropriate evidence-based interventions for students struggling with behavior?	page 70
4. Are administrative practices in place to support educators of students struggling with behavior?	page 74
5. When is it appropriate for students struggling with behavior to be referred for a special education evaluation?	page 76

Assessment Practices

Do we use appropriate assessment practices to identify, plan for, and monitor meeting students' behavioral needs?

Effective assessment practices document the environmental conditions that predict and maintain the occurrence of inappropriate student behavior. Schools that implement a Positive Behavioral Interventions and Supports (PBIS) model focus on teaching and encouraging positive behavior management. The goal of PBIS is to enhance capacity to educate all students, especially students with challenging behaviors, by adopting a sustained, positive, preventative, and effective instructional approach to schoolwide discipline and behavior management. When behavioral expectations are taught and reinforced in a schoolwide discipline and behavior management system, more energy can be directed to academic learning. Establishing a system allows staff to quickly identify students who are not meeting behavioral expectations and intervene to help the students engage in positive behaviors.

Sometimes, interventions are unsuccessful not because of their components, but rather because they were implemented inconsistently across staff and school contexts, or with insufficient time for the desired effect to occur. An intervention's failure may be due to inconsistency and/or a lack of opportunity over time.

The following procedure can be used to determine the effectiveness of interventions.

Step 1: List the specific interventions that were tried.

Step 2: For each intervention listed in Step 1, state how long the intervention was implemented.

Step 3: Provide data collected for each intervention. Summarize changes in levels of performance. (A good rule of thumb is a change in the desired direction of student performance within 2 weeks.)

Step 4: Indicate the meetings that were held to present the intent, procedures, and responsibilities of parties involved.

In grade-level or vertical teams, review each practice and check the box that most closely indicates its frequency of implementation. **Develop a Professional Development Action Plan for items that are implemented "Once a year/not at all."** (See p. 73.)

	At regular intervals + progress-monitoring	At regular intervals (3x year)	Once a year/ not at all*
1. Teacher interviews are conducted.**	☐	☐	☐
2. Student interviews are conducted.**	☐	☐	☐
3. Observations are conducted in settings where a student is having difficulty, to identify antecedent events that trigger and consequent events that maintain student use of problem behavior.	☐	☐	☐
4. Sufficient observation time (10–20 occurrences of the behavior) is allowed for clear identification of antecedent and consequent events related to problem behavior.	☐	☐	☐
5. Observations are conducted in settings where a student does not have difficulty, to identify antecedent and consequent events that promote appropriate behavior.	☐	☐	☐

* Note: Develop an action plan for any item marked "Once a year/not at all."

**Assessment interviews are available from a variety of sources. (See O'Neill, et al., 1997.)

Effective Instructional Practices for Teaching Positive Behavior

Do we implement effective instructional practices for teaching and supporting positive behavior?

For students who are at-risk for school failure, teacher behavior and class organization play a large role in creating student behavior. At-risk students are more dependent on the critical teaching behaviors of modeling, reinforcement, instructional planning, and organization of lessons that are designed to teach mastery. Essential behavior management practices are listed below.

In your grade-level or vertical team, review each practice and check the box that indicates the presence or absence of the practice. **Develop a Professional Development Action Plan for any item marked "NO."** (See p. 73.)

	YES	NO*
1. Is the classroom arrangement conducive to learning? Does the student have access to pertinent areas, people, or materials?	☐	☐
2. Does the student have a clear visual path to the material and/or presentation of lessons?	☐	☐
3. Is the classroom arranged to minimize distractions?	☐	☐
4. Are classroom expectations clearly presented as related to school-wide rules?	☐	☐
5. Are classroom expectations taught, reviewed, and promoted throughout the school day?	☐	☐
6. Are more positive comments made following desired behavior than negative comments following inappropriate behavior toward the student in a given day?	☐	☐
7. Is the student likely to get attention from staff for doing what is expected?	☐	☐
8. Does the teacher provide verbal (or other) reinforcement for achieving academic goals and for meeting behavioral expectations?	☐	☐
9. Does the teacher effectively use visual and verbal prompts to elicit appropriate behavior?	☐	☐
10. Does the teacher effectively redirect misbehavior (i.e., state that an error has been made, ask the student what the appropriate behavior should be, provide opportunities for the student to demonstrate the behavior, and provide reinforcement for doing so)?	☐	☐
11. Does the teacher refrain from using reprimands (i.e., a response to problem behavior that has a negative tone and does not provide the student with the opportunity to practice and receive contingent reinforcement for correct behavior)?	☐	☐

* Note: Develop an action plan for any item marked "NO."

Evidence-based Interventions for Behavior

Do we implement appropriate evidence-based interventions for students struggling with behavior?

Before a student is referred for a special education evaluation, documentation of clear and consistent behavior management interventions across the school and/or classroom must be made. A referral to special education is appropriate only when a student continues to present challenging behavior despite intervention practices whose effectiveness is evidenced by the majority of students meeting the behavioral expectations. A particular student's behavior pattern must clearly differentiate him or her from other students. If more than 10% of students in a particular classroom or overall school have difficulty meeting a particular behavioral expectation, then school staff should first develop and implement a plan to help all students meet this expectation before individual supports are developed. It is only when sound school-wide programming and promotion of appropriate behavior is documented and found to be ineffective for a particular student that individualized supports should be developed. **Add identified priorities to the Professional Development Action Plan. (See p. 73.)**

	In Progress*	Completed	Date
1. Identify a problem-solving team that includes key members knowledgeable of positive behavior support resources.	☐	☐	_____
2. Conduct additional student assessment to identify problems.	☐	☐	_____
3. Determine behavior adaptations necessary to help the student.	☐	☐	_____
4. Set goals to improve student behaviors, and identify instructional interventions/strategies to help students.	☐	☐	_____
5. Determine necessity for additional student support team members, i.e., a behavior specialist, an in-class coach.	☐	☐	_____
6. Write an intervention plan for student behavior.	☐	☐	_____
7. Document implementation of the systematic behavioral intervention indicated in the intervention plan over a reasonable period of time.	☐	☐	_____
8. Monitor student progress regularly and frequently and adjust classroom factors.	☐	☐	_____
9. Review assessment findings and refine the behavioral intervention.	☐	☐	_____

**Note: Consider developing an action plan for any item marked "In Progress."*

Effective Behavior Intervention Practices Based on Function

Select 2 to 3 practices from the lists below to help students master objectives. **Record these practices on the Evidence-based Intervention Plan for Behavior. (See p. 72.)**

Assessment Components	For Student Behavioral Error
- Identify the specific school rules or classroom rules that the student is consistently not meeting - Provide a clear definition of problem behavior stated in observable and measurable terms - Identify antecedents to and consequences for problem behaviors - Identify the function of or purpose for each problem behavior - Select a measurement system to document the number of times the behavior occurs	- Provide a specific praise statement to other students who are meeting expectations - Provide redirection (get student's attention, state in neutral tone that an error has been made, state expected behavior, have student engage in appropriate behavior, provide praise statement contingent upon successful display of appropriate behavior)
Effective Intervention	Practices of Effective Behavior Managers
- Remove the documented antecedents to problem behavior - Strengthen the antecedent to the desired behavior - Control access to the identified reinforcer of problem behavior - Provide a rich reinforcement schedule for appropriate behavior - Use reinforcers identified by students as important to them - Use interventions logically tied to functional behavioral assessment data - Develop an implementation plan that specifies each educator's role, and how consistent messages and responses by staff will occur	- Actively scan the environment to ensure that students are meeting expectations - Provide contingent and specific praise statements to those who are meeting expectations - Move around the environment and use proximity as a means to reduce problem behavior - Spend more time reinforcing appropriate behavior than responding and reacting to problem behavior - Actively teach and promote each specific behavior and routine they wish students to display - Monitor their effectiveness each day, and make modifications to how they prompt and respond to problem behavior - Use an established plan for responding to problem behaviors - Teach relevant, high-interest, skill-level-appropriate academic content in a well-paced manner - Use a variety of instructional formats

Evidence-based Intervention Plan for Behavior

Student Name: _____ Grade: _____

Teacher: _____ Team Members: _____

Date Plan Developed: _____ Date Plan Evaluated: _____

Assessment Data/ Areas of Need	Resources, Support, and Activities	Person(s) Responsible	Timeline	Progress- Monitoring Procedure

Requested Resources/Support:

- In-class coaching
- Behavior support team
- Behavior specialist
- Other: _____
- _____
- _____

Professional Development Action Plan

Participants: _____ Date: _____

List identified priorities from needs-assessment data related to assessment, instruction, supplemental support, and intervention practices.

Prioritize Practices to Address	Identify and Describe Resources and Activities	Identify Timeline and Person(s) Responsible

Possible Activities

- Obtain instructional materials
- Request support from behavior specialist
- Request professional development
- Obtain technology support
- Request in-class coaching/support

Other Activities

- _____
- _____
- _____
- _____
- _____

Administrative Practices to Support Positive Behavior

Are administrative practices in place to support educators of students struggling with behavior?

Principals are responsible for ensuring that all students meet high standards and experience success in school. They routinely evaluate the effectiveness of the behavior management systems at their campuses. Review the Professional Development Action Plan(s), and identify additional areas to provide administrative support. **Develop an Administrator's Action Plan for any item marked "NO" as well as for priorities identified on Professional Development Action Plans. (See p. 75.)**

Do we have sufficient administrative support in the following areas?

Professional Expertise and Development	YES	NO*
Do we have a school-based behavior support team?	☐	☐
Does our team have the required skills to provide positive behavior support for teachers?	☐	☐
If not, do we have a plan to increase school-level expertise in positive behavior support?	☐	☐
Do teachers have access to team expertise in an efficient manner (i.e., within one week, the behavior support team schedules and conducts an initial assessment)?	☐	☐
Do I have knowledge and skills sufficient to analyze and recognize behavioral issues, cues, sanctions (positive and negative), and student behavioral responses to specific cues in the classroom environment?	☐	☐
If not, are other professionals with such expertise consistently available to me?	☐	☐
Do I have a behavioral specialist available on staff or quickly available who can assist teachers with the collection, analysis, and interpretation of student behavioral data?	☐	☐
Have I used the expertise of this staff member or specialist adequately to address any problems?	☐	☐
Data Systems and Analysis		
Does the school have systems in place to collect, record, and analyze student behavioral data, such as the correlation between discipline referrals and intervention strategies?	☐	☐
Have behavior referrals to the office increased this year compared with last year?	☐	☐
If yes, have I analyzed why?	☐	☐
Have I considered the locations where most referrals are taking place?	☐	☐
List locations: _____		
Have I considered who is making most of the referrals?	☐	☐
Have I analyzed these different types of data to create specific support and/or intervention plans?	☐	☐
Parents		
Do I have expertise available in the school to help teachers work with parents to develop effective behavioral intervention strategies for students?	☐	☐

* Note: Develop an Administrator's Action Plan for any item marked "NO." (See p. 75.)

Administrator's Action Plan

PD Action Plan Priorities	Administrator's Support Priorities	Activities	Timeline	Resources and Support Systems

Possible Resources

- Central office personnel
- Curriculum coordinator
- Behavior specialist
- Special education coordinator
- Professional development
- Education Service Center
- Parents
- Community
- University

Referring to Special Education

When is it appropriate for students struggling with behavior to be referred for a special education evaluation?

When prevention and intervention efforts fail to resolve behavior problems, then referral to special education is warranted. Documentation of the student's response to intervention provides valuable information to the referral committee. Interventions should continue to be provided and the student's response documented, so that these data are available in the event that a student is referred for a comprehensive evaluation for special education.

Referral committees should consider the following questions before recommending a comprehensive evaluation.

Referral Consideration Questions	YES	NO
In addition to the individual who is making the referral, have others noted similar behavior problems?	☐	☐
Does the behavior problem exist across contexts (e.g., across general education classrooms, in the cafeteria, in intervention settings, during after-school programs, at home)?	☐	☐
Has the student failed to demonstrate consistent positive behavior despite effective intervention?	☐	☐
Is there evidence that behavioral difficulties can be explained by cultural differences?	☐	☐
If yes, has instruction and support been adjusted to address identified area before referring for special education evaluation?	☐	☐
Are there significant life events (e.g., illness, death in the family, multiple moves) that may have impacted behavior?	☐	☐
Are there teacher variables (e.g., absenteeism, expectations, experience) that might have impacted behavior?	☐	☐
Do data show that the student did not respond adequately to general education interventions?	☐	☐
Are there other variables that could explain the behavioral difficulties?	☐	☐
If yes, list: _____		

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Appendix A

Resources Section

English Learners (ELs)

Don't be confused. Students with language or learning disabilities and students acquiring English as a second language have similar characteristics.

- Make articulation and pronunciation errors
- Demonstrate poor comprehension
- Forget easily
- Have difficulty follow directions
- Demonstrate poor oral language skills
- Make syntactical and grammatical errors
- Demonstrate low vocabulary
- Read below grade level
- Demonstrate poor spelling
- Seem anxious
- Demonstrate a short attention span
- Demonstrate frequent off-task behavior
- Do not complete tasks
- Often cannot work independently
- Act shy and withdrawn
- Demonstrate poor motivation
- Seem distractible
- Suffer from low self-esteem

Resources for Working with English Learners (ELs)

From the Meadows Center (<http://www.meadowscenter.org>) and the Vaughn Gross Center for Reading and Language Arts (<http://www.meadowscenter.org/vgc/>):

- *A New Light on Literacy: Early Reading Intervention for English Language Learners*
- *Reading Support for Spanish-Speaking Students in Elementary Classrooms*
- *Supporting English Language Learners (ELLs) in Secondary Classrooms*
- English Learner Institute for Teaching Excellence: Project ELITE, <http://www.meadowscenter.org/elite>

From other sources:

- CREATE Brief: Response to Intervention and English Language Learner, <http://www.cal.org/create/publications/briefs/response-to-intervention-and-english-learners.html>
- *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School*
- *Practical Guidelines for the Education of English Language Learners: Research-based Recommendations for Instruction and Academic Interventions*

Reading Resources

From the Texas Education Agency:

- Best Practices Clearinghouse, http://www.tea.state.tx.us/best_practices/
- Texas Essential Knowledge and Skills (TEKS), <http://www.englishspanishteks.net>
- *Coordinating for Reading Instruction: General Education and Special Education Working Together*

From the Meadows Center (<http://www.meadowscenter.org>) and the Vaughn Gross Center for Reading and Language Arts (<http://www.meadowscenter.org/vgc/>):

- *Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program*
- Texas Adolescent Literacy Academies
- *Effective Instruction for Middle School Students with Reading Difficulties: The Reading Teacher's Sourcebook*
- *Establishing an Intensive Reading and Writing Program for Secondary Students (Revised)*
- *Meeting the Needs of Struggling Readers: A Resource for Secondary English Language Arts Teachers*
- *Reading Strategies & Activities Resources Book for Students at Risk for Reading Difficulties, Including Dyslexia*
- *Supplemental Instruction for Struggling Readers, Grade 3: A Guide for Tutors*
- *Word Recognition and Fluency: Effective Upper-elementary Interventions for Students with Reading Difficulties*
- *Vocabulary and Comprehension: Effective Upper-elementary Interventions for Students with Reading Difficulties*

From other sources:

- *Preventing Reading Difficulties in Young Children, the 1998 National Research Council report*
- *Report of the National Reading Panel: Teaching Children to Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction*
- *Improving Schooling for Language-Minority Children: A Research Agenda, National Research Council Institute of Medicine*
- Florida Center for Reading Research, <http://www.fcrr.org/for-educators/>

Mathematics Resources

From the Texas Education Agency:

- Best Practices Clearinghouse, http://www.tea.state.tx.us/best_practices/
- Elementary Students in Texas: Algebra Ready (ESTAR), and Middle School Students in Texas: Algebra Ready (MSTAR), http://www.txar.org/assessment/estar_mstar_screener.html

From the Meadows Center (<http://www.meadowscenter.org>) and the Vaughn Gross Center for Reading and Language Arts (<http://www.meadowscenter.org/vgc/>):

- Mathematics Institute for Learning Disabilities & Difficulties, <http://www.meadowscenter.org/institutes/mathematics-institute>
- Texas Early Mathematics Inventories (TEMI), <http://3tiermathmodel.org>
USERNAME: Texas Teacher PASSWORD: mathematics

From other sources:

- *Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools*
- Educational JAVA Program, www.arctytech.org/java/

- Exemplary and Promising Mathematics Programs Reports, <http://www.goenc.com>
- PBS Teacher Source, <http://www.pbslearningmedia.org>

Behavior Resources

- Center for Effective Collaboration and Practices, <http://cecp.air.org>
- Center for the Study and Prevention of Violence, <http://www.colorado.edu/cspv/>
- National Center on Education, Disability, and Juvenile Justice, www.edjj.org
- National Center on Positive Behavior Interventions and Support, www.pbis.org
- National Dissemination Center for Children with Disabilities, www.nichcy.org
- Oregon Research Institute, www.ori.org
- Oregon Social Learning Center, www.oslc.org
- Texas Behavior Support Initiative, www.txbsi.org
- Blueprints for Healthy Youth Development (University of Colorado Boulder and Annie E. Casey Foundation), www.blueprintsprograms.com

Response to Intervention (RTI)

From the Texas Education Agency:

- Response to Intervention, <http://www.tea.state.tx.us/index2.aspx?id=2147500224>

From the Meadows Center (<http://www.meadowscenter.org>) and the Vaughn Gross Center for Reading and Language Arts (<http://www.meadowscenter.org/vgc/>):

- Building RtI Capacity in Texas Schools, <http://buildingRtI.utexas.org>
- Center on Instruction, Special Education strand, <http://www.centeroninstruction.org>
- Response to Intervention Institute, <http://www.meadowscenter.org/institutes/response-to-intervention-institute>

From other sources:

- IRIS Center, <http://iris.peabody.vanderbilt.edu/module/rti01-overview>
- Center on Response to Intervention, <http://www.rti4success.org>
- RTI Action Network, <http://www.rtinetwork.org/professional/videos/podcasts>
- The Response to Intervention Knowledge Base, <http://www.mc3edsupport.org/rti/>
- U. S. Department of Education, [http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8,](http://idea.ed.gov/explore/view/p/,root,dynamic,QaCorner,8)

Appendix B

Ways to Differentiate Instruction for Struggling Students

Activate and build students' background knowledge	Review/reteach previously taught information and skills	Present new material in small steps	Model procedures and/or "think aloud"
- Determine requisite knowledge/skills. - Build on what students already know. - Consider cultural and linguistic diversity.	- Keep reviews frequent, brief, and spaced out over time. - Try multiple techniques when reteaching; vary presentation/ format from initial instruction.	- Reduce the amount of new information presented at one time. - Use a logical sequence (e.g., progress from easier to more complex; separate easily confused concepts). - Include many examples and, when appropriate, nonexamples.	- Demonstrate how a task is done. "Think aloud" and explain the thinking processes used.
Provide guided practice	Check for understanding	Provide appropriate feedback	Include opportunities for extensive practice
- Give helpful hints or reminders. - Clarify misconceptions. - Incorporate concrete manipulatives, graphic organizers, and/or hands-on activities. - Have students work in small groups or with partners.	- Ask different levels of questions and encourage students to generate questions. - Use a variety of ways for students to respond. - Incorporate sufficient wait time. - Teach self-monitoring, such as graphing progress.	- Use prompts to help students notice, find, and/or fix errors, and to write responses. - Encourage students with prompts of encouragement.	- Monitor initial independent practice. - Integrate practice of new knowledge/skills with those previously taught. - Encourage application and/or generalization in a variety of contexts. - Have students practice until mastery or automaticity is achieved.

Appendix C

Effective Instructional Practices

Effective teachers incorporate a variety of practices to help students master instructional objectives. These practices apply to all students, but are especially helpful to students who are struggling with learning.

Presentation Techniques	Practice Techniques	Feedback Practices
• Make learning visible and explicit. • Use clear, simple directions. • Adjust pacing. • Highlight key information. • Reduce amount of information/skills taught. • Use study guides, semantic maps, and graphic organizers. • Activate background knowledge. • Allow alternative ways to demonstrate learning. • Increase the amount of small-group instruction weekly. • Change grouping from small groups to pairs.	• Use peer and cross-age tutoring. • Use games. • Use manipulatives. • Provide more frequent practice on less information/fewer skills. • Use computer programs. • Ensure mastery before moving on to next skill. • Provide a variety of practice opportunities (e.g., manipulatives, problem solving, explanations).	• Use prompts to help students notice, find, and/or fix errors and write responses. • Encourage students with prompts of encouragement.
Textbook/Materials	Content	Check for Understanding
• Highlight key points/concepts. • Provide books on tape/CD-ROM with study guides. • Reduce amount of reading. • Use shared reading or have peers read to students. • Provide study guides. • Highlight directions. • Use high-interest/low-vocabulary books. • Use trade books/textbooks written at various levels.	• Use task analysis to divide tasks into smaller steps. • Identify and check to see if students have prerequisite skills. • Teach the vocabulary of instruction (e.g., direction words). • Teach technical vocabulary. • Relate concepts to each other using graphic organizers, such as semantic maps.	• Ask different levels of questions and encourage students to generate questions. • Use a variety of ways for students to respond. • Incorporate sufficient wait time. • Teach self-monitoring, such as graphing progress.

